

# Long Term Plan GCSE Business Y10 (Theme I)

Pearson Edexcel Level 1/Level 2 GCSE in Business  
QN 603/0121/1, Subject code IBSO, Paper code IBSO/01

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Introduction  Topic 1.1 Enterprise and Entrepreneurship	<p>Introduction to the course and finding out about why students want to study business.</p> <p>1.1.1 The dynamic nature of business Why new business ideas come about:</p> <ul style="list-style-type: none"> <li>• changes in technology</li> <li>• changes in what consumers want</li> <li>• products and services becoming obsolete</li> </ul> <p>How new business ideas come about:</p> <ul style="list-style-type: none"> <li>• original ideas</li> <li>• adapting existing products/services/ideas</li> </ul> <p>1.1.2 Risk and reward The impact of risk and reward on business activity:</p> <ul style="list-style-type: none"> <li>• risk: business failure, financial loss, lack of security</li> <li>• reward: business success, profit,</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw</p>	<p>Students are happy and demonstrate a hunger for learning and have the courage to attempt new tasks and complete current ones.</p> <p>Misconceptions are corrected and challenged at an appropriate level.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>	<p>Students may confuse how and why new business ideas come about.</p> <p>Students may struggle with the structure of exam responses.</p>	N/A	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim E: Investigate the role and contribution of innovation and enterprise to business success	<p>Introduce analyse exam questions.</p> <p>Effective questioning, e.g. socratic.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons.</p>	<p>Spiritual SP1 Developing personal values and beliefs</p> <p>SP3 Exploring the values and beliefs of others Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>M2 Investigating moral values</p>	<p>We encourage students to read newspapers and business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to</p>	<p>What are job roles?</p> <p>Becoming an entrepreneur</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills, make this explicit</p>

		<p>independence</p> <p><b>1.1.3 The role of business enterprise</b>  <b>The role of business enterprise and the purpose of business activity:</b></p> <ul style="list-style-type: none"> <li>● to produce goods or services</li> <li>● to meet customer needs</li> <li>● to add value: convenience, branding, quality, design, unique selling points.</li> </ul> <p><b>The role of entrepreneurship:</b></p> <ul style="list-style-type: none"> <li>● an entrepreneur: organises resources, makes business decisions, takes risks.</li> </ul>	<p>conclusions</p> <p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p>	<p>Students will develop their skills, knowledge and confidence so that they can see they too can become an entrepreneur.</p>				<p>Higher level of application to context.</p> <p>Develop resilience and independence.</p>	<p>and ethical issues</p> <p>Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p><b>Democracy:</b> Students investigate business ownership and how they are designed to help improve society.</p>	<p>'real life'</p> <p>Shares - track an organisation on the stock market</p>	<p>to students.</p>
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			Critical thinking – analysing, synthesising and reasoning skills								
HT2	Topic 1.2 Spotting a business opportunity	<p><b>1.2.1 Customer needs what customer needs are:</b></p> <ul style="list-style-type: none"> <li>price, quality, choice, convenience</li> </ul> <p>The importance of identifying and understanding customers:</p> <ul style="list-style-type: none"> <li>generating sales, business survival</li> </ul> <p><b>1.2.2 Market research The purpose of market research:</b></p> <ul style="list-style-type: none"> <li>to identify and understand customer needs</li> <li>to identify gaps in the market</li> <li>to reduce risk</li> <li>to inform business decisions.</li> </ul> <p><b>Methods of market research:</b></p> <ul style="list-style-type: none"> <li>primary research: survey, questionnaire, focus group, observation</li> <li>secondary research: internet, market reports, government reports.</li> </ul> <p><b>The use of data in market research:</b></p> <ul style="list-style-type: none"> <li>qualitative and quantitative data</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p> <p>Correct understanding and use of command words</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be able to see how marketing impacts on their everyday lives and be given the tools to make informed decisions about their purchases as they will have learned the techniques used by business to encourage</p>	<p>Students may confuse qualitative and quantitative data.</p> <p>Students may struggle with the concept of segmentation.</p> <p>Students may struggle with the concept and application of market mapping.</p>		BTEC Level 3 Nationals, Extended Certificate Business: Unit 2, C Planning and developing a marketing campaign	<p>Introduce justify/Evaluate questions.</p> <p>Homework project on market research. Present findings. (challenge built in)</p> <p>Effective questioning, e.g. socratic.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Develop resilience and independence.</p> <p>Challenging</p>	<p>M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>Cultural C1 Exploring, understanding and respecting diversity Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their</p>	<p>Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification.</p> <p>Use of case studies to exemplify ethical behaviour and show where organisations have been unethical</p>	<p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students.</p> <p>Visiting speaker</p>

