

Enterprise and Marketing

Scheme of work – R068 Design a business proposal

About this scheme of work

Our refreshed Cambridge National in Enterprise and Marketing J837 is for first teaching from September 2022.

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples of how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's first model](#) which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key words**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.

Units and guided learning hours

Here is a reminder of the three mandatory units in the refreshed Cambridge National in Enterprise and Marketing:

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
1	Enterprise and marketing concepts	48	E	M
2	Design a business proposal	36	NEA	M
3	Market and pitch a business proposal	36	NEA	M

Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 120 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around **45** minutes.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

First year of teaching

Autumn 1						
Summary of what you will cover from the curriculum planner:		Market research; Sampling methods; Using research tools; Review market research				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA1 Market research 1.1.1 How to select appropriate primary and secondary market research methods and data types in order to complete meaningful research	<p>You could begin this topic area by asking students:</p> <ul style="list-style-type: none"> what they think market research is why they think that an entrepreneur should carry out market research before designing, producing, and launching a new product. <p>Their ideas could be used to draw up a list of information that the entrepreneur might need to find out.</p> <p>You could provide students (in pairs or in small groups) with an image of a product. Students could imagine that they are designing a new version of this product and list what they would need to find out before producing a design i.e.</p>	Aim Research method Primary research Secondary research	<ul style="list-style-type: none"> Identify the aims of market research Explain the distinction between primary and secondary research 	Primary versus secondary research (geopoll.com) Article giving an overview of primary and secondary market research and the pros and cons of each. The difference between primary and secondary market research YouTube (c 2 minute video)	R067 TA2.1 & 2.2 Students will learn about the purpose of market research and primary research methods

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>what the aims of their research would be. Are they all similar or does it vary depending on the product? NB. These aims could be referred to again in Lesson 3.</p> <p>You could recap market research methods i.e. primary and secondary from R067 by:</p> <ul style="list-style-type: none"> • asking students to write their own definition of each. A class discussion could be held to agree on a definition for each. • asking students to write one advantage and one disadvantage of each method. Again a class discussion could be held to produce a list of advantages and disadvantages • as an extension task, students could be asked to give examples of when they think using each method would be most appropriate. 				
2	TA1 Market research 1.1.1 How to select	To recap learning from R067 on research types i.e. quantitative and qualitative, you could show students examples of different types of data, e.g. responses to a	Research type Qualitative Quantitative	<ul style="list-style-type: none"> • Describe the types of market research • Explain the factors that will 	Overview of quantitative and qualitative market research YouTube (c 5 minute video)	R067 TA2.4 Students will learn about market

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	appropriate primary and secondary market research methods and data types in order to complete meaningful research	<p>survey. Is the data qualitative or quantitative? You could introduce the factors that businesses need to consider when completing research:</p> <ul style="list-style-type: none"> • cost • location • personnel availability • time. <p>In groups, you could provide students with a range of scenarios where research is to be carried out, e.g. a cake shop that sells to the local community has decided to carry out market research before launching a new range of biscuits. Students should discuss how the four factors might impact the choice of research.</p>		impact market research decisions		research data types
3	TA1 Market research 1.1.1 How to select appropriate primary and secondary market research methods and data types in	<p>To provide an opportunity to practise selecting appropriate primary and secondary research methods and data types, you could ask students to refer back to the aims of market research that they identified for a specific product in Lesson 1:</p> <ul style="list-style-type: none"> • for each aim/piece of information that they identified they could choose the 		<ul style="list-style-type: none"> • Choose appropriate method(s) and type(s) of research for a given scenario 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	order to complete meaningful research	<p>research method that they would use and the type of data that it would be</p> <ul style="list-style-type: none"> students could volunteer their ideas and a class discussion determine whether others agree with their decisions or whether they can put forward more appropriate suggestions you could encourage students to clearly justify their ideas and opinions how might the factors of cost, location, personnel availability, and time impact their choice of research? 				
4	TA1 Market research 1.1.2 Sampling methods	<p>In this lesson you could:</p> <ul style="list-style-type: none"> start with a discussion about how students would choose the people to take part in their primary research. You could give them specific examples of research aims or this could be more generic. You could use this discussion to lead into an introduction of the concept of sampling. provide students with an overview of the four methods. 	<p>Sample</p> <p>Cluster sampling</p> <p>Convenience sampling</p> <p>Random sampling</p> <p>Quota sampling</p>	<ul style="list-style-type: none"> Describe sampling methods Explain the benefits and drawbacks of each sampling method 	<p>Overview of sampling methods Article describing sampling methods (Note: not all methods described are required by this specification) (scribbr.com)</p> <p>Sampling methods video YouTube (c. 3.5 minute video)</p>	

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5	TA1 Market research 1.1.2 Sampling methods 1.1.3 Use appropriate market research tools for a business proposal	<p>This lesson follows on from Lesson 4. You could recap the different sampling methods that students can use when completing the OCR-set assignment.</p> <p>You could provide students with scenarios where they have to choose a sampling method to use, e.g. a computer manufacturer that sells worldwide wants to launch a new laptop.</p> <p>The first scenario could be discussed as a class and then you could task students to consider other scenarios in pairs/small groups.</p> <p><i>Extension:</i> you could ask students to justify their choice(s). You could also turn the task around and ask students to consider each sampling method and suggest their own scenario where that method would be appropriate.</p>		<ul style="list-style-type: none"> Choose an appropriate sampling method for different scenarios 	<p>What are sampling methods and how do you choose the best one? (s4be.cochrane.org)</p> <p>An article focusing on how to choose an appropriate sampling method</p> <p>(Note, not all methods explained in this article are required by this specification.)</p>	
6	TA1 Market research	To introduce this lesson you could recap the primary market research tools learnt in R067. This could be done as a class discussion where	Observations Questionnaires	<ul style="list-style-type: none"> Describe the tools that can be used to conduct 	<p>Overview of primary research tools (smartsurvey.co.uk)</p>	R067 TA2.2 Students will learn about primary

