NEW GCSE

Scheme of Work
Business and Communication Systems

This is an exemplar scheme of work which supports the teaching and learning of the Business and Communication Systems specification

scheme of work

GCSE Business and Communication Systems

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Introduction

CCEA has developed new GCSE specifications for first teaching from September 2009. This scheme of work has been designed to support you in introducing the new specification.

The scheme of work provides suggestions for organising and supporting students' learning activities. It is intended to assist you in developing your own scheme of work and should not be considered as being prescriptive or exhaustive.

Please remember that assessment is based on the specification which details the knowledge, understanding and skills that students need to acquire during the course. The scheme of work should therefore be used in conjunction with the specification.

Published resources and web references included in the scheme of work have been checked and were correct at the time of writing. You should check with publishers and websites for the latest versions and updates. CCEA accepts no responsibility for the content of third party publications or websites referred to within this scheme of work.

A Microsoft Word version of this scheme of work is available on the subject microsite on the CCEA website (www.ccea.org.uk/microsites). You will be able to use it as a foundation for developing your own scheme of work which will be matched to your teaching and learning environment and the needs of your students. There are a number of web-based materials to help you in the introduction of the new specification. These have been referred to throughout the scheme of work and are highlighted using the following symbol ( ). When you see this symbol, the resource can be found on the CCEA GCSE Business and Communication System microsite.

I hope you find this support useful in your teaching.

Best wishes

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CCEA Exemplar Scheme of Work: GCSE Business and Communication Systems

Unit 1:
Use of ICT

Specification: Business and Communication Systems

Unit 1:   Use of ICT

Textbooks

Borrington, K and Stimpson, P (2002) *Business Studies Now for GCSE*, 2nd edition, John Murray (Publishers) Ltd
Evans, P (2001) *GCSE Information and Communication Technology*, 2nd edition, Payne-Gallway
Kerr, H (2003) *GCSE Business Studies for CCEA*, Bookpoint Ltd
Lynch, G and Matthewson, S (2005) *Information and Communication Technology for CCEA GCSE*, Hodder Murray
Owens, B GCSE (2001) *Business and Communication Systems*, Hodder Arnold

Websites

www.mcil.co.uk
http://media.12pay.co.uk

Specification: Business and Communication Systems

Unit 1:   Use of ICT

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing	Students should be able to: • compose the content of a document using appropriate:	Ask students to suggest what they think a word processor is. Teacher should define what is meant by a word processor. Teacher should illustrate the main features of a WP interface – menu bar, toolbars (standard and formatting), work space, scroll bars. The teacher should also illustrate how to use the input devices (mouse and keyboard). Whole class teaching: Discuss uses of Word Processing, stressing the importance of consistency in style and presentation. Student activity: Students could be asked to log on to MS Word – input and save text.	Owens (2001) (pp 20) Lynch and Matthewson (2005) (pp 37) Evans (2001) (pp 103, 111) PC, MS Word, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to:		
	– font sizes;	Whole class teaching: Teacher should define what is meant by font size.	Owens (2001) (pp 21) Evans (2001) (pp 103)
		Demonstration: Teacher should illustrate different font sizes, and discuss appropriate usage.	PC, MS Word, projector and screen
		Student activity on how to change font size: Teacher-led activity.	Practice tasks
	– font styles;	Whole class teaching: Teacher should define what is meant by font style.	Owens (2001) (pp 21 and 22) Evans (2001) (pp 104)
		Demonstration: Teacher should illustrate different font styles.	PC, MS Word, projector and screen
		Student activity on how to change font style: Teacher-led activity.	Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to:		
	– fine spacing;	Whole class teaching: Teacher should define what is meant by line spacing.	Owens (2001) (pp 22) Evans (2001) (pp 106)
		Demonstration: Teacher should illustrate the different line spacing options and discuss usage.	PC, MS Word, projector and screen
		Student activity on how to change line spacing: Teacher-led activity.	Practice tasks
	– centring of text;	Whole class teaching: Teacher should define what is meant by centring.	Evans (2001) (pp 109)
		Demonstration: Teacher should illustrate centring and discuss usage.	PC, MS Word, projector and screen
		Student activity on how to centre text: Teacher-led activity.	Practice tasks
	– justification of text;	Whole class teaching: Teacher should define what is meant by justification – left, right and fully justified.	Evans (2001) (pp 109)
		Demonstration: Teacher should illustrate justification and discuss usage.	PC, MS Word, projector and screen
		Student activity on how to change alignment/justification: Teacher-led activity.	Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to: – bullet points;	Whole class teaching: Teacher should define and illustrate what is meant by numbered lists and bullet lists.	PC, MS Word, projector and screen
		Student activity on how to apply numbers and bullets to lists: Teacher-led activity.	Practice tasks
	• control pagination;	Whole class teaching: Teacher should explain what is meant by the widows/orphans control and how/why it is used – prevent a single line being left on its own on a new page.	
		Demonstration: Teacher should illustrate how to switch the control off/on.	PC, MS Word, projector and screen
		Student activity: Students should carry out the activity on how to switch widows/orphans on: Teacher-led activity.	Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to • make effective use of headers and footers;	Whole class teaching: Teacher should define what is meant by headers and footers. Demonstration: Teacher should illustrate headers and footers. Student activity on how to apply headers and footers: Teacher-led activity.	Lynch and Matthewson (2005) (pp 40) PC, MS Word, projector and screen Practice tasks
	• move text using cut, copy and paste;	Whole class teaching: Teacher should define what is meant by moving text – cut and paste. Whole class teaching: Teacher should define what is meant by copying text – copy and paste. Demonstration: Teacher should illustrate each and the difference between them. Student activities on copy and paste and cut and paste: Teacher-led activity.	Evans (2001) (pp 104) Lynch and Matthewson (2005) (pp 38) PC, MS Word, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Word Processing (cont.)	Students should be able to
	
	• rearrange material in the following sequences:
	  – alphabetical;
	  – numerical;
	  – chronological;
		Whole class teaching: Teacher should define/illustrate what is meant by the terms:
		• alphabetical;
		• numerical; and
		• chronological.
		
		Demonstration: Teacher should illustrate the sort function in MS Word.
		
