

Cambridge TECHNICALS LEVEL 3

BUSINESS

Cambridge
TECHNICALS
2016

Unit 1 – The business environment
DELIVERY GUIDE

Version 1

CONTENTS

Introduction	3
Related Activities	5
Key Terms	7
Misconceptions	8
Suggested Activities:	
Learning Outcome (LO1)	9
Learning Outcome (LO2)	14
Learning Outcome (LO3)	16
Learning Outcome (LO4)	19
Learning Outcome (LO5)	21
Learning Outcome (LO6)	23
Learning Outcome (LO7)	26
Learning Outcome (LO8)	28

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Businesses operate in an environment which is dynamic, competitive, uncertain and frequently hostile. They need to constantly adapt to changes in their internal and external environments in order to be successful. These changes may include anticipating the actions of competitors, reacting to economic or political changes or making use of new technologies. Whether you aspire to be a manager, chief executive, charity worker or entrepreneur, understanding the business environment is key to ensuring that the business in which you work reaches its full potential.

In this unit you will develop an understanding of how and why businesses operate in the way they do. You will look at a range of different types of business and business structures, and how the ownership of a business and its objectives are interrelated. You will learn about the importance of different functions within a business working together. You will understand the legal, financial, ethical and resource constraints under which a business must operate and how these affect business behaviour. You will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan. You will appreciate the influence different stakeholders can have on a business. You will learn how to assess business performance.

The knowledge and understanding gained by completing this unit is fundamental to being effective in business and, therefore, has synoptic links to all of the other units in the OCR Level 3 Cambridge Technical in Business suite of qualifications.

Unit 1 The business environment

L01	Understand different types of businesses and their objectives
L02	Understand how the functional areas of businesses work together to support the activities of businesses
L03	Understand the effect that different organisational structures have on how businesses operate
L04	Be able to use financial information to check the financial health of businesses
L05	Understand the relationship between businesses and stakeholders
L06	Understand the external influences and constraints on businesses and how businesses could respond
L07	Understand why businesses plan
L08	Be able to assess the performance of businesses to inform future business activities

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite>

**2016 Suite**

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 1)	Title of suggested activity	Other units/LOs	
LO1	Different types of business activity	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
		Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO1	Different sectors of operation	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO1	Different forms of legal business ownership	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
		Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO1	Factors which inform business ownership	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions LO6 Be able to use information to make and justify business decisions
LO1	Differing business aims and objectives	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions LO6 Be able to use information to make and justify business decisions
LO2	Key tasks of functional areas of businesses	Unit 1 The business environment	LO1 Understand different types of businesses and their objectives
		Unit 3 Business decisions	LO3 Understand how human resource information informs business decisions
LO2	How business functions interrelate with other business functions	Unit 2 Working in business	LO5 Understand how to communicate effectively with stakeholders
		Unit 3 Business decisions	LO3 Understand how human resource information informs business decisions
LO3	Different organisational structures	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO3	Elements of organisational structures	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO3	How the elements of the organisational structures impact on businesses' operations	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO3	The use of organisation charts to show elements of the organisational structure	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO4	What is meant by the term cost	Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions LO6 Be able to use information to make and justify business decisions
LO4	How to calculate: profit/loss, break-even point/output	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions.
LO4	How to interpret financial statements	Unit 13 Management Accounting	LO2 Be able to use break-even analysis
LO5	Who the main stakeholders are and their objectives	Unit 1 The business environment	LO1 Understand different types of businesses and their objectives LO6 Understand the external influences and constraints on businesses and how businesses could respond
		Unit 2 Working in business	LO5 Understand how to communicate effectively with stakeholders

This unit (Unit 1)	Title of suggested activity	Other units/LOs	
LO5	The ways in which different stakeholder groups attempt to alter business behaviour	Unit 15 Change management	LO4 Understand the impacts of change on businesses and stakeholders
LO5	How businesses respond to the different and sometimes conflicting objectives of different stakeholders	Unit 17 Responsible business practices	LO3 Be able to review the impact of responsible business practices on different stakeholders LO4 Understand the difficulties and potential conflicts businesses face when implementing responsible business practice(s)
LO5	Consequences to a business of not listening to its stakeholders	Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO6	The factors which comprise the external business environment	Unit 1 The business environment	LO5 Understand the relationship between businesses and stakeholders
		Unit 2 Working in business	LO1 Understand protocols to be followed when working in business LO5 Understand how to communicate effectively with stakeholders
		Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO6	The impact of current legislation on business operations	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
		Unit 14 Resource management	LO2 Understand factors that influence how physical resources are managed by businesses
LO6	Ethical factors	Unit 17 Responsible business practices	LO2 Understand the importance of adopting responsible business practices
LO6	How the external environment can impact on a business and its stakeholders	Unit 1 The business environment	LO5 Understand the relationship between businesses and stakeholders
LO6	How businesses can respond to changes in their external environment	Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO7	Why businesses plan	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
		Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions LO4 Understand how marketing information informs business decisions LO6 Be able to use information to make and justify business decisions
LO7	The main sources of finance available to businesses	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions
LO7	To determine appropriate sources of finance for businesses	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions
LO7	What may be included in a business plan	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
LO8	Factors affecting the success/failure of a business	Unit 1 The business environment	LO5 Understand the relationship between businesses and stakeholders
		Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO8	How to conduct a S.W.O.T. analysis	Unit 6 Marketing strategy	LO5 Be able to use business tools to propose marketing strategies
LO8	How to interpret business performance	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions.