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	1.1.3 Use appropriate market research tools for a business proposal	<p>students have to define each of the terms/methods.</p> <p>In small groups, students could be tasked to produce a diagram that shows the key features of each tool plus potential advantages and disadvantages. You could discuss this as a class to focus students on the fact that not all tools will be appropriate in all situations.</p> <p>You could revisit the scenarios from Lesson 5 (sampling) and task students to identify the most appropriate primary market research tool in each case.</p> <p><i>Extension:</i> You could encourage students to justify their choices.</p>	Surveys Focus groups Consumer trials Test marketing/pilots	<p>primary research</p> <ul style="list-style-type: none"> Explain when each tool is appropriate to be used Choose appropriate primary research tool(s) for a given scenario 	<p>Explanation of the difference between primary and secondary research and the primary market research tools</p> <p>Explanation of primary research tools (brandwatch.com) Article explaining the different primary market research tools</p> <p>How to do market research (entrepreneur.com) Article explaining the basics about conducting market research.</p> <p>Which method? teaching activity (Teach Cambridge)</p>	market research tools

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7	TA1 Market research 1.1.3 Use appropriate market research tools for a business proposal	<p>You could introduce secondary market research tools to students. These should not be confused with secondary market research sources (a common misconception).</p> <p>Students could be given the opportunity to design a version of each of the tools to meet a given scenario.</p> <p>Students could use the tools designed to collect and record the information required by the scenario. You could then ask students to reflect on whether one tool was more appropriate in this scenario than the other. Why?</p> <p><i>Extension:</i> Students could identify the advantages and disadvantages of each tool.</p>	Data collection sheet Spreadsheet	<ul style="list-style-type: none"> Describe the tools that can be used to record secondary research findings Explain when each tool is appropriate to be used Choose appropriate secondary research tool(s) for a given scenario 	Primary research teaching activity (Teach Cambridge)	
8	TA1 Market research 1.1.3 Use appropriate market research tools for a	<p>You could ask students to identify the skills that they believe they will need to develop and use to be able to conduct market research accurately and effectively. Suggestions could then be considered in greater detail, e.g.:</p> <ul style="list-style-type: none"> what the skill is 		<ul style="list-style-type: none"> Use appropriate skills to conduct market research 	The role of a market research analyst (targetjobs.co.uk) Summarises the key skills required to conduct successful market research	

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		<ul style="list-style-type: none"> what category of skill it is (i.e. ICT, verbal communication, non-verbal communication, and written communication)? why it is important what might happen if that skill is not developed/used? <p><i>Extension</i> - You could ask students to prepare market research tool(s) to identify whether they already have the required skill(s) or whether they need to improve on these.</p>				
9	TA1 Market research 1.1.3 Use appropriate market research tools for a business proposal	<p>You could introduce the importance of checking the accuracy of secondary research by considering the definitions of reliability and accuracy (and how these differ).</p> <p>You could recap the secondary market research sources learnt in R067.</p> <p>Students could list for themselves methods that they think could be used to check the reliability and accuracy of these sources. Have they had to check information or</p>	Reliability Accuracy	<ul style="list-style-type: none"> Check the accuracy of secondary research findings 		R067 TA2.2 Students will learn about secondary market research sources

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		<p>data for other subjects that they study? How did they do this?</p> <p>You could provide students with examples of data and ask them to decide whether they think that it is reliable and accurate. They could also be tasked to check this by referring to at least one other source.</p>				
10	<p>TA1 Market research</p> <p>1.2. Review the results of market research</p>	<p>Introduce the methods of collating data i.e.</p> <ul style="list-style-type: none"> tally chart frequency table table. <p>Students should have learnt about these in Maths lessons, so should be familiar with them.</p> <p>You could provide students with a set of raw data and ask them to use each method to collate the information. Students could then reflect on which method they think is the most appropriate for the data provided and why.</p> <p><i>Extension</i> - Why collate data? What are the benefits of doing this?</p>	<p>Frequency table</p> <p>Table</p> <p>Tally chart</p>	<ul style="list-style-type: none"> Describe the methods of collating market research data Choose and use appropriate methods of collating market research data for a given scenario 	<p>How to collate data (mathsteacher.com.au)</p> <p>A step-by-step guide to producing a frequency table</p>	

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11	TA1 Market research 1.2 Review the results of market research	<p>Introduce the methods of presenting data i.e.:</p> <ul style="list-style-type: none"> charts: <ul style="list-style-type: none"> bar chart pie chart line chart scatter graph diagrams tables. <p>Students should have learnt about these in Maths lessons, so should be familiar with them.</p> <p>Students could be provided with the opportunity to present data using some of these methods, e.g. using the collated data from Lesson 10. Before starting the task, you could discuss with students which would be the most appropriate method(s). Not all methods will be appropriate. Why? e.g. a line graph is used to show changes over time and a scatter graph is used to make a comparison between two variables.</p>	Chart Diagram Table	<ul style="list-style-type: none"> Describe the methods of presenting market research data Choose and use appropriate methods of presenting market research data for a given scenario 	How to make charts in Excel (smartsheet.com) An overview of the different types of graph/chart and when to use them	
12	TA1 Market research	In the final lesson on market research, you could divide the class in groups. Each group could be provided with different	Review	<ul style="list-style-type: none"> Review/analyse market research findings 		

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	1.2. Review the results of market research	<p>information. A mix of primary and secondary market research findings would be beneficial. Students should check whether they think that the research is accurate, collate the findings and present the data using appropriate methods.</p> <p>Students could present their work to the class which should provide an opportunity for discussion about:</p> <ul style="list-style-type: none"> • how the accuracy was checked • whether appropriate methods were used to collate and present the information • any conclusions that can be drawn from the presented data. <p>You could question each group to draw out their ideas, reasoning and analysis as required.</p>				

