

**GCSE Business (9-1) SOW**  
**Year 10 Term 2 (7 Weeks)**

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
1	<b>Topic 1.2 Spotting a business opportunity</b> 1.2.1 Customer needs	Identifying and understanding customer needs: <ul style="list-style-type: none"> <li>What customer needs are: price, quality, choice, convenience.</li> </ul> <p>The importance of identifying and understanding customers: generating sales, business survival.</p>	<ul style="list-style-type: none"> <li>Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a cake-making business, explaining how the business used market research and evaluating whether this was successful.</li> <li>Students investigate market research figures produced by a business and explain what they show.</li> <li>Students discuss customer needs using case studies.</li> </ul>	<ul style="list-style-type: none"> <li>For an introduction to customer needs see the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 2.</li> <li>Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Grace and Peter Fletcher (p15).</li> </ul>
2	1.2.2 Market research	The purpose of market research: <ul style="list-style-type: none"> <li>To identify and understand customer needs.</li> <li>To identify gaps in the market.</li> <li>To reduce risk.</li> <li>To inform business decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Archibald's is a good introduction to how a business might use market research data Teacher will need to be selective on the tasks as they cover some content not yet covered. For example, students could complete stage 1, stage 2 (q2-4) and stage 3. Teacher to decide based on class.</li> </ul>	<ul style="list-style-type: none"> <li>See the Edexcel GCSE Business Studies Student Book <i>Building a Business</i>, Chapter 1.</li> <li>See Nuffield-BP <i>Business and Economics Teachers' Resource Pack</i> case study Archibald's Fish and Chips (p107).</li> </ul>
3&4	1.2.2 Market research	Types of market research: <ul style="list-style-type: none"> <li>Methods of primary research: survey, questionnaire, focus group, observation</li> <li>Methods of secondary research: Internet, market reports, government reports</li> <li>The use of qualitative and quantitative market research data</li> </ul> <p>The role of social media in collecting market research data.</p> <p>The importance of the reliability of market research data.</p>	<ul style="list-style-type: none"> <li>Introduction – teacher sets up an activity where students in different groups answer the following question: 'What is the average height of students in our class?' Group 1 – use ruler/tape measure to calculate the average height of students in the class. Group 2 – use generic <u>secondary data</u> on heights to state the average height in the class (use p1 from the link; don't worry that this is from Australia – this will be useful when assessing the merits of this data).</li> <li>Discuss findings. Then discuss the advantages and disadvantages of each.</li> <li>Students investigate different types of market research – knowledge.</li> <li>Student research into how social media is used to collect market research – collate class results.</li> <li>Reliability – teacher presentation on reliability, using work from this topic as stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>See the Edexcel GCSE Business Studies Student Book <i>Building a Business</i>, Chapter 1.</li> <li>Activity – measuring students or using secondary data (<a href="https://mathspig.wordpress.com/tag/average-height-of-aussie-students">https://mathspig.wordpress.com/tag/average-height-of-aussie-students</a>)</li> </ul>

**GCSE Business (9-1) SOW  
Year 10 Term 2 (7 Weeks)**

**AASSG**

5	1.2.3 Market segmentation	<p>How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"> <li>Identifying market segments: location, demographics, lifestyle, income, age</li> <li>Market mapping to identify a gap in the market and the competition</li> </ul>	<ul style="list-style-type: none"> <li>Teacher plans to ensure that student understand market segments are groups of customers with different characteristics.</li> <li>Students use a series of resources looking at customers and market segments. For example, they look at the Yellow Pages or Thomson Local Directory to identify 20 different businesses and write down what type of customers these businesses might have. They match market segments with types of business, using photographs and examples.</li> <li>Students choose different local businesses - takeaways, restaurants, clothing - and construct a market map related to price and quality.</li> <li>Students analyse the position of different businesses on a market map.</li> </ul>	<ul style="list-style-type: none"> <li>See Nuffield-BP <i>Business and Economics Teachers' Resource Pack</i> Activity - 'Which segment?' (p26).</li> </ul>
6&7	1.2.4 The competitive environment  Topic 1.2 Test & review	<p>Understanding the competitive environment:</p> <ul style="list-style-type: none"> <li>Strengths and weaknesses of competitors based on: price, quality, location, product range and customer service.</li> </ul> <p>The impact of competition on business decision making.</p>	<ul style="list-style-type: none"> <li>Identify a particular type of business in the local area - takeaways, clothing, hairdressers/cosmetics, etc.</li> <li>Students select a specific business and, in groups, analyse the market by considering the strengths and weaknesses of competitors.</li> <li>Source material for the analysis to include: visit to local area, web research, TripAdvisor-type reviews, etc.</li> <li>Individual write-up in the form of market report.</li> </ul>	<ul style="list-style-type: none"> <li>Individual market report activity.</li> </ul>

Cross- curricular links

Literacy: ensure good SPaG practice in all written pieces of work and explore persuasive advertising techniques

Maths: analysing quantitative and qualitative data

ICT: understand the role of social media in collecting market research data

**GCSE Business (9-1) SOW**  
**Year 10 Term 2 (7 Weeks)**

**AASSG**

Differentiation

Differentiated seating plan

PowerPoint slides covering all content

Short clips to illustrate main themes and to add depth to students' knowledge

Use of 'no hands approach'

Starters and plenaries to introduce and consolidate ideas

Range of revision resources available to students (Revision guides, flashcards, videos and exam-practice questions)

Paired work and group activities

Support for HA/LA and SEN

HA:

Extension activities

Working more independently

Challenge students to answer exam questions with fewer, well-developed reasons

Work with LA students to consolidate learning and other HAs to challenge

LA:

One to one teacher support

Paired and group work

Responding to written feedback in purple pen

Improving written answers

**GCSE Business (9-1) SOW**  
**Year 10 Term 2 (7 Weeks)**

**AASSG**

SEN:

Emphasis on recalling key terms and definitions

Additional support with starter activities

Help sheets given where necessary

Teacher support

PowerPoint slides projected and printed copy

Additional time given for copying text/ answering questions and class tests if needed

Highlighting most important pieces of information

Reading aloud and peer work

Correct spelling errors in purple pen