		Student activity on sorting: Teacher-led activity.
			PC, MS Word, projector and screen
			
			Practice tasks

	• search and replace;	Whole class teaching: Teacher should define what is meant by find and replace. Demonstration: Teacher should illustrate the find and replace function. Student activity on search and replace: Teacher-led activity.	Evans (2001) (pp 106) PC, MS Word, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to • correctly carry out amendments;	Whole class teaching: Teacher should define what is meant by amendments – corrections. Demonstration: Teacher should define and illustrate common correction symbols. Student activity: Amendments and common correction symbols. Whole class teaching: Teacher should define what is meant by proof reading – finger for finger, word for word. Student activity: Proof reading exercise – students should compare two versions of the same document and highlight the mistakes. Whole class teaching: Teacher should define what is meant by spell checking. Demonstration: Teacher should illustrate how to carry out a spell check. Student activity: Students should carry out a spell check of their own work.	 Owens (2001) (pp 202) Owens (2001) (pp 203–206) Owens (2001) (pp 203) Evans (2001) (pp 107) PC, MS Word, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to • create and use tables appropriately;	Whole class teaching: • Teacher should define/illustrate what is meant by a table. • Teacher should define what is meant by a row and a column. • Teacher should define what is meant by a cell. • Teacher should define/illustrate what is meant by a merged cell. • Teacher should illustrate how to apply shading to a cell/row/column. Student activity on creating a table: Teacher-led activity.	PC, MS Word, projector and screen An example of a table Lynch and Matthewson (2005) (pp 44–46) Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Word Processing (cont.)	Students should be able to • use graphics and charts from two sources; and	Whole class teaching: Teacher should define/illustrate what is meant by graphics: • Clip Art; • pictures/images from – cameras, scanners and the Internet; and • drawing toolbar items: lines, rectangles, ellipses, autoshapes. Demonstration: Teacher should illustrate how to insert images. Student activity on inserting images: Teacher-led activity.	PC, MS Word, projector and screen Practice tasks
	• demonstrate knowledge and understanding of how mail merge can be used with a database file.	Whole class teaching: Teacher should define what is meant by mail merge and how it is used. This activity is covered in the section on databases. Additional assessment opportunities where learning outcomes can be assessed: Student activities: • WP Practice Tests; • Owens: Activities on Pages 22 – 24; • Sample Papers; and • CLAIT Past Papers.	Owens (2001) (pp 22) Lynch and Matthewson (2005) (pp 37, 102–108) Evans (2001) (pp 110–111)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Spreadsheets	Students should be able to: • design a spreadsheet from given information; • make appropriate use of rows and columns;	Whole class teaching: • Teacher should define what a spreadsheet is. • Teacher should define what rows and columns are. • Teacher should illustrate what rows/row numbers are and what columns/column headings are. • Teacher should define what a cell is. • Teacher should illustrate how a cell reference is a combination of a column heading and a row number. • Teacher should illustrate what an active cell is and how the active cell will be highlighted by a border. Student assessment activities: Exercises in how to create spreadsheets.	Owens (2001) (pp 25–26) Evans (2001) (pp 91) Lynch and Matthewson (2005) (pp 112) Owens (2001) (pp 25–26) PC, MS Excel, projector and screen Evans (2001) (pp 91) Lynch and Matthewson (2005) (pp 113–114)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Spreadsheets (cont.)	Students should be able to: • format and align text and numbers;	Whole class teaching: Teacher should illustrate how text, numbers or a combination of both can be entered into a spreadsheet. Student assessment activities: Exercises in how to create spreadsheets. Demonstration: Teacher should illustrate how text/font sizes and text/font styles can be changed (skill transferred from MS Word). Student assessment activities: Exercises in how to create spreadsheets.	PC, MS Excel, projector and screen Evans (2001) page 93 PC, MS Excel, projector and screen Lynch and Matthewson (2005) (pp 115–118)
	• sort rows in numerical, alphabetical or chronological order;	Demonstration: Teacher should illustrate how to sort rows (skill transferred from MS Word). Student assessment activities: Exercises in how to create spreadsheets.	PC, MS Excel, projector and screen Evans (2001) (pp 97)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Spreadsheets (cont.)	Students should be able to: • use and replicate formulae correctly;	Whole class teaching: • Teacher should define/illustrate the following mathematical symbols: +, -, ÷ and x. • Teacher should illustrate the corresponding symbols in MS Excel: +, -, / and *. • Teacher should illustrate the structure of formulae using numbers. = followed by (followed by Number followed by +, -, / or * followed by Number followed by)	PC, MS Excel, projector and screen Evans (2001) (pp 91–92) Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Spreadsheets (cont.)		Whole class teaching: Teacher should illustrate the structure of formulae using cell references. = followed by (followed by Cell ref followed by +, -, / or * followed by Cell ref followed by) Student assessment activities: Exercises in how to create spreadsheets. Whole class teaching: Teacher should illustrate how values and formulae can be copied from one cell to another or from one cell through a range of other cells. Student assessment activities: Exercises in how to create spreadsheets.	PC, MS Excel, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Spreadsheets (cont.)	Students should be able to:		
	• display and print formulae;	Whole class teaching: Teacher should illustrate how to print formulae using the tools/options menu. Student assessment activities: Exercises in how to create spreadsheets.	PC, MS Excel, projector and screen
	• replicate values and formulae;	Whole class teaching: Teacher should illustrate how values and formulae can be copied from one cell to another or from one cell through a range of other cells. Student assessment activities: Exercises in how to create spreadsheets.	PC, MS Excel, projector and screen
	• enter text and numbers; and	Whole class teaching: Teacher should illustrate how text and numbers can be entered. Student assessment activities: Exercises in how to create spreadsheets.	PC, MS Excel, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Spreadsheets (cont.)	Students should be able to: • collect data.	Demonstration: Teacher should illustrate the countif command. =countif (range, "criteria") is the formula for counting instances of text =countif (range, number) is the formula for counting instances of numerical data. Student assessment opportunities where learning outcomes can be assessed: • CLAIT Past Papers; • Evans, (pp 99–102); and • Sample Papers.	PC, MS Excel, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Charts	Students should be able to: • import data from spreadsheets to create charts; • use a variety of chart formats; • insert appropriate data legends; and • insert a title.	Whole class teaching: Teacher should define what a graph is, discuss why/how graphs are used. Whole class teaching/demonstration: Teacher should illustrate how charts can be created using MS Excel. • Teacher should define and illustrate the different chart types, e.g. column charts, bar charts, pie charts, line graphs and the various subtypes of each. • Teacher should define what legends are. • Teacher should illustrate how legends are shown/hidden. • Teacher should define what titles are – chart and axis titles. • Teacher should illustrate how titles are inserted. Student additional assessment opportunities where learning outcomes can be assessed: Students will be given an opportunity to practise creating charts.	PC, MS Excel, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Databases	Students should be able to: • design a data capture form;	Whole class teaching: Teacher should explain what a data capture form is and why it is used. Demonstration: Teacher should illustrate how to create a data capture form. Student activities: • Students will be given an opportunity to create a data capture form lead by the teacher. • Students will be given an opportunity to create a data capture form independently.	Lynch and Matthewson (2005) (pp 85–86) PC, MS Access, projector and screen
	• create a structure for a database with appropriate fields and records to meet specific needs;	Whole class teaching: Teacher should define what a database is, defining and illustrating the terms database, record and field. Student activities: • Teacher should lead students through the process of creating a database. • Students will be given an opportunity to create a database independently.	Lynch and Matthewson (2005) (pp 79–81) PC, MS Access, projector and screen Owens (2001) (pp 35, 37) Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Databases (cont.)	Students should be able to: • add and edit fields (headings, widths and data types);	Demonstration: Teacher should illustrate how to add fields. Student activities: • Teacher should lead students through the process of adding and editing fields. • Students will be given an opportunity to add and edit fields when setting up databases independently.	Lynch and Matthewson (2005) (pp 79–81) Owens (2001) (pp 36)
	• identify appropriate data types – for example, alphabetic, numeric and alphanumeric;	Whole class teaching: Teacher should describe the different data types. Demonstration: Teacher should illustrate how to create fields and data types. Student activities: • Teacher should lead students through the process of using data types. • Students will be given an opportunity to use data types independently when setting up databases.	Lynch and Matthewson (2005) (pp 79–81) PC, MS Access, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Databases (cont.)	Students should be able to • create, delete and add records;	Whole class teaching: Teacher should define what a record is. Student activities: • Teacher should illustrate how to create, delete and add records. • Students will be given an opportunity to create, delete and add records independently when setting up databases.	Lynch and Matthewson (2005) (pp 91) PC, MS Access, projector and screen Practice tasks
	• carry out searches on a database – search, sort and select records;	Whole class teaching: Teacher should define what is meant by the term search. Student activities: • Teacher should describe/illustrate the different ways to search a database: Query and Filter. • Students will be given an opportunity to use data types independently when setting up and querying databases.	Lynch and Matthewson (2005) (pp 92–96) PC, MS Access, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Databases (cont.)	Students should be able to: • import data;	Whole class teaching: Teacher should explain how data can be imported from other sources such as Microsoft Excel. Student activity: Teacher should illustrate and lead students through the process of importing data from a spreadsheet file.	Lynch and Matthewson (2005) (pp 109–111) PC, MS Access, projector and screen Practice tasks
	• modify layouts for specific purposes, for example table form or mailing labels;	Whole class teaching: Teacher to describe/illustrate how database data can be used to create, e.g. mailing labels, envelopes, letters. Student activity: Students to try creating, e.g. envelopes, labels.	PC, MS Word, projector and screen Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Databases (cont.)	Students should be able to:
	
	• format a standard letter; and
		Whole class teaching: Teacher should describe and illustrate the main sections of a business letter.
		
		   – letter head
		   – reference
		   – date
		   – recipient
		   – salutation
		   – subject
		   – main body of letter
		   – closure
		   – signature and position
		   – enclosure [Enc(s)]
		
		Student activities:
		• Reproduce a given business letter using hard processing facilities.
		• Students could be asked to write a business letter for a given topic, making use of a writing frame, where appropriate, to aid differentiation.
			Lynch and Matthewson (2005) (pp 102–108)
			
			PC, MS Word, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Databases (cont.)	Students should be able to: • mail merge.	Whole class teaching: Teacher should define what a mail merge is and the benefits thereof. Demonstration: Teacher should illustrate how to merge a letter with a database table. Student activities: • Students to work through example led by teacher. • Students to complete a business letter and database and merge both documents.	Lynch and Matthewson (2005) (pp 102–108) PC, MS Access, projector and screen Practice tasks
Presentations	• produce an appropriate presentation from a given scenario;	Whole class teaching: Teacher should explain what a PowerPoint presentation is. Demonstration: Teacher should illustrate what a PowerPoint presentation is, highlighting the use of design templates, text, images, animations, transitions and the use of the media.	Lynch and Matthewson (2005) (pp 56–66) PC, MS PowerPoint, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Presentations (cont.)	Students should be able to: • use an appropriate font size and use colour sensibly;	Student activities: • Teacher could lead students through the process of creating a presentation. • Students will be given an opportunity to create a presentation about a business entrepreneur of their choosing. Teacher should illustrate different font styles, sizes and colour and how to change them. Whole class teaching: Teacher should discuss with the group sensible combinations of styles and colours. Student activity: Students will be given an opportunity to create a presentation incorporating the above font changes.	PC, MS PowerPoint, projector and screen Lynch and Matthewson (2005) (pp 56–66)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Presentations (cont.)	Students should be able to: • use animation and other effects appropriately; and	Whole class teaching: • Teacher should explain and illustrate slide transitions. • Teacher should explain and illustrate animations. • Teacher should explain and illustrate the use of media such as video and sound. • Teacher should explain and illustrate how to use design templates. Student activities: • Teacher should lead the students through the process of using the above effects. • Students will be given an opportunity to create a presentation incorporating the above effects.	Lynch and Matthewson (2005) (pp 56–66) Owens (2001) (pp 11) Owens (2001) (pp 9–10) Owens (2001) (pp 12–13) Owens (2001) (pp 10)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Presentations (cont.)	Students should be able to: • use graphics from two sources (such as a digital camera, scanned images, the student's own graphics or downloaded graphics).	Teacher should illustrate how pictures can be incorporated into presentations. Teacher should identify where graphics can be sourced. Student activities: • Teacher should lead students through the process of incorporating graphics. • Students will be given an opportunity to create a presentation incorporating importing graphics. Assessment: Students could do a presentation about themselves incorporating pictures and sound, describing, for example, who they are, what they like (hobbies, music), who their families are.	Lynch and Matthewson (2005) (pp 56–66) Owens (2001) (pp 8– 9)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Using the Internet and E-mail	Students should be able to:
	
	• carry out an advanced search on the Internet;
	
	• carry out an advanced search using operators;
		Whole class teaching:
		• Students/teacher should discuss what is meant by searching the Internet.
		
		• Students should suggest how this could be done.
		
		• Teacher to define what a search engine is and to give examples.
		
		• Teacher to define what is meant by an advanced search:
		  – using wildcards (*);
		  – using quotation marks;
		  – using keywords (in order of importance);
		  – using + and – to force inclusion and exclusion; and
		  – using complex logic (AND, OR, NOT).
		
		• Teacher should illustrate examples of each.
			Lynch and Matthewson (2005) (pp 4–6)
			
			PC, Internet access, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Using the Internet and E-mail (cont.)	Students should be able to: • carry out an advanced search using two different search engines; • carry out a domain search;	Student activity: Students should be given the opportunity to practice advanced searches using two search engines. Whole class teaching: Teacher to define what a Uniform Resource Locator (URL) is, identifying the constituents: protocol, world wide web, domain name, top level domain, country. Students should be given the opportunity to access the URLs of a number of well known businesses/organisations.	Lynch and Matthewson (2005) (pp 4–6) Lynch and Matthewson (2005) (pp 1–2) Internet access

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Using the Internet and E-mail (cont.)	Students should be able to:
	
	• refine a search; and
		Whole class teaching:
		• Teacher to define what is meant by an advanced search:
		  – using wildcards (*);
		  – using quotation marks;
		  – using keywords (in order of importance);
		  – using + and – to force inclusion and exclusion; and
		  – using complex logic (AND, OR, NOT).
		
		• Teacher should illustrate examples of each.
		
		Student activity: Students should be given the opportunity to practise advanced searches using the example from the textbook Lynch and Matthewson (2005) (pp 5) as a guide.
			Lynch and Matthewson (2005) (pp 4–6)
			
			Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Using the Internet and E-mail (cont.)	Students should be able to: • send an e-mail with an attachment.	Students can use their C2k e-mail account or they may have to set up an account with a service provider such as Hotmail. Whole class teaching: • Teacher to illustrate the constituents of Hotmail's interface. • Teacher to illustrate how to attach a file or photo. Student activity: Students to practise sending e-mails with attachments to each other.	Lynch and Matthewson (2005) (pp 31–36) PC, Internet/Hotmail, projector, screen Practice tasks

Unit 2:
The Business Environment

Specification: GCSE Business and Communication Systems

Unit 2:   The Business Environment

Textbooks

Anderton, A and Jones, R (2007) *GCSE Business Studies: CCEA Version*, Pearson Education Limited
Borrington, K and Stimpson, P (2002) *Business Studies Now for GCSE*, 2nd edition, John Murray (Publishers) Ltd
Kerr, H (2003) *GCSE Business Studies for CCEA*, Bookpoint Ltd
Lynch, G and Matthewson, S (2005) *Information and Communication Technology for CCEA GCSE*, Hodder Murray
Owens, B GCSE (2001) *Business and Communication Systems*, Hodder Arnold

Websites

http://media.12pay.co.uk
www.asa.org.uk
www.businesslink.gov.uk
www.businesslink.gov.uk/bdog/action/detail?type=RESOURCESanditemId=1075219871
www.cabinetoffice.gov.uk/third_sector/social_enterprise.aspx
www.cim.co.uk/mediastore/10_minute_guides/10_min_Get_To_Grips_With_Competitors.pdf
www.cim.co.uk/Media Store/10_minute_guides/10_min__Marketing_Mix.pdf
www.instituteofcustomerservice.com
www.ofcom.org.uk
www.socialenterprise.org.uk
www.socialenterprisemag.co.uk
www.thetimes100.co.uk/theory/theory—competition—154.php
www.times.co.uk
www.12pay.co.uk

Specification: GCSE Business and Communication Systems

Unit 2:   The Business Environment

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Business Activity Types of Business Ownership	Students should be able to: • Demonstrate knowledge and understanding of: – why and how a business starts; – the main types of business ownership in the private sector; and – the advantages and disadvantages of the main types of business ownership in the private sector.	Thought shower (whole class or paired work): Reasons why people start up in business. This may include: • idea for a new product/service; • idea to improve an existing product/service; • spotting a gap in the market; • redundancy; and • particular skill or quality. Student activity: Sketch the main street in their town, identifying the different businesses. Alternatively, list the names of businesses. Whole class teaching: Introduce the various forms of business ownership. Discuss the pros and cons of the different types of ownership.	Kerr (2003) (pp 18–34) Borrington and Stimpson (2002) (pp 19–44) Anderton and Jones (2007) units 6–8, 10–11 (pp 22–43) Learning N1 – Library – Key Stage 4 – Business Studies – Northern Ireland Resources – Setting up Your Own Business. ⍟ PowerPoint presentation CCEA fact file Support Materials for Business Studies and Employability – Wrightbus case study.

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Types of Business Ownership (cont.)		Student activity: Classify the businesses identified earlier according to ownership. Whole class teaching: Comparison between different types of organisations, in relation to ownership, control/decision-making, finance and liability. Student activity: Completion of the business ownership comparison table.	

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Aims of Business	Students should be able to: • demonstrate knowledge and understanding of the aims of business; and • discuss how these aims may be in conflict.	Student activity: Setting personal targets/aims. Class discussion: Students feedback to the whole class their personal aims. Discuss the importance of having aims. Whole class teaching: SMART. Discuss whether the aims set by the students were SMART. Activity: Mission Statements Kerr (2003) (pp 46–48). Whole class teaching: Business Aims, PowerPoint 4. Student activity: Write a personal mission statement or one for the school. ICT activity: Investigate an environmentally friendly business.	Borrington and Stimpson (2002) (pp 7–11) Anderton and Jones (2007) Units 13 (pp 48–51) (completing activities as relevant) Kerr (2003) Section 1.4 (pp 46–54) (completing activities as relevant) ⌂ PowerPoint presentation www.times.co.uk – case studies – Matt MacDonald, Nivea, UNISON ⌂ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Aims of Business (cont.)		Class discussion: Teacher could lead a discussion on how the achievement/satisfaction of different aims affect different stakeholders – highlighting that some stakeholders may be happy with the achievement of aims while others may be unhappy, i.e. we have a conflict. Assessment: Past GCSE Business Studies papers. Activity: Stakeholders.	Kerr (2003) (pp 52)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

The Role of the Social Enterprise	Students should be able to:
	
	• demonstrate knowledge and understanding of:
	  – the role of the social enterprise; and
	  – how a social enterprise will aim to deliver across a range of economic, social and environmental outputs; and
	
	• analyse how the aims of a social enterprise can differ from those of other business organisations.
		Whole class teaching: Social enterprise
		
		Group presentation activity: Investigate a social enterprise and produce a presentation to be delivered to the rest of the class on the features of that social enterprise.
		
		Assessment: Past GCSE Business Studies papers. Thought shower: Class discussion: How do the business aims of the public and private sector differ?
		
		Whole Class Teaching: Teacher to describe how the aims of the public and private sector differ.
		
		Assessment: Past GCSE Business Studies papers.
			⏚ PowerPoint presentation
			
			www.businesslink.gov.uk
			
			www.cabinetoffice.gov.uk/third sector/social_enterprise.aspx
			
			www.socialenterprise.org.uk
			
			www.socialenterprisemag.co.uk
			
			Kerr (2003) (pp 36–45)
			
			Borrington and Stimpson (2002) (pp 45–47)
			
			Kerr (2003) (pp 53)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Uncertainty, Risk, Reward and Change	Students should be able to: • demonstrate knowledge and understanding of the balance between uncertainty, risk and reward, and the role of the entrepreneur;	Thought shower: Students should be asked to come up with a definition of what an entrepreneur is. Student reflection: Students could complete a PowerPoint presentation based on an entrepreneur of their choosing. Students could present to the class. Whole class teaching: Teacher should give the students a definition of what an entrepreneur is. Paired work: Students should be asked to identify the rewards for and the risks taken by an entrepreneur. Whole class teaching: Teacher to identify the rewards for/risks taken by an entrepreneur. Student activity: Students could interview an entrepreneur. Complete relevant activities in textbooks.	Kerr (2003) (pp 68–70) Borrington and Stimpson (2002) (pp 158–161)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Uncertainty, Risk, Reward and Change (cont.)	Students should be able to:
	
	• demonstrate knowledge and understanding of the changing nature of business in relation to the changing role of ICT in the following areas:
	  – changes in work patterns;
	  – job displacement and retraining;
	  – job creation;
	  – home based employment;
	  – video conferencing and teleconferencing;
		Thought shower: Different ways Information and Communication Technology is used in business. List on board/flip chart.
		
		Group activity: Each group is given two items from the list of ICT uses and asked to discuss and feedback on the impact the use of these ICT networks is likely to have in the business.
		
		Whole class teaching: Following group presentations, teacher to describe how ICT has affected the following areas:
		• changes in work patterns;
		• job displacement and retraining;
		• job creation;
		• home based employment; and
		• video conferencing and teleconferencing.
			Lynch and Matthewson (2005) (pp 216–218)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Uncertainty, Risk, Reward and Change (cont.)	Students should be able to: • demonstrate knowledge and understanding of how businesses may succeed or fail depending on how they manage the balance between risk and reward; and • demonstrate knowledge and understanding of how a business must manage change in order to be successful.	Internet investigation: Current examples of uncertainty related to failure. Whole class teaching: Teacher to identify the rewards for/risks taken by an entrepreneur/a business. Group activity: Students to discuss how these risks can be managed and feedback findings to the whole class.	Borrington and Stimpson (2002) (pp 158–161)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Stakeholders	Students should be able to: • demonstrate knowledge and understanding of the different groups who have interest in a business; • consider the business from the perspective of each of these stakeholders; and • analyse how the aims of these stakeholders may be in conflict.	Whole class teaching: Bringing in the idea of stakeholders, give a simple definition of a stakeholder (someone who has an interest in a business for some reason). Discuss the various groups who may be interested in a business. Student activity: Identify all the stakeholders in their school. Display opportunity: Picture of the school with stakeholders identified and described around it. Whole class teaching: Roles and responsibilities of stakeholders Mind mapping activity: On stakeholders and their wants/needs and conflicts Teacher/students to consider how satisfaction for one stakeholder might result in dissatisfaction for another. Teacher to identify where stakeholders' interests might be in conflict.	Borrington and Stimpson (2002) (pp 11–13) Borrington and Stimpson (2002) (pp 10–11)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Customers	Students should be able to: • demonstrate knowledge and understanding of: – how important customers are to a business; – how a business must meet the needs of its customers in order to succeed; and – the importance of effective communication in relation to customer focus.	Whole class teaching: Customers and their importance to organisations. Highlighting the fact that it is better financially to keep a customer than gain a new one. Including how firms differentiate and build brand loyalty. Student activity: In groups, students should research how firms differentiate their products to ensure they have greater appeal to customers, both new and existing. Whole class teaching: The importance and role of effective customer service. Visiting speaker: For example, from a local business or from Young Enterprise, to deliver a seminar on the importance of good customer service and the different ways organisations provide it.	Borrington and Stimpson (2002) (pp 308–309) Kerr (2003) (pp 191, 234) (completing activities as relevant) ⌐ PowerPoint presentation www.instituteofcustomerservice.com ⌐ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Communication	Students should be able to: • describe the main methods of internal, external, formal and informal communications used in business; • demonstrate knowledge and understanding of the barriers to effective communication and the consequences of poor communication;	Whole class activity: Chinese whispers used to illustrate the importance of good communication. Thought shower: What is meant by communication and the different types of communication. Whole class teaching: Formal, informal, internal and external communications. Student activity: Identify internal and external, formal and informal methods of communication. Whole class teaching: Features of good communication. Group activity: Barriers to good communication – what factors prevent good/effective communication from taking place and the likely consequences of this. Group feedback: On findings of group work. Whole class teaching: Using PowerPoint, summarize the barriers to effective communication.	Owens (2001) chapter 4 ⌐ PowerPoint presentation CCEA Revised AS support materials. Kerr (2003) (pp 79–87) Owens (2001) chapter 4

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Communication (cont.)	Students should be able to:
	
	• demonstrate a knowledge and understanding of the main types of communication:
	  – verbal;
	  – written;
	  – electronic;
	  – visual;
		Teacher to identify the different types of communication:
		• verbal;
		• written;
		• electronic; and
		• visual.
		
		Students could be asked to give examples of each and of those which involve more than one type of communication, e.g. a company website is visual and written as well as electronic.
			Owens (2001) chapter 4

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Communication (cont.)	Students should be able to: • apply their knowledge and understanding of the various methods of communication to produce business documents: – memorandums; – letters; – agendas; – minutes; – reports; – notices; and	Whole class teaching/student activities: Teacher to define what a memorandum is and identify the constituents. Students could be given a number of memoranda to create. Teacher to define what a business letter is and identify the constituents. Complete relevant activities in the textbook: (pp 162–169) Teacher to define what a report is and its constituents. Teacher to define what an agenda and minutes are. Teacher to illustrate possible layouts for each. Students could be asked to create agendas and minutes. Teacher to define what a notice is and how it may be laid out. Students could be asked to create examples of notices. Students should apply their knowledge of Unit 1 to produce these documents.	Owens (2001) (pp 140) Owens (2001) (pp 160–169) Owens (2001) (pp 176–177) Owens (2001) (pp 141) Owens (2001) (pp 140)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Communication (cont.)	Students should be able to: • evaluate the impact that ICT has on businesses' communications.	Whole class discussion: Teacher/students to discuss the benefits and disadvantages of ICT on business communications. Complete relevant activities in the textbook.	Kerr (2003) (pp 86–87)
Business Ethics and Social Responsibility	• demonstrate knowledge and understanding of the ethical responsibilities of businesses with particular emphasis on the role played by ICT in the following areas: – data protection; – copyright, designs and patents; and – computer misuse.	Whole class discussion: Teacher/students to discuss recent mishaps as reported in the media about how people's personal details have been lost by different agencies and how this might impact upon victims. Whole class teaching: How legislation has been put in place to protect users. Data Protection Act. Copyright, Designs and Patents Act. Computer Misuse Act. Complete relevant activities in the textbook.	Owens (2001) (pp 70–71) Owens (2001) (pp 71) Owens (2001) (pp 72)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Marketing **Market Research Methods:** • Primary/Field • Secondary/Desk	Students should be able to: • demonstrate a critical understanding of the different methods of market research and sampling and recommend the most appropriate method for particular circumstances;	Thought shower: Students to suggest what they think is meant by market research. Whole class teaching: • Teacher to define what is meant by market research and why it is needed. • Teacher to define what is meant by primary research. • Teacher to identify the different methods of primary research. • Teacher to identify the advantages and disadvantages of primary research methods. Paired activity: In pairs, design and word process a questionnaire to determine the demand for a particular product in school. Teacher should assess these questionnaires and develop a common questionnaire. Students should get these questionnaires completed at home by at least five people. Complete relevant activities in textbooks. Whole class teaching: • Teacher to define what is meant by secondary research and the different methods thereof. • Teacher to define the advantages and disadvantages of secondary research. GCSE Business Studies questions and activities in textbooks.	⊕ PowerPoint presentation Borrington and Stimpson (2002) (pp 245–251) Kerr (2003) Unit 4.1 (pp 212–220) (completing activities as relevant) Anderton and Jones (2007) Unit 44 (pp 154–157), Unit 45 (pp 158–161). (completing activities as relevant) ⊕ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Marketing (cont.)	Students should be able to: • explain market segmentation; and	Whole class teaching: Teacher to define what is meant by market segmentation and how the market is 'broken down' into segments such as: • age; • gender; • culture; • geography; and • socio-economic group. Complete relevant activity in textbooks.	Kerr (2003) (pp 218–220)
	• produce charts using market research findings.	Teacher to describe how data from market research may be presented: table or tally chart; bar chart; pictogram; pie chart; and line graph. ICT activity: Results from questionnaires can be pooled and input to spreadsheet charts drawn to support findings, presented to the class and used for display purposes.	Borrington and Stimpson (2002) (pp 259–268)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Competition	Students should be able to: • demonstrate knowledge and understanding of the levels of competition a business may encounter and recognise indicators of the level of competition;	Whole class teaching: Levels of competition and the indicators of the level of competition, such as openness to international trade and investment, product market regulation, market structure, consumer behaviour, market performance and peer review. Thought shower: The strategies a business could use to manage competition. Feedback and discussion. Whole class teaching: How competition impacts on the marketing mix.	Kerr (2003) (pp 64–65) www.businesslink.gov.uk/bdog/action/detail?type=RESOURCESanditemId=1075219871 www.cim.co.uk/mediastore/10_minute_guides/10_min_Get_To_Grips_With_Competitors.pdf www.thetimes100.co.uk/theory/theory—competition—154.php www.times100.co.uk – case studies – First Group Intel ⌐ PowerPoint presentation ⌐ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Competition (cont.)	Students should be able to: • analyse strategies that a business may use to manage competition; and	Group activity: Students will consider what a business can do to remain competitive (stay ahead of its competition/maintain its position in the market/maintain profitability). Whole class teaching: Teacher to describe the strategies a business might pursue to stay ahead of the competition: • pricing strategies; • advertising/promotion; • innovation/product enhancement; quality of product; • distribution/place; and • cutting costs.	Kerr (2003) (pp 222–225) Kerr (2003) (pp 231–239) Kerr (2003) (pp 255–260) Kerr (2003) (pp 245–254)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Competition (cont.)	Students should be able to:
	
	• analyse the impact that competition has on the marketing mix.
		Whole class teaching:
		• Teacher to define what is meant by the term marketing mix.
		
		• Teacher to define what is meant by the terms:
		  – product;
		  – price;
		  – promotion; and
		  – place.
		
		• Teacher to describe what the impact of being a monopoly has on the marketing mix.
		
		• Teacher to describe what the impact of being an oligopoly has on the marketing mix.
		
		• Teacher to describe what the impact of being in a competitive market has on the marketing mix.
			Kerr (2003) (pp 245)
			
			Kerr (2003) (pp 245–254)
			Kerr (2003) (pp 222–225)
			Kerr (2003) (pp 231–239)
			Kerr (2003) (pp 245–254)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Marketing Mix
 	
Price
	Students should be able to:
	
	• identify and discuss a range of pricing policies:
	  – value based pricing;
	  – competitor based pricing; and
	  – cost plus pricing.
		Whole class teaching: Review of the marketing mix – 4Ps. Students to suggest what they think is meant by the term price and how it is set.
		
		Whole class teaching: Teacher to define what is meant by price and various pricing strategies.
		
		Student activities: Activities in textbooks.
		
		Select the most suitable pricing policy for given scenarios, and justify and evaluate the choices made.
			Borrington and Stimpson (2002) (pp 289–294)
			
			Kerr (2003) Unit 4.2 (pp 221–230) (completing activities as relevant)
			
			Anderton and Jones (2007) Unit 43 (pp 152–153), Units 48–49 (pp 168–173). (completing activities as relevant)
			
			Learning NI – Library – Key Stage 4 – Business Studies – Northern Ireland Resources – Pricing
			
			www.cim.co.uk/Media Store/10_minute_guides/10_min Marketing_Mix.pdf
			
			⌨ PowerPoint presentation
			
			⌨ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Marketing Mix Product	Students should be able to • demonstrate a knowledge of the product life cycle and discuss the strategies used to extend it.	Whole class teaching: • Teacher to define what is meant by the term product life cycle and the different stages of the product life cycle: – development; – introduction; – growth; – maturity; – saturation; and – decline. • Teacher to describe how a product might enter into decline becoming less desirable. • Teacher to describe strategies that a business can take to extend the life cycle of its products. – introduction of variations; – deal in new markets; – changes to products design and packaging; – new advertising campaign; – new improved version; – different retail outlets; and – reducing the price.	Borrington and Stimpson (2002) (pp 269–280) Learning NI – Library – Key Stage 4 – Business Studies – Northern Ireland Resources – Product Life Cycle Kerr (2002) Unit 4.5 (pp 255–272) (completing activities as relevant) Anderton and Jones (2007) Units 46–47 (pp 162–167). (completing activities as relevant) Learning NI – Library – Key Stage 4 – Business Studies – Northern Ireland Resources – Consumer Protection Citizens Advice Guide to Your Rights – Penguin Reference Library ⌐ PowerPoint presentation ⌐ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Marketing Mix Promotion	Students should be able to: • demonstrate knowledge and understanding of the most commonly used methods of promotion; – advertising; – sales promotion; – publicity; and • identify the most appropriate methods of promotion in particular circumstances.	Thought shower: Students to suggest what they think is meant by the term promotion and to suggest different promotion methods: • sponsorship; • special offers; • discounts; • loss leaders; • price reductions; • money off coupons; • article in newspaper; • competitions; • loyalty cards; • TV advertisement; • free samples; • free gifts; • radio advertisement; • point of sale displays; • interview on TV; • price guarantees; • billboards; • after sales service; and • savings stamps/tokens.	Borrington and Stimpson (2002) (pp 295–311) Kerr (2003) Unit 4.3 (pp 231–244) (completing activities as relevant) Anderton and Jones (2007) Unit 50 (pp 174–177). (completing activities as relevant) www.asa.org.uk www.ofcom.org.uk ⌐ PowerPoint presentation ⌐ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Marketing Mix Promotion (cont.)		Classify these under the headings: • advertising; • sales promotion; and • publicity. Whole class teaching: Teacher to define what is meant by promotion and to describe the different methods of promotion.	

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Marketing Mix Place	Students should be able to: demonstrate a knowledge and understanding of the most commonly used channels of distribution of goods and services; and demonstrate an understanding of the main methods of transport used to distribute goods and explain why particular methods are chosen in particular circumstances.	Whole class teaching: Introduce place as part of the marketing mix. Teacher to define the main channels of distribution: • producer – consumer; • producer – retailer – consumer; • producer – wholesaler – retailer – consumer; and • producer – agent – wholesaler – retailer – consumer. Student activity: Students to suggest the different methods of transport a business could use and their advantages/disadvantages. Teacher to describe the methods of transport a business might use and their advantages/disadvantages. • road; • rail; • air; • sea; and • pipeline.	Borrington and Stimpson (2002) (pp 312–317) Kerr (2003) Unit 4.4 (pp 245–254) (completing activities as relevant) Anderton and Jones (2007) Unit 51 (pp 178–181). (completing activities as relevant) ⌁ PowerPoint presentation ⌁ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Remuneration	Students should be able to:
	
	• explain the difference between a wage and a salary;
	
	• identify and explain the contents of a payslip (gross pay, income tax, National Insurance and net pay); and
		Whole class teaching:
		• Teacher to define what is meant by the terms:
		  – wage; and
		  – salary.
		
		• Teacher to define what is meant by a payslip.
		
		• Teacher to examine and define what is meant by the term deductions and its constituents.
		gross pay;
		tax code;
		income tax;
		National Insurance;
		voluntary deductions: superannuation, union subscriptions, Save As You Earn, Give As You Earn; and
		net pay.
		
		Teacher to illustrate that:
		  gross pay – deductions = net pay
		
		Student activity: Complete relevant activities in the textbook.
			Owens (2001) (pp 117–120)
			
			Owens (2001) (pp 124–126)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Remuneration (cont.)	Students should be able to:
	
	• describe the impact that technology has had on the processing of wages and salaries.
		Whole class teaching:
		• Teacher to describe how payroll software can be used to calculate wages.
		
		• Teacher to describe the advantages and disadvantages of payroll software – benefits of ICT: speed, accuracy, ability to produce and print documentation (P45, P60) automatically.
		  – Teacher could illustrate how to calculate wages using manual tables;
		  – Teacher could then illustrate how it is done using payroll software – free software can be downloaded; and
		  – Students could be given the opportunity to do the calculations themselves.
		
		• Teacher to describe the use of BACS as a method for payment.
		
		• Teacher to describe the advantages and disadvantages of BACS.
		
		Student activity: Complete relevant activities in the textbook.
			www.12pay.co.uk
			
			PAYE tables from Inland Revenue
			
			http://media.12pay.co.uk
			
			Owens (2001) (pp 122–123)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Recruitment and Selection	Students should be able to: • identify, describe and evaluate the main methods of recruitment; • recommend the most suitable method(s) of recruitment in particular circumstances;	Whole class teaching: • Teacher to define what is meant by the term recruitment. • Teacher to define the main methods of recruitment: – internal recruitment – external recruitment: e.g. vacancy boards outside premises, advertising in local papers, advertising on the Internet, commercial employment agencies, advertising in the national press, advertising in technical journals, recruitment agencies, careers service, head hunting. • Teacher to describe the advantages and disadvantages of internal and external recruitment.	Owens (2001) (pp 81–85) Borrington and Stimpson (2002) (pp 199–209) Kerr (2003) Section 2.2 – 2.3 (pp 116–136) (completing activities as relevant) Anderton and Jones (2007) Units 26 – 27 (pp 90–97) (completing activities as relevant) Support Materials for Business Studies and Employability – Wrightbus case study www.equalityni.org www.lra.org.uk www.times100.co.uk – case studies – British Gas, Siemens, Tesco ◌ PowerPoint presentation ◌ CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Recruitment and Selection (cont.)	Students should be able to:
	
	• demonstrate a knowledge and understanding of the main methods of selection; and
	
	• recommend the most suitable method(s) of selection in particular circumstances.
		Whole class teaching: What is meant by the term selection.
		Research activity: Methods of selection.
		Feedback to class.
		
		Whole class teaching:
		• Teacher to describe the main methods of selection:
		  – application form;
		  – curriculum vitae;
		  – application letter;
		  – testing;
		  – interview; and
		  – presentation.
		
		• Teacher to describe the advantages and disadvantages of each method.
		