Autumn 2						
Summary of what you will cover from the curriculum planner:		Identify customer profile; Create a design mix; Review and finalise design				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA2 How to identify a customer profile 2.1 How to apply market segmentation to build a customer profile	<p>To introduce this topic area you could recap market segmentation from R067. You could do this by showing images of a range of products and asking students to identify the key characteristics of customers who would buy each product, using the factors used to segment a market. This could also provide an opportunity to overcome any misconceptions about stereotyping.</p> <p>You could ask students to consider each of the factors used to segment a market in turn and to identify a product that they think is specifically aimed at that segment, e.g. baby clothes are aimed at specific age groups.</p> <p>You could provide students with an example of a business that produces a range of products aimed at different customers/market segments, e.g. breakfast cereal. Who is each</p>	Customer profile Market segment	<ul style="list-style-type: none"> Describe factors used to segment a market 	Market segmentation (learnmarket.net) Overview of market segmentation Introduction to a customer profile (oberlo.co.uk) Overview of a customer profile Customer profiling teaching activity (Teach Cambridge)	R067 TA 2.5 Students will learn about types of market segmentation

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		product aimed at? Why do such businesses produce a range of products aimed at different customers?				
2	TA2 How to identify a customer profile 2.1 How to apply market segmentation to build a customer profile	<p>You could encourage students to discuss what they think a customer profile is. For their OCR-set assignment students need to be able to apply market segmentation to identify a customer profile.</p> <p>You could provide students with data that has been collated/ presented. This could be the data that they were provided with in TA1 Lesson 12. They could use this data to create a customer profile for that product.</p> <p>You could encourage students to justify their reasons for identifying the customer profile, using the market research findings. This would provide an opportunity to reinforce that a customer profile should be based on research/data rather than the students' own opinions.</p>	Customer profile Market segment	<ul style="list-style-type: none"> Apply market segmentation to identify a customer profile Justify a customer profile based on market research findings 	Customer profiles: how to target your ideal customer (superoffice.com) Article about how to target your ideal customer, which you could adapt for students.	

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3	TA3 Develop a product proposal 3.1 Create a design mix for a new product	<p>You could introduce this topic area by showing students an image of a product and asking why customers would choose to buy it, e.g. a pair of running trainers or a smart TV. This could be used to lead into an introduction of the three elements of the design mix if reasons have been chosen that relate to function, aesthetics and/or economic manufacture.</p> <p>In this lesson you could focus on the 'function' element of the design mix i.e. what the product 'does', how it works and whether it is reliable.</p> <p>You could show students images of a range of products or bring a selection of smaller items into the class for students to choose/see. What does the product 'do'? Does it 'do' what it needs to 'do'? Is it better/more reliable/provide more functions than any competitor products? E.g. Apple watch, a VW Up car, a pair of wellington boots.</p> <p><i>Extension:</i> what is likely to happen if the product does not fulfil the desired function? Why is it vital</p>	Design mix Function	<ul style="list-style-type: none"> Identify the three elements of a design mix Explain the function elements of a design mix 	<p>The design mix Basic overview of the three elements of the design mix (BBC Bitesize) (bbc.co.uk)</p> <p>The design mix overview YouTube (c. 2.5 minute video)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		that customer wants and needs, in terms of the function of the product, are considered when a product is being designed?				
4	TA3 Develop a product proposal 3.1 Create a design mix for a new product	<p>You could define aesthetics and then task students to research/list products that use each element of aesthetics to appeal to their target customers, e.g.</p> <ul style="list-style-type: none"> • colour • feel • pattern • scale/size • shape • smell • taste. <p>Students may have researched/listed products which promote stereotypes, e.g. a pink pushchair aimed at girls.</p> <p>You could discuss as a class the idea of such stereotypes versus what customers actually want and will therefore choose to buy. This could also be related to market segments, e.g. in the above example, gender and age. In many instances, a business wanting to make a profit is likely to need to produce what the</p>	Aesthetics	<ul style="list-style-type: none"> • Explain features needed to make a product attractive/appealing to target customers • Explain how the target market segment will influence the aesthetics of a product 	Definition of aesthetics (interaction-design.org)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>customers in the target segment want from an aesthetic perspective.</p> <p>Students may also have researched/listed products that suggest that function may be more important in some instances than aesthetics, e.g. work boots need to be functional and protect the feet rather than be available in a range of colours.</p>				
5/6	<p>TA3 Develop a product proposal</p> <p>3.1 Create a design mix for a new product</p>	<p>These lessons follow on from Lesson 4. You could introduce the term 'unique selling point':</p> <ul style="list-style-type: none"> what do students think this means? what could make a product unique? <p>Students could be tasked to revisit the products that they researched/listed in Lesson 4:</p> <ul style="list-style-type: none"> do any of them have a unique selling point? This could include a brand name or logo that is desirable to potential customers. why is it important that a product stands out from the competition? 	Unique selling point (USP)	<ul style="list-style-type: none"> Explain how a USP can be created by aesthetics Explain how the target market segment may influence the potential selling price of a product/price customers are willing to pay Explain the concept of adding value 		

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		<p>You could introduce the final element of the design mix, economic manufacture, by asking students what this term means to them or by tasking them to write their own definition. Students should be aware that the design of a product will have an impact on the cost.</p> <p>You could show them two images, e.g. a diamond necklace and plastic bead necklace or a Ferrari and a Ford Fiesta. How will the cost to produce the two items differ approximately? How will the price that customers are willing to pay differ? How are the profiles of the target customers likely to differ?</p> <p>You could discuss with students the idea that when they produce the designs for their own products, they need to bear in mind the likely cost of the design to produce, based on the price that their target customers are willing to pay (which they should have identified from their market research findings) and the market segment they are aiming at.</p>				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>You could introduce the concept of added value. This could be done by showing images of products where value is added at each stage of the production process, e.g. wheat, flour, and bread. Students could sketch and annotate their own example as a homework task.</p> <p><i>Extension:</i> Discuss how adding value will impact both the design of a product and the selling price.</p>				
7	<p>TA3 Develop a product proposal</p> <p>3.1 Create a design mix for a new product</p>	<p>You could explain the concepts of break-even and profit and how these are calculated. You could illustrate these by taking students through how they are calculated step-by-step (if this has not already been taught in R067). These will be studied in greater depth in TA4. Different examples could be used for the same product if costs are changed, e.g. leather is used instead of plastic, then the costs will be higher. This may impact whether the revenue will cover the costs (break-even) or whether costs are higher/lower than the revenue (profit/loss).</p>	<p>Added value</p> <p>Break-even</p> <p>Profit</p>	<ul style="list-style-type: none"> Explain how the cost of a specific design affects the ability to break-even/make a profit 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could provide students with similar data to be able to calculate break-even and profit/loss so they can draw their own conclusions about the impact of costs, particularly if they are high.				
8	TA3 Develop a product proposal 3.1 Create a design mix for a new product	<p>In this lesson you could recap the overall design mix by writing the three elements of the design mix (i.e. function, aesthetics, economic manufacture) on the board. You could task students to identify at least one product where they think that each element is the most important (e.g. function is the most important element of a tissue). Ideas could then be discussed as a class.</p> <p>You could then task students to produce a design mix for a given scenario/product, in pairs or independently. You could provide them with a summary of market research findings so they can identify a customer profile and a target market segment. This information could also be used in Lessons 8/9.</p> <p>Once these have been identified they could create a diagram that</p>	Function Aesthetics Economic manufacture	<ul style="list-style-type: none"> Outline a design mix for a given scenario 		

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		<p>bullet points the three elements of the design mix for this product.</p> <p><i>Extension:</i> What action(s) might a business have to take if the function and aesthetic elements of a design cannot be achieved for a cost that customers are willing to pay?</p>				
9	<p>TA3 Develop a product proposal</p> <p>3.2 Produce designs for a business challenge</p>	<p>You could introduce the lesson by asking students, 'Do you have to be able to draw or paint to be a creative thinker?'</p> <p>You could ask students how they would come up with ideas if they had a problem that needed solving or if they were coming up with an idea for a party, etc. Discuss their answers and whether these are appropriate for coming up with ideas for a new product.</p> <p>You could explain possible creative techniques that students might use. Using an image to illustrate each technique might aid student understanding. The specification suggests:</p> <ul style="list-style-type: none"> • brain shifter • mind map 	Creative technique	<ul style="list-style-type: none"> • Describe creative techniques that could be used to produce product design ideas 	Introduction to creative thinking and suggested techniques (creately.com)	

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		<ul style="list-style-type: none"> mood board sketches/drawings. <p>Students could list the resources that they would need to be able to use each of these techniques successfully.</p>				
10	TA3 Develop a product proposal 3.2 Produce designs for a business challenge	<p>This lesson follows from Lesson 9. To begin the lesson you could present an everyday item and ask students to think creatively to decide what it could be used for, other than its usual purpose, e.g. a mug, a ruler, or a sheet of paper.</p> <p>To provide students with an opportunity to practise using a creative technique, you could divide the class into groups. Each group is given the same brief to come up with an idea for a new product, e.g. a new ice cream or a new school sweatshirt/jumper. Each group could be assigned a different creative technique.</p> <p>Each group could present their idea to the class and explain how useful they feel that the creative technique used was.</p>		<ul style="list-style-type: none"> Explain creative techniques that could be used to produce product design ideas 	How to create a mind map using Microsoft Word (edrawsoft.com) A step-by-step guide	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<i>Extension:</i> Students could vote on which technique they think was 'the best' for this scenario. Students could then justify whether they think that this technique will always be the most appropriate or whether they think it may vary. If so, why might it vary?				
11/12	TA3 Develop a product proposal 3.2 Produce designs for a new product	<p>You could introduce this lesson by recapping terms from TA1 Market Research. Produce cards with different terms on them (e.g. pie chart, spreadsheet, primary research, quantitative data, scatter graph). You could ask students to either write or verbally volunteer a definition of each term.</p> <p>You could provide students with market research data that has been collated and presented. The data should be based on a given scenario/brief.</p> <p>Individually, students could:</p> <ul style="list-style-type: none"> identify a customer profile from the data 	Pie chart Spreadsheet Primary research Quantitative data Scatter graph	<ul style="list-style-type: none"> Produce a product design based on market research findings Produce a product design based on a given brief Use creative techniques to inform a product design 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> use one creative technique to produce a design. <p>The design should:</p> <ul style="list-style-type: none"> meet the brief be based on the market research data. <p>Students could write a summary of how their design meets the brief and how it is based on the market research data provided. This should help students to focus on the need to base designs on these two factors.</p>				
13	TA3 Develop a product proposal 3.3 Review designs for a product proposal	<p>You could begin this lesson by asking students what they think self-assessment means. What will they have to think about or identify? You could show images of products and task students to identify a strength and a weakness (as if they had designed the product). Students should recognise that they need to be critical and not just identify the positives of a design.</p> <p>You could ask students to write a self-assessment of their own design produced in Lessons 10 and 11. The following questions</p>	Assessment Strengths Weaknesses	<ul style="list-style-type: none"> Explain how to review designs using self-assessment Review designs using self-assessment 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>could be used to help to structure their self-assessment:</p> <ul style="list-style-type: none"> • is my design based on the market research that I was given? • what are the strengths of my design? • what are the weaknesses of my design? • how could I improve my design? • will my design meet the needs and wants of my potential customers (customer profile)? 				
14	<p>TA3 Develop a product proposal</p> <p>3.3 Review designs for a product proposal</p>	<p>You could introduce this lesson by asking students to identify methods, other than self-assessment, that could be used to gain feedback on a product design. Suggestions could be listed on the board.</p> <p>You could then identify the three types of feedback that are listed in the specification:</p> <ul style="list-style-type: none"> • verbal feedback • written feedback • online feedback. <p>Students could identify how their suggestions fit into these</p>	<p>Verbal feedback</p> <p>Written feedback</p> <p>Online feedback</p>	<ul style="list-style-type: none"> • Explain the methods that can be used to gain feedback 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>categories, e.g. 'ask classmates' could be placed under the heading of 'verbal feedback' or 'written feedback' depending on the actual method used. Class discussion could therefore be used to introduce the different methods.</p> <p>Students could produce mind maps to summarise each type of feedback, e.g. writing 'verbal feedback' in the middle of a sheet of paper, then adding radiating lines to give examples of verbal feedback, e.g. peer discussions, telephone surveys, etc. Additional radiating lines could be added to suggest an advantage and a disadvantage of each method. This task could be completed individually, or groups could be tasked to consider one type of feedback (and then mind maps shared).</p> <p>You could provide students with brief scenarios, e.g. a local bakery needs feedback on a new pie that they want to launch. Students volunteer ideas about which method of feedback should be used to find out people's opinions.</p>				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<i>Extension:</i> Students could justify their opinions.				
15/16	TA3 Develop a product proposal 3.3 Review designs for a product proposal	<p>You could introduce this lesson by highlighting the importance of planning. Why should students plan gaining feedback?</p> <p>In groups, students could identify the key factors they need to consider when planning methods relating to one of the types of feedback i.e. either verbal, written or online. For example, if planning a focus group, they may need to consider the location, how many people will attend and the questions that will be discussed.</p> <p>Class discussion could be used to draw up a list of the factors that will need to be considered for each method. Students could be provided with a table to complete to summarise this information.</p> <p>Students could then plan one method of verbal feedback and one method of written feedback to gain feedback on their product design (Lessons 11 and 12). They could then collect this feedback as a homework task.</p>	Plan	<ul style="list-style-type: none"> Plan methods of gaining feedback for a given scenario 	<p>How to give and receive great design feedback (uxdesignn.cc)</p> <p>A blog by Benek Lisefski aimed at the person giving the feedback. This clearly states how the way that feedback is given determines its usefulness. You could adapt this for students.</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
17	TA3 Develop a product proposal 3.3.1 Review designs for a product proposal	<p>Students should now have learnt the methods that can be used to review a product design. As an introduction to the lesson you could check that students understand the term 'review'. You could show a range of definitions and ask students to choose the one that they think best describes the term.</p> <p>Students could be tasked to use:</p> <ul style="list-style-type: none"> • their own self-assessment • the verbal feedback gained • the written feedback gained to review their design (from Lessons 11 and 12). <p>Students could write a summary of the findings from each source and then identify one element of their design that needs to be improved, based on that feedback.</p> <p>Students could then begin to produce a new version of their design which incorporates these improvements (see Lesson 18).</p>		<ul style="list-style-type: none"> • Review designs for a product proposal 		
18	TA3 Develop a product proposal	This lesson follows from Lesson 17.	Finalise Modification	<ul style="list-style-type: none"> • Identify modifications to a product design 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	3.3.2 How to finalise a design after feedback	<p>Students could complete their final designs using the modifications/improvements identified. Students could then annotate this design to clearly show where the changes have been made and why.</p> <p><i>Extension:</i> Students could review their final design to make sure that it meets the needs of the customer profile that they identified in Lesson 10.</p>		<p>based on the customer profile</p> <ul style="list-style-type: none"> Identify modifications to a product design based on feedback Modify a product design to finalise the design Justify why modifications have been made 		

Spring 1						
Summary of what you will cover from the curriculum planner:		Financial viability				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA4 Review whether a business proposal is financially viable 4.1 Calculate costs, revenue, break-even and profit relating to a business proposal	<p>You could introduce this topic area by asking students to define 'financial viability' means and to identify what information an entrepreneur might need to be able to assess the financial viability of a new product (e.g. likely costs, likely revenue, likely break-even level of sales, likely profit).</p> <p>To recap learning from R067 you could ask students to list costs that they think a business will have to pay when producing a new product. A class list could be produced. You could then ask students to categorise these into fixed costs and variable costs. You could also use this to discuss the difference between these two categories of cost and also how total cost is calculated.</p> <p>You could provide students with a scenario which provides the opportunity to perform cost calculations, e.g. for different levels of production and with a change in raw material prices.</p>	Variable cost Fixed cost Total cost	<ul style="list-style-type: none"> Calculate costs based on a given scenario 	Revenue and costs Summary from BBC Bitesize (bbc.co.uk) Fixed costs, variable costs and break-even Summary of each term and the process of calculating each one (businesscasestudies.co.uk)	R067 TA3.1, Students will learn about fixed, variable and total costs

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
2	<p>TA4 Review whether a business proposal is financially viable</p> <p>4.1 Calculate costs, revenue, break-even and profit relating to a business proposal</p>	<p>You could introduce this lesson by showing students images of products and telling them the proposed selling price of each product (this could be higher, lower or the same as the actual price). Students could decide whether they think that the proposed selling price is realistic and justify their opinion. You could encourage students to use terms such as cost, revenue and break-even in their justification.</p> <p>To recap learning from R067 you could write on the board three different formulae for revenue. Students could identify which is the correct formula.</p> <p>You could then provide students with a scenario (which could continue from the scenario provided in Lesson 1) which requires them to perform revenue calculations, e.g. at different levels of sales and at different selling prices.</p> <p>Extension: Students could be tasked to choose a selling price for the product in the scenario and justify this decision.</p> <p>You could introduce students to the idea that many businesses do not rely on only one source of revenue. You could show students images of different businesses and ask</p>	<p>Selling price</p> <p>Revenue</p>	<ul style="list-style-type: none"> Propose an appropriate selling price Calculate revenue based on a given scenario 	<p>How to price your early stage start-up product (forbes.com)</p> <p>An article providing tips on pricing for entrepreneurs</p> <p>The article is suitable for teacher reference rather than being a source for students.</p>	<p>R067 3.2</p> <p>Students will learn about revenue</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		students to identify how these businesses earn revenue, e.g. Sky and Sainsbury's.				
3	<p>TA4 Review whether a business proposal is financially viable</p> <p>4.1 Calculate costs, revenue, break-even and profit relating to a business proposal</p>	<p>You could introduce this lesson by recapping the terms/concepts of break-even and profit from R067. You could do this using quick-fire questioning; asking students to identify one/two bullets of information relating to each.</p> <p>You could recap the formula for break-even and provide students with a scenario which requires them to calculate the break-even level of sales. The scenario could provide options, e.g. if the business buys raw materials from Supplier A, the cost will be £x per unit and if raw materials are bought from Supplier B, then the cost will be £y per unit. Students would therefore be required to perform more than one calculation. You could use mini-whiteboards to ask students to hold up their workings and their answers to check understanding.</p> <p>The scenario could also require students to recalculate the break-even level of sales based on a change in price, e.g. the price could be raised because there are no direct competitors, or the price could be lowered as a new competitor launches a similar product. Students could summarise the impact that</p>	<p>Break-even</p> <p>Profit/loss</p>	<ul style="list-style-type: none"> Calculate break-even Recalculate break-even following a change in price and to recognise the impact of this change Calculate profit/loss 	<p>What is break-even and how to calculate it (bbc.co.uk)</p> <p>Basic overview</p>	<p>R067 TA 3.3 & 3.4</p> <p>Students will learn about profit and break-even</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>these changes in price have on the break-even level of sales.</p> <p><i>Extension:</i> What impact is an increase in price likely to have on the level of sales? How might this impact whether the business will break-even?</p> <p>You could recap the formulae for profit per unit and total profit. The scenario provided for break-even calculations could go on to include information that will provide the opportunity for students to perform both profit calculations.</p> <p>Extension: Why are break-even and profit calculations important when assessing the financial viability of a new product?</p>				
4	<p>TA4 Review whether a business proposal is financially viable</p> <p>4.2 Apply an appropriate pricing strategy</p>	<p>You could introduce this lesson by asking students to list factors that will influence the price that customers are willing to pay for a product. You could also ask students to list factors that will influence the price that a business would ideally like to charge for a product.</p> <p>You could show students a range of items and the price of each. Students could identify why they think each price is appropriate for that product (or not). You could include examples that can be related to the pricing</p>	<p>Competitive pricing</p> <p>Price penetration</p> <p>Price skimming</p> <p>Psychological pricing</p>	<ul style="list-style-type: none"> Describe pricing strategies that a business could choose 	<p>Pricing strategies (bbc.co.uk) Basic summary (not all are relevant to this specification)</p> <p>Pricing strategies teaching activity (Teach Cambridge)</p>	<p>R067 TA4.10 Students will learn about pricing strategies</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>strategies learnt about in R067 and which are also listed in the specification for R068:</p> <ul style="list-style-type: none"> • competitive pricing • price penetration • price skimming • psychological pricing. <p>You could recap the pricing strategies from R067. Students could then refer back to the items that you showed them. Who are the target customers for each item? Can they identify the pricing strategy that is being used? Why do they think that pricing strategy is being used?</p>				
5	<p>TA4 Review whether a business proposal is financially viable</p> <p>4.2 Apply an appropriate pricing strategy</p>	<p>You could introduce this lesson by tasking students to write a one sentence definition for each of the pricing strategies recapped from R067 in Lesson 4. Students could then volunteer ideas as to why different strategies are used by different businesses and for different products?</p> <p>You could provide students with scenarios, each relating to a new product that is to be launched. Each scenario could provide a customer profile or market research data from which students can identify a customer profile. Students could then identify an appropriate pricing strategy in each instance</p>		<ul style="list-style-type: none"> • Choose an appropriate pricing strategy based on the customer profile for a given scenario 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>and explain why they have chosen that strategy.</p> <p><i>Extension:</i> Students could explain why alternative pricing strategies are not appropriate/were not chosen.</p>				
6/7	<p>TA4 Review whether a business proposal is financially viable</p> <p>4.3 Review the likely financial viability of a business proposal</p>	<p>You could revisit the students' ideas of what 'financial viability' means from Lesson 1.</p> <p>You could provide a scenario to show students step-by-step how to review the financial viability of a new product.</p> <p>In groups, students could be provided with scenarios. Students could discuss whether they think that the business in each scenario is financially viable. Information provided in the scenario should help students to calculate:</p> <ul style="list-style-type: none"> • predicted break-even level of sales • predicted number of sales • predicted revenue • predicted total costs • predicted profit. <p>It should also state a pricing decision that students may or may not agree with.</p> <p>Students could use their calculations, and any other information provided (e.g.</p>		<ul style="list-style-type: none"> • Make a judgement about the financial viability of a business proposal 	Definition of financial viability (payrollheaven.com)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>customer profile), to decide whether the new product in each instance is:</p> <ul style="list-style-type: none"> likely to break-even likely to make a profit financially viable. <p>You could task students to, individually, work through the whole process using a given scenario, building on their understanding from the group work. This would help to prepare them for reviewing the financial viability of their own business proposal.</p>				

Spring 2						
Summary of what you will cover from the curriculum planner:		Risks and challenges; NEA assessment				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA5 Review the likely success of the business proposal 5.1.1 Identify the risks and challenges when launching a new product	<p>You could introduce this topic area by asking students to define 'risk' and 'challenge'. What is the difference?</p> <p>You could task students to list two risks and two challenges that they think might impact the successful launch of a new product. Ideas could be summarised to produce a class list. This could be revisited later in this topic area.</p> <p>You could ask students to define 'external factors'. Looking at the class list of risks and challenges, which of these could be classified as external factors?</p> <p>You could introduce the external factors listed in the specification and provide students with a brief overview of each:</p> <ul style="list-style-type: none"> • political • economic • social • technological • legal • environmental • ethical. 	Political	<ul style="list-style-type: none"> • Explain what a risk is • Explain what a challenge is • Describe external factors that may be a risk/challenge when producing and launching a new product 	<p>How to identify external factors that may impact your strategic plan Video summarising PESTEL (4 mins) (clearpointstrategy.com)</p> <p>Political factors (bbc.co.uk)</p> <p>Brief overview of political factors that may affect a business</p>	R069 TA1.4.2 Students will learn about external factors

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		This first lesson could focus on political factors. You could provide students with examples of political factors that may impact the successful launch of a new product and explain these if students are unfamiliar with them, e.g. the Government increases the rate of VAT. In groups, students could produce mind maps to summarise the potential impact of each example.				
2	TA5 Review the likely success of the business proposal 5.1.1 Identify the risks and challenges when launching a new product	<p>You could recap the external factors that may impact the successful launch of a new product. A quick-fire quiz could identify how many the students can remember from Lesson 1.</p> <p>This lesson could focus on economic, social, and technological factors.</p> <p>You could task students, in groups, to research examples of one of these factors or you could provide examples for them to discuss (e.g. demographic changes as a social factor). Students could think about how their factor may impact the launch of a new product and then feedback their ideas to the class.</p>	Economic Social Technological	<ul style="list-style-type: none"> Describe external factors that may be a risk/challenge when producing and launching a new product 	Economic factors (wallstreetmojo.com) Examples of economic factors that affect may business Economic factors (bbc.co.uk) Brief overview of economic factors that may affect a business Social factors (ceopedia.org) A comprehensive list of social factors that may affect a business Social factors (bbc.co.uk) Brief overview of social factors that may affect a business Technological factors Brief overview of technological factors that may affect a business	R069 TA1.4.2 Students will learn about external factors

