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| Key Stage 4 GCSE Business Studies (Edexcel) |
| **Y10 BUS** | * 1. Entrepreneurship

Maths- probability and statistics (Y10SP)Art- product design and manufacture IT- E-commerce, m-commerce and technology advancements (Y7/8)

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|  **1.1.1 The dynamic nature of business**  |
|  Why new business ideas come about: ● changes in technology / changes in wants ● products and services becoming obsolete. How new business ideas come about: ● original ideas /adapting existing products/ services/ideas.  |
| * + 1. **Risk and reward**
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|  The impact of risk and reward on business activity: ● risk: business failure, financial loss, lack of security ● reward: business success, profit, independence.  |
|  **1.1.3 The role of business enterprise**

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|  The role of business enterprise and the purpose of business activity● to add value: convenience, branding, quality, design, unique selling points. The role of entrepreneurship: ● an entrepreneur: organises resources, makes business decisions, takes risks.  |

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 | 1.2 Spotting Opportunities

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| Art- identifying human behaviour, attraction to aesthetics IT- Technology advancements and AI in shopping. Use of cookies for research methods. (Y7/8)**1.2.1 Customer needs**  |
|  Identifying and under-standing customer needs● what customer needs are: price, quality, choice, convenience ● the importance of identifying and under-standing customers  |

**1.2.2 Market research** * The purpose of market research:
* Methods of market research:
* The use of data in market research:

**1.2.3 Market segmentation** * identifying market segments: location, demographics, lifestyle, income, age

● market mapping to identify a gap in the market and the competition. **1.2.4 The competitive environment** **Business Plan project-** * **Risks and rewards**
* **Objectives**
* **Segmentation / Customer needs**
* **Market mapping**
* **Market Research**
 | 1.3 FinanceComputing- Spreadsheets (Y7SU)Maths- Percentages (Y7SP & 8,9AU)Maths- Graphs / diagrams & scatter graphs (Y10SP)Maths- Average statistics (Y10SP) 1.3 Aims and objectives 1.3 Sources of finance 1.3 Revenues, costs and profits 1.3 Cash flow1.3 Improving revenue and cash flow1.3 Breakeven  | 1.4 Making the business effective Computing- E-commerce (Y9AU)Art- Research (Y8SP)1.4.1 The options for start-up and small businesses* Ownership
* Franchises

1.4.2 Business location* 1.4.3 The marketing mix Product
* Price
* Place
* Promotion
* Differentiation

1.4.4 Business plans  | 1.5Understanding external influences on businessGeography- Earning a living (Y7,8,9 SU)RE- Human rights (Y9AU)Computing- E-commerce (Y9AU)Geography- UK economy (Y10SP)English- Power and Conflict (Y10S)1.5.1 Business stakeholders 1.5.2 Technology and business 1.5.3 Legislation and business* Consumer
* Employee

1.5.4 The economy and business* Business Cycle
* Exchange Rates

1.5.5 External influences* SWOT
 | 2.1 Growing the businessGeography- UK economy (Y10SP)Geography- Global fashion (Y7AU, Y8 SP)RE- Ethics & Fairtrade (Y9 AU)RE- Religion and life RE- Child labour & Human rights (Y9 AU)Computing- Ethics (Y10SU)History-Wall Street crash2.1.1 Business growth* Organic
* Inorganic
* Financing

2.1.2 Changes in business aims and objectives2.1.3 Business and globalisation2.1.4 Ethics, the environment and business* Ethics
* Pressure Groups
* Environment
* Government

Revision andMocks |
| **Y11 BUS** | 1.5 & 2.1Understanding external influences on businessGeography- Earning a living (Y7,8,9 SU)RE- Human rights (Y9AU)Computing- E-commerce (Y9AU)Geography- UK economy (Y10SP)English- Power and Conflict (Y10S)History-Wall Street crash1.5.1 Business stakeholders 1.5.2 Technology and business 1.5.3 Legislation and business* Consumer
* Employee

1.5.4 The economy and business* Business Cycle
* Exchange Rates

1.5.5 External influences* SWOT

2.1.1 Business growth* Organic
* Inorganic
* Financing

2.1.2 Changes in business aims and objectives2.1.3 Business and globalisation2.1.4 Ethics, the environment and business* Ethics
* Pressure Groups
* Environment
* Government
 | 2.2 Marketing Decisions] English- Power and Conflict (Y10S2.2.1 Product2.2.2 Price2.2.3 Promotion2.2.4 Place 2.2.5 Using the marketing mix to make business decisions |  2.3 Operational DecisionsGeography- Resources management (Y9 SU)Computing- Databases (Y8SU)Geography- Resources management (Y10AU)2.3.1 Business operations* Operations
* Stock
* Technology

2.3.2 Working with suppliers2.3.3 Managing quality2.3.4 The sales process3 Finance recap (needs to be built on before 2.4)2.4 Making Financial DecisionsComputing- Spreadsheets (Y7SU)Maths- Percentages (Y7,8,9 AU) Maths- Graphs / diagrams & scatter graphs (Y10SP)Maths- Average statistics (Y10SP) 1.3 Revenues, costs and profits 1.3 Cash flow1.3 Breakeven 2.4.1 Business calculations* Gross Profit
* Net Profit
* ARR

2.4.2 Understanding business performance  | 1.3 Finance recap (needs to be built on before 2.4)2.4 Making Financial DecisionsComputing- Spreadsheets (Y7SU)Maths- Percentages (Y7,8,9 AU) Maths- Graphs / diagrams & scatter graphs (Y10SP)Maths- Average statistics (Y10SP) 1.3 Revenues, costs and profits 1.3 Cash flow1.3 Breakeven 2.4.1 Business calculations* Gross Profit
* Net Profit
* ARR

2.4.2 Understanding business performance  | 2.5 HR DecisionsRE- employment law and discriminationEnglish- Power and Conflict (Y10S)2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development Employment law2.5.4 Motivation |  |

Dark Green = Subject Links

Red = Previous learning links

Orange = SMSC links

**Key Stage 3 - National Curriculum**

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| **Strand of KS3 National Curriculum**  | **Description of Strand** |
| **1** | design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems |
| **2** | understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem |
| **3** | use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions |
| **4** | understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] |
| **5** | understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems |
| **6** | understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits |
| **7** | undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users |
| **8** | create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability |
| **9** | understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns |

**National Curriculum for Computer Science and ICT**

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

***All pupils should be taught to:***

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| **Strand of KS4 National Curriculum**  | **Description of Strand** |
| **4.1** | develop their capability, creativity and knowledge in computer science, digital media and information technology |
| **4.2** | develop and apply their analytic, problem-solving, design, and computational thinking skills |
| **4.3** | understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns |