

Curriculum Overview – GCSE Business Y10

Unit Title	Learning	How can parents best support?
Term 1 Component 3 – Promotion and Finance for Enterprise	<p style="text-align: center;"><u>Learning aim A: Promotion</u></p> <ul style="list-style-type: none"> - A1 Elements of the promotional mix and their purposes - A2 Targeting and segmenting the market - A3 Factors influencing the choice of promotional methods <p style="text-align: center;"><u>Learning aim B: Financial Records</u></p> <ul style="list-style-type: none"> - B1 Financial documents - B2 Payment methods - B3 Sources of revenue and costs - B4 Terminology in financial statements - B5 Statement of comprehensive income - B6 Statement of financial position - B7 Profitability and liquidity 	<p>Ensure students are researching the theory for their exam in their own time and are completing homework as well as examination past papers. All tasks are accessible using the L drive.</p> <p>Encourage students to read the business section of a newspaper with a good business section – The Times, The Independent, The Financial Times or The Guardian. Additionally, Dragons Den and The Apprentice are great ways for pupils to gain business knowledge and familiarise themselves with the correct terminology.</p>



<p>Term 2</p> <p>Component 1 Continued:</p> <p>Component 2 - Planning for and Pitching an Enterprise Activity</p>	<p><u>Learning aim C: Financial Planning and Forecasting</u></p> <ul style="list-style-type: none">- C1 Using cash flow data- C2 Financial forecasting- C3 Suggesting improvements to cash flow problems- C4 Break-even analysis and break-even point- C5 Sources of business finance <p><u>Learning aim A: Explore ideas and plan for a micro-enterprise activity</u></p> <ul style="list-style-type: none">- A1 Generating ideas for a micro-enterprise activity- A2 Plan for a micro-enterprise activity	<p>When having discussions encourage children to explore both sides of an argument as good technique for exams. Encourage them to weigh up Pros and Cons of any situation and then make a decision on what is best.</p> <p>Ensure students are working on their coursework tasks in their own time and meeting all deadlines set. All tasks are accessible using the L drive resources.</p> <p>Support students by helping them to research their chosen organisation. Encourage discussion in and around why the business might have opened, talk about competitors, what the business does well and good/bad examples of customer's service.</p>
<p>Term 3</p> <p>Component 2 Continued:</p>	<p><u>Learning aim B: Pitch a micro-enterprise activity</u></p> <ul style="list-style-type: none">- B1 Pitching a micro-enterprise activity- B2 Presenting a business pitch <p><u>Learning aim C: Review own pitch for a micro-enterprise activity</u></p> <ul style="list-style-type: none">- C1 Using feedback and review to identify possible changes to the pitch	<p>Encourage them to visit their chosen business organisation they are studying to observe/experience the customer service delivered and collect research (leaflets, promotions etc.). Speak to family and friends that are customers about their experience.</p>