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
					(bbc.co.uk)	
3	TA5 Review the likely success of the business proposal 5.1.1 Identify the risks and challenges when launching a new product	<p>You could provide students with an overview of a range of legislation, e.g. Health & Safety at Work Act, National Minimum Wage Act, Copyright & Patents Act. Students could identify one way that each legislation might affect the launch of a new product. Class discussion could draw their ideas together.</p> <p>You could introduce ethical factors by discussing what the term 'ethical' means to students. Students should understand that being ethical means going beyond what is legally required. You could task students to consider specific products and how the businesses that produce these products could behave ethically. How might this be a risk or a challenge when designing, producing, and launching a new product?</p> <p>You could show students images relating to the environment, e.g. a wind farm, pollution, torrential rain. You could use these images to draw out their understanding of environmental factors and issues. How might these environmental factors affect the design, production and launch of a new product?</p>	Legal Environmental Ethical	<ul style="list-style-type: none"> Describe external factors that may be a risk/challenge when producing and launching a new product 	<p>Legal factors (pestleanalysis.com) Article summarising the main legal factors that may affect a business</p> <p>Impact of legislation on businesses (bbc.co.uk)</p> <p>Overview</p> <p>Environmental factors that can affect businesses (marketingtutor.net)</p> <p>Detailed article</p> <p>Ethical behaviour (bbc.co.uk)</p> <p>Overview</p>	R069 TA1.4.2 Students will learn about external factors
4	TA5 Review the likely success of the business proposal	You could introduce this lesson by asking students to list who the competitors of two contrasting businesses might be, e.g. Apple and a local newsagent. Class	Competitors	<ul style="list-style-type: none"> Describe risks and challenges when producing and 	Competitive factors (bbc.co.uk)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	5.1.1 Identify the risks and challenges when launching a new product	<p>discussion could then consider the impact that competitors could have on these two businesses. How might their impact differ? How might the two businesses respond?</p> <p>You could task students to produce a mind map that summarises the impact(s) of competitors on a business that is designing, producing, and launching a new product. This could be a generic business, or you could ask them to consider a specific business that they are familiar with. Students could consider the likely impact on each element of the design mix to focus their ideas.</p>		launching a new product	Brief overview of competitive factors that may affect a business	
5	<p>TA5 Review the likely success of the business proposal</p> <p>5.1.1 Identify the risks and challenges when launching a new product</p>	<p>You could introduce this lesson by presenting to students the risks and challenges that will be considered and providing a brief explanation of each:</p> <ul style="list-style-type: none"> • lack of business experience • making a loss • overestimating/underestimating consumer demand • overspending on a budget. <p>You could divide the class into groups. Students could be tasked to individually identify one impact that each risk or challenge could present to the design, production and launch of a new product. Each group could be provided with one sheet of paper for each risk/challenge.</p>	<p>Loss</p> <p>Consumer demand</p> <p>Underestimating</p> <p>Overestimating</p> <p>Overspending</p> <p>Budget</p>	<ul style="list-style-type: none"> • Describe risks and challenges when producing and launching a new product 		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Each student writes their ideas on the paper/ These could then be presented to the class to produce a comprehensive list of the potential impacts.				
6	TA5 Review the likely success of the business proposal 5.1.1 Identify the risks and challenges when launching a new product	This lesson could reinforce the students' learning about potential risks and challenges. You could provide students with a scenario of an entrepreneur launching a new product. Students could identify the potential risks and challenges and explain the impact that each of these could have on the success of the product. You could also task students to suggest how these impacts could be overcome or minimised. This would provide an introduction to 5.1.2 How the impact of risks and challenges can be minimised/overcome.		<ul style="list-style-type: none"> Identify risks and challenges from a given scenario Explain the potential impact of risks and challenges from a given scenario 		
7	TA5 Review the likely success of the business proposal 5.1.2 How the impact of risks and challenges can be minimised/overcome	You could introduce 5.1.2 by providing students with a brief overview of the methods that can be used to minimise or overcome the impact of risks and challenges. You could also make sure that students understand the difference between overcoming and minimising the impacts. In this lesson you could focus on contingency planning.	Contingency planning	<ul style="list-style-type: none"> Describe methods of minimising/overcoming risks and challenges 	Contingency planning (tutor2u.net) Overview	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>You could ask students what they understand by the term 'contingency plan'. Do they ever have a Plan B or back-up plan in case something goes wrong? Class discussion could identify contingency plans that they have used or experienced. Students could also reflect on how successful these have been and whether they have overcome or minimised a risk/challenge, e.g. lessons being held online during the 2020/21 pandemic.</p> <p>You could provide students with a basic contingency plan template and task them to complete it in pairs, based on a given scenario where a business is launching a new product. Students could then explain the potential benefits to the business in the scenario of having thought about potential risks/challenges and producing a contingency plan.</p> <p><i>Extension:</i> Are there any drawbacks of contingency planning?</p>				
8	<p>TA5 Review the likely success of the business proposal</p> <p>5.1.2 How the impact of risks and challenges can be minimised/</p>	<p>You could ask students what knowledge they think an entrepreneur designing, producing, and launching a new product would need to have. Ideas could be used to produce a class list. Students could then complete a task to consider, for each item on the list, what the downside of not having that knowledge may be (the impact) and who they could ask for help. You could</p>	<p>Advisors</p> <p>Training</p>	<ul style="list-style-type: none"> Describe methods of minimising/overcoming risks and challenges 	<p>Suggested sources of advice (bbc.co.uk) Overview of potential sources of experienced advisor</p> <p>Findcourses.co.uk</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	overcome	<p>guide students to consider the type of experienced advisors who may be available to help, e.g. financial advisors, the bank, HR consultants.</p> <p>You could revisit the list of knowledge that students think an entrepreneur would need to have. Questions could be discussed such as:</p> <ul style="list-style-type: none"> what type of training courses could an entrepreneur attend to gain this knowledge if they do not already have it? what are the benefits of attending training courses so that they do not have to rely on advisors? how might attending training courses minimise or overcome the impact of risks and challenges? 			Suggested courses available for small business owners	
9	<p>TA5 Review the likely success of the business proposal</p> <p>5.1.2 How the impact of risks and challenges can be minimised overcome</p>	<p>You could introduce this lesson by presenting to students the examples of detailed research stated in the specification:</p> <ul style="list-style-type: none"> competitors likely consumer demand costs economic conditions. <p>You could provide students with a list of the risks and challenges stated in 5.1.1 and task them to identify one example of detailed research that could be used to</p>	Economic conditions	<ul style="list-style-type: none"> Describe appropriate methods of minimising/overcoming risks and challenges 		R069 TA 1.4.1 Students will learn about researching competitors

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		minimise or overcome each risk/challenge. How will it help to minimise/overcome any impact?				
10	TA5 Review the likely success of the business proposal	<p>You could task students to revisit the scenario from Lesson 6. How could the risks and challenges identified be minimised or overcome?</p> <p>Students could then review whether they think that the business proposal in the scenario is likely to be a success:</p> <ul style="list-style-type: none"> • what are the risks/challenges? • what impact(s) are they likely to have on the success of the new product? • can they be minimised/overcome? • is the business proposal likely to be successful? Why? Why not? 		<ul style="list-style-type: none"> • Explain risks and challenges involved with producing and launching a new product • Explain the impact that risks and challenges may have on the success of a business proposal • Explain how risks and challenges may be minimised/overcome • Make a judgement about the likely success of a business proposal 		
11-24	NEA assessment					

Summer 1						
Summary of what you will cover from the curriculum planner:		NEA assessment				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-3		Remainder of NEA assessment time allocated				

Summer 2						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Please note, this page and some of the pages which follow are blank because if you follow the curriculum planner, you will be teaching other units during these terms. We have left the blank template pages for you to edit, should you choose to teach the units in a different order.

Second year of teaching

Autumn 1						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Autumn 2						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Spring 1						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Spring 2						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Summer 1						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Summer 2						
Summary of what you will cover from the curriculum planner:						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1						
2 etc						

Teaching over three years

Topic area	Warm up/introductory activities	Length of time activity may take
TA1	Students could gather examples of written market research, e.g. questionnaires, and ask family/friends for their experiences of taking part in market research.	Homework (1-2 hours)
TA2	Students could visit a local store or high street or school cafeteria to observe the customers who buy specific items. Can a customer profile be identified from this?	1 hour
TA3	Students could observe businesses that produce a range of different items. This could be in the supermarket, online research, thinking about what they/friends/family buy.	1-2 hours
TA3	Students could experience using different creative techniques. SOW suggests one lesson to experience one method; additional time could be devoted to this as students are encouraged to use more than one creative technique for their OCR-set assignment.	2 hours
TA5	Looking at newspaper articles or online news websites to find examples of external factors (that may have impacted businesses). Students are likely to be unfamiliar with many of the external factors to be studied. You could use bbc.co.uk and national newspapers for these activities.	1-2 hours

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