		<ul style="list-style-type: none"> <li>the role of social media in collecting market research data</li> <li>the importance of the reliability of market research data.</li> </ul> <p><b>1.2.3 Market segmentation</b>  <b>How businesses use market segmentation to target customers:</b></p> <ul style="list-style-type: none"> <li>identifying market segments: location, demographics, lifestyle, income, age</li> <li>market mapping to identify a gap in the market and the competition.</li> </ul> <p><b>1.2.4 The competitive environment</b>  <b>Understanding the competitive environment:</b></p> <ul style="list-style-type: none"> <li>strengths and weaknesses of competitors based on: price, quality, location, product range and customer service</li> <li>the impact of competition on business decision making.</li> </ul>	<p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p>	<p>sales.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>				<p>homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p>	<p>attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Mutual respect and tolerance: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification. Also, students will have an understanding of discrimination.</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	
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									n legislation.		
HT3	Topic 1.3 Putting a business idea into practice	<p><b>1.3.1 Business aims and objectives</b> <b>Business aims and objectives when starting up:</b></p> <ul style="list-style-type: none"> <li>financial aims and objectives: survival, profit, sales, market share, financial security</li> <li>non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.</li> </ul> <p>Why aims and objectives differ between businesses.</p> <p><b>1.3.2 Business revenues, costs and profits</b> <b>The concept and calculation of:</b></p> <ul style="list-style-type: none"> <li>revenue</li> <li>fixed and variable costs</li> <li>total costs</li> <li>profit and loss</li> <li>interest</li> <li>break even level of output</li> <li>margin of safety.</li> </ul> <p><b>Interpretation of break even diagrams:</b></p> <ul style="list-style-type: none"> <li>the impact of changes in revenue and costs</li> <li>break even level of output</li> <li>margin of safety</li> <li>profit and loss.</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p> <p>Application of quantitative skills</p> <p>Calculations in a business context,</p> <p>Interpretation and use of information from graphs</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be able to understand how business aims and objectives impact on the prices they have to pay for goods and services.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>	<p>Application of calculations and their meanings.</p> <p>Understanding of the concept of venture capitalist.</p> <p>The concept of margin of safety and how to work it out.</p>		<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 3, E, Break-even and cash flow forecasts</p> <p>D, Select and evaluate different sources of business finance</p>	<p>Use of relevant calculations from A Level and BTEC Level 3 papers</p> <p>Challenge tasks are built into lessons.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Develop resilience and independence.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p>	<p>M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>M4 Recognising right and wrong (in a business context) and applying it Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>The rule of law: Students will learn about responsible borrowing/lending and the implications.</p>	<p>Links are made to the role of social media/influencers and how customers are persuaded to purchase goods and services. Is this ethical? Can we rely on information from these forms? How can we learn to form our own opinions?</p> <p>Ethical marketing</p> <p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated</p>	<p>Job role: Accountant/financial advisor/banking.</p> <p>Visiting speaker.</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students.</p>

		<p>1.3.3 Cash and cash-flow The importance of cash to a business:</p> <ul style="list-style-type: none"> <li>● to pay suppliers, overheads and employees</li> <li>● to prevent business failure (insolvency)</li> <li>● the difference between cash and profit.</li> </ul> <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> <li>● cash inflows</li> <li>● cash outflows</li> <li>● net cash flow</li> <li>● opening and closing balances</li> </ul> <p>1.3.4 Sources of business finance Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> <li>● short-term sources: overdraft and trade credit</li> <li>● long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowdfunding.</li> </ul>	<p>and charts</p> <p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and</p>					<p>Challenging homework</p> <p>Higher level of application to context.</p>	<p>Students will learn about insolvency.</p>	<p>into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	
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			reasoning  Critical thinking – analysing, synthesising and reasoning skills								
HT4	Topic 1.4 Making the business effective	<p><b>1.4.1 The options for start-up and small businesses</b>  <b>The concept of limited liability:</b></p> <ul style="list-style-type: none"> <li>limited and unlimited liability</li> <li>the implications for the business owner(s) of limited and unlimited liability.</li> </ul> <p><b>The types of business ownership for start-ups:</b></p> <ul style="list-style-type: none"> <li>sole trader, partnership, private limited company</li> <li>the advantages and disadvantages of each type of business ownership.</li> </ul> <p><b>The option of starting up and running a franchise operation:</b></p> <ul style="list-style-type: none"> <li>the advantages and disadvantages of franchising</li> </ul> <p>1.4.2 Business location  Factors influencing business location:</p> <ul style="list-style-type: none"> <li>proximity to: market, labour, materials and competitors</li> <li>nature of the business</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p> <p>Correct understanding and use of command words</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students learn about the types of businesses that they use, which brings their experiences to life.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>	<p>Students may confuse the terms limited and unlimited liability.</p> <p>Students sometimes cannot relate the business plan to the impact of business finance.</p> <p>The impact of the marketing mix on competitive advantage.</p>		<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim A: Explore the features of different businesses and analyse what makes them successful</p>	<p>Prompts to engage high level thinking in Pupils.</p> <p>Challenge tasks are built into lessons.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Higher level of application to context.</p> <p>Effective questioning.</p> <p>Use of difficult case studies (could use ones from A level papers)</p>	<p>SP2 Experiencing fascination, awe and wonder  Pupils' sense of enjoyment and fascination in le</p> <p>SP5 Using imagination and creativity in learning  Pupils' use of imagination and creativity in their learning</p> <p><b>Democracy:</b>  Students investigate business ownership and how they are designed to help improve society.</p>	<p>Inappropriate use of child labour to produce goods</p> <p>Unethical working practises</p> <p>Political, e.g. government support, membership of trading communities</p> <p>Exchange rates and their impact on business</p>	<p>Visiting speaker</p> <p>Job roles in banking.</p>

		<p>activity</p> <ul style="list-style-type: none"> <li>the impact of the internet on location decisions: e-commerce and/or fixed premises</li> </ul> <p><b>1.4.3 The marketing mix</b>  <b>What the marketing mix is and the importance of each element:</b></p> <ul style="list-style-type: none"> <li>price, product, promotion, place.</li> </ul> <p><b>How the elements of the marketing mix work together:</b></p> <ul style="list-style-type: none"> <li>balancing the marketing mix based on the competitive environment</li> <li>the impact of changing consumer needs on the marketing mix</li> <li>the impact of technology on the marketing mix: e-commerce, digital communication.</li> </ul> <p><b>1.4.4 Business plans</b>  <b>The role and importance of a business plan:</b></p> <ul style="list-style-type: none"> <li>to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix.</li> </ul> <p><b>The purpose of planning business</b></p>	<p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and</p>					<p>Feedback</p> <p>Develop resilience and independence.</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p>		
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		<p><b>activity:</b></p> <ul style="list-style-type: none"> <li>the role and importance of a business plan in minimising risk and obtaining finance</li> </ul>	reasoning skills								
HT5	Topic 1.5 Understanding external influences on business	<p><b>1.5.1 Business stakeholders Who business stakeholders are and their different objectives:</b></p> <ul style="list-style-type: none"> <li>shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government.</li> </ul> <p><b>Stakeholders and businesses:</b></p> <ul style="list-style-type: none"> <li>how stakeholders are affected by business activity</li> <li>how stakeholders impact business activity</li> <li>possible conflicts between stakeholder groups.</li> </ul> <p><b>1.5.2 Technology and business Different types of technology used by business:</b></p> <ul style="list-style-type: none"> <li>e-commerce</li> <li>social media</li> <li>digital communication</li> <li>payment systems.</li> </ul> <p><b>How technology influences business activity in terms of:</b></p> <ul style="list-style-type: none"> <li>sales</li> <li>costs</li> <li>marketing mix</li> </ul>	<p>AO1 Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p> <p>Correct understanding and use of command words</p> <p>Understanding and</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students understand their role as a stakeholder.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>	<p>Students may confuse stakeholders with shareholders .</p> <p>Students may not understand and express conflicts (points of view) of stakeholders</p>		<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, A2 Stakeholders and their influence</p>	<p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Develop resilience and independence.</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p>	<p>M1 Developing and expressing personal views or values Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>S3 Understanding how communities and societies function Pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p> <p><b>Individual liberty</b> :Students learn about businesses and</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life' examples</p>	<p>Talk from HR/Person responsible for H&amp;S</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students.</p>

		<p><b>1.5.3 Legislation and business</b>  <b>The purpose of legislation:</b></p> <ul style="list-style-type: none"> <li>principles of consumer law: quality and consumer rights</li> <li>principles of employment law: recruitment, pay, discrimination and health and safety.</li> </ul> <p><b>The impact of legislation on businesses:</b></p> <ul style="list-style-type: none"> <li>cost</li> <li>consequences of meeting and not meeting these obligations</li> </ul> <p><b>Exam structure</b>  Three stand-alone lessons focusing on the Section B and C questions</p>	<p>application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p>						<p>individuals paying taxes, how they contribute to society and role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will learn about their rights as consumers</p>		
HT6	Topic 1.5 Understanding external influences on business	<p><b>1.5.4 The economy and business</b>  <b>The impact of the economic climate on businesses:</b></p> <ul style="list-style-type: none"> <li>unemployment, changing levels of consumer income,</li> </ul>	AO1 Demonstrate knowledge and understanding of business concepts and issues	Students will develop their skills, knowledge and confidence in the subject and	Students may struggle with calculations.  Students may not be able to		BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine	Use of relevant calculations from A Level and BTEC Level 3 papers	S3 Understanding how communities and societies function Pupils' interest in,	How different ways of working have changed over time. Why?  Students will	Using business case studies  Develop employability skills: confidence,

		<p>inflation, changes in interest rates, government taxation, changes in exchange rates</p> <p><b>1.5.5 External influences</b>  <b>The importance of external influences on business:</b></p> <ul style="list-style-type: none"> <li>possible responses by the business to changes in: technology, legislation, the economic climate.</li> </ul> <p>Revision for Theme 1, Paper 01</p>	<p>AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p> <p>Numeracy</p> <p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding</p>	<p>develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be able to apply their knowledge to real world news.</p> <p>Students will be given the tools to apply their learning into a real world context.</p>	<p>explain the implications on business of an increase/decrease in exchange rates. (SPICED). The same for interest rates.</p>		<p>the environment in which businesses operate</p>	<p>Challenge tasks are built into lessons.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Higher level of application to context.</p> <p>Develop resilience and independence.</p>	<p>and understanding of, the way communities and societies function at a variety of levels</p> <p>M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>Mutual respect and tolerance: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse</p>	<p>have an understanding of discrimination legislation.</p> <p>LMI</p>	<p>team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills, make this explicit to students.</p> <p>Use of LMI data. How does this topic impact on this?</p>
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			g to business issues						market for products which leads to diversification. Also, students will have an understanding of discrimination legislation.		
			Non-routine problem solving – expert thinking, metacognition, creativity								
			Systems thinking – decision making and reasoning								
			Critical thinking – analysing, synthesising and reasoning skills								

**Skills developed throughout the programme**

**Cognitive skills**

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.

**Interpersonal skills**

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

**Intrapersonal skills**

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