		Student activity: Role-play. Students are divided into groups of three (interviewer, interviewee and observer) and given a particular job they have supposedly applied for. Each member of the group should have the chance to experience each role. The interviewer is given the interview questions, the observer takes notes on the progress of the interview, feeding back at the end of the interview – two positives and one area for improvement. Each group member rotates until they have had the opportunity to experience all three roles.
			Borrington and Stimpson (2002) (pp 205–209)
			
			Kerr (2003) Section 2.4 (pp 137–143) (completing activities as relevant)
			
			Anderton and Jones (2007) Unit 26 (pp 92–93) (completing activities as relevant)
			
			Support Materials for Business Studies and Employability – Wrightbus case study
			
			www.lra.org.uk
			
			🖰 PowerPoint presentation
			
			🖰 CCEA fact files

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Training	Students should be able to: • demonstrate and apply a knowledge and understanding of the reasons for training: – induction; – to explain a change in procedures; – to become more competitive; – to introduce new ICT systems; and • evaluate on-the-job training and off-the-job training and justify the most appropriate method of training for particular circumstances.	Whole class discussion: Students to suggest what they think is meant by the term training and why is it important. Whole class teaching: What is meant by the term training and the importance of training? Teacher to define what is meant by: • on-the-job training; and • off-the-job training. Teacher to describe the advantages and disadvantages of each.	Borrington and Stimpson (2002) (pp 210–213) Owens (2001) (pp 112–114) Kerr (2003) Section 2.5 (pp 144–148) (completing activities as relevant) Anderton and Jones (2007) Unit 28 (pp 98–101) (completing activities as relevant) Support Materials for Business Studies and Employability – Wrightbus case study www.times100.co.uk – case studies – British Gas, Tesco ⌐ PowerPoint presentation ⌐ CCEA fact files

Unit 3: E-Commerce

Specification: GCSE Business and Communication Systems

Unit 3 :   E-commerce

Textbooks

Anderton, A and Jones, R (2007) *GCSE Business Studies: CCEA Version*, Pearson Education
Limited
Kerr, H (2003) *GCSE Business Studies for CCEA*, Bookpoint Ltd
Lynch, G and Matthewson, S (2005) *Information and Communication Technology for CCEA GCSE*,
Hodder Murray

Websites

www.ebay.com
www.mcil.co.uk
www.next.com
www.tesco.com

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
E-commerce Role of ICT	Students should be able to: • demonstrate a knowledge and understanding of the role of ICT in the modern business.	Whole class teaching: What is e-commerce? The role e-commerce plays in relation to international business. Thought shower: What does e-commerce mean for business? Advantages and disadvantages both for businesses and customers. Activity: Investigate and evaluate a business website. In groups, complete a PowerPoint presentation of their findings. Students present this to the class.	Kerr (2003) Section 1.1 (pp 8–12) (completing activities as relevant) Anderton and Jones (2007) Unit 17 (pp 65) (completing activities as relevant) www.ebay.com www.tesco.com www.next.com ⌐⊕ PowerPoint presentation ⌐⊕ CCEA fact files Lynch and Matthewson (2005) (pp 226–227)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Advantages and Disadvantages of e-business	Students should be able to: • demonstrate a knowledge and understanding of the advantages of an e-business to the business and consumers; and • analyse the advantages and disadvantages of e-business to the business.	Whole class teaching: The advantages and disadvantages of e-commerce for a business and its customers. Through the use of case studies, e.g. Kerr, (pp 10–12), students could consider how e-commerce has helped/limited businesses in achieving their business goals.	Kerr (2003) (pp 8–12) Lynch and Matthewson (2005) (pp 226–227) Kerr (2003) (pp 10–12)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Effective Business Web Sites	Students should be able to: • demonstrate a knowledge and understanding of what makes a good e-commerce/business website; and	Thought shower: Students should be asked to suggest what they think makes a good website. Whole class teaching: Teacher should explain the factors to consider when evaluating a website: – first impressions; – navigation; – content; – findability; – making contact; and – browser compatibility. Teacher should evaluate a website under the above headings, illustrating to the students how to evaluate, perhaps using a pre-prepared checklist.	How to evaluate a website/ www.mcil.co.uk
	• evaluate a business website and make recommendations for improvement.	Students should be asked to evaluate a number of websites of well-known businesses, using the checklist.	PC, Internet access.

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources

Legal Implications of E-Business	Students should be able to:
	
	• demonstrate a knowledge and understanding of the legal implications of an e-business in relation to:
	  – data protection;
	  – copyright, designs and patents;
	  – computer misuse; and
	  – payment security over the Internet.
		Thought shower: Students to suggest the problems associated with the Internet.
		
		Whole class teaching:
		• define/explain the problems associated with the Internet:
		  – security;
		  – hacking;
		  – planting of viruses;
		  – abuse of copyright;
		  – piracy; and
		  – misuse of personal information.
		
		• explain the laws/steps taken to avoid the problems:
		  – Data Protection Act;
		  – Copyright, Designs and Patent Act;
		  – Computer Misuse Act; and
		  – Encryption.
		
		GCSE ICT questions and activities in textbooks.
			Lynch and Matthewson (2005) (pp 228–235)
			
			Owens (2001) (pp 70–72)

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Web Design	Students should be able to: • design an appropriate website for a given business scenario; • create a home page and five additional pages;	Student reflection on website evaluation carried out during e-commerce section. Teacher/student review of what constitutes a good website. Whole class teaching: Teacher should illustrate a number of examples of business websites illustrating the constituents – home page, banner/frame at the top of the page, "links"/buttons/contents frame used for navigation and use of information and text which makes up the page, use of colour, interactive contact page and links to other sites. Whole class teaching: Teacher should explain the importance of planning a website before beginning creation and consider how to plan. Demonstration: Working through a given scenario, the teacher should illustrate how to create a website/web page using a web design tool/MS FrontPage Student activity: Students will be given the opportunity to practise this.	Lynch and Matthewson (2005) (pp 12) PC, Internet access, websites, projector and screen PC, MS FrontPage, projector and screen

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Web Design (cont.)	Students should be able to: • add features such as a suitable background colour, text colour, and graphics to the website; • have working links between home and additional pages; • add other features, such as 'Contact Us' area; and	Demonstration: Teacher should illustrate how to change/apply suitable background colours, text colours and graphics – teacher will lead the students through the exercise. Student activity: Students will be given the opportunity to practise this. Demonstration: Teacher should illustrate how to create hyperlinks between the home page and additional pages – teacher will lead the students through the exercise. Student activity: Students will be given the opportunity to practise this. Demonstration: Teacher should illustrate how to create a 'Contact Us' area using the template contained within FrontPage – teacher will lead the students through the exercise. Student activity: Students will be given the opportunity to practise this.	Practice tasks Practice tasks Practice tasks

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
Web Design (cont.)	Students should be able to: • add links to other relevant sites.	Demonstration: Teacher should illustrate how to create links to other web sites – teacher will lead the students through the exercise. Student activity: Students will be given the opportunity to practise this. Group activity: Students should plan and develop a website from a given business, justifying the choices they made. This should then be presented to the whole class and peer comment carried out.	Practice tasks

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