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Break even	The output required to ensure that a business covers its costs.
Ethics	The set of moral rules that govern how businesses operate, how business decisions are made and how people are treated in business.
Organisational structure	The unique way that each business is organised and structured.
Private limited company	A business that can sell shares privately – often to family and friends.
Public limited company	A business that can sell shares to the general public – openly to anyone.
Stakeholders	A person or group that has an influence on or is influenced by a business.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
PLC v Ltd	<p>Learners often get very confused about the differences between public and private limited companies and the fact that a public limited company is in the private sector.</p> <p>Private means that shares can only be sold privately – to family and friends, whereas public means that the general public – anyone – can, in theory, buy shares. The private sector is all privately owned businesses whereas the public sector is businesses owned by the state/government.</p> <p>Repetition is the best way of getting learners to remember the differences – short starter/plenary activities such as ‘who/what am I’, ‘spot the difference’ often help.</p>	<p>http://www.ask.com/business-finance/difference-between-plc-ltd-87af338b8212764b</p> <p>http://www.differencebetween.net/business/difference-between-ltd-and-plc/</p> <p>http://www.tutor2u.net/business/reference/organisation-limited-companies</p>
Cash v profit	<p>Many learners get confused about cash and profit. They are not the same and profitable businesses can go bankrupt if they have run out of cash. Learners can complete simple cash flow forecasts to understand the concept of cash in and cash out and the need to operate an overdraft etc. Examples of businesses that have gone bankrupt due to cash flow issues also help.</p>	<p>http://www.tutor2u.net/business/blog/revision-presentation-profit-and-cash</p> <p>https://www.youtube.com/watch?v=tWHpfeHAE3A</p> <p>https://www.youtube.com/watch?v=5CPKYFA3Tvo</p>
Span of control for senior workers	<p>Learners often think that senior workers are directly responsible for all the workers below them. They need to appreciate that the span of control is for the workers that one person is <i>directly</i> responsible for.</p>	<p>http://www.tutor2u.net/business/reference/the-span-of-control</p> <p>https://en.wikipedia.org/wiki/Span_of_control</p>
Types of costs	<p>Learners often get confused about the different types of cost and also the difference between cost and price. They need to understand that price is to do with revenue and cost is to do with the cost to make the goods or provide the service. In simplistic terms, fixed costs do not change with output levels, variable costs do change with output levels and total costs are the two added together. Simple examples based around, for example, a business making sandwiches or a taxi business might help learners to understand.</p>	<p>http://www.investopedia.com/ask/answers/032515/what-difference-between-variable-cost-and-fixed-cost-economics.asp</p> <p>http://keydifferences.com/difference-between-fixed-cost-and-variable-cost.html</p> <p>https://www.youtube.com/watch?v=4f89dVC7CzE</p>
Stakeholders and shareholders	<p>Learners often get these two terms mixed up. Put simply, a shareholder is one of many stakeholders for a business. Each stakeholder will have different aims and objectives but shareholders usually have profit maximisation as their main aim.</p>	<p>http://www.investopedia.com/ask/answers/08/difference-between-a-shareholder-and-a-stakeholder.asp</p> <p>https://www.youtube.com/watch?v=7hfyfn_6fz8</p>

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand different types of businesses and their objectives		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Different types of business activity</p>   <p>See Lesson Element Types of business activity</p>	<p>Tutors to give learners working in pairs or small groups a small amount of information on a number of different types of business. This could just be the name, or logo of the business and the services or items it sells/offers; more detailed information about the business could be given to some learners if they are finding it difficult to categorise each business. Learners will need to categorise them into the headings – primary, secondary and tertiary. For example a farmer, a factory and a shop would be one from each type. Learners should discuss whether any businesses could be in two sectors. For example a chip shop, which processes potatoes and fish, then cooks and sells them. So could it be in both the secondary and tertiary sectors?</p> <p>In pairs, learners should investigate the two points below and present their findings using charts and graphs. Learners could focus on the changes over the last 5 years and explain why they believe any changes have occurred.</p> <ul style="list-style-type: none"> • Changes in the proportion of employment of each sector • Changes to the contribution made to GDP of each sector <p>Useful resources:</p> <p>YouTube https://www.youtube.com/watch?v=8KDxAWfMwf4 https://www.youtube.com/watch?v=s24tfWgNUP0</p> <p>Study.com http://study.com/academy/lesson/the-modern-economy-primary-secondary-tertiary-sectors.html</p> <p>Office for National Statistics http://www.ons.gov.uk/ons/index.html</p> <p>Business Studies Case Studies http://businesscasestudies.co.uk/business-theory/strategy/primary-secondary-and-tertiary-activity.html#axzz3lzFg9n3k</p>	1.5 hours	Unit 1 LO2 Unit 3 LO6

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Different sectors of operation	<p>Tutors should ask learners working in the pairs or small groups to look again at the businesses used in the first activity (tutors could provide different or additional businesses). This time learners should categorise them into the three headings of private, public and third sector.</p> <p>Tutors could ask the class as a whole to agree on basic definitions for each sector. Learners could use poster sized paper to record their categorisations around each definition. Once the group has agreed on which businesses fit into each category, learners could discuss, in their groups or pairs, the features of the businesses in each category and explain how the aims and objectives of businesses in each sector might differ.</p> <p>Tutors could use websites such as their school, NHS trust, Tesco, McDonald's, local charities etc to gain information to use with the learners on businesses from each sector. Tutors should begin to analyse similarities and differences in ownership, aims etc between the different businesses they are using with the students so that they can stimulate discussion if the learners are unsure on how the businesses may be similar or different.</p> <p>Useful resources:</p> <p>BBC http://www.bbc.co.uk/news/uk-politics-11557091</p> <p>Tutor2U http://www.tutor2u.net/business/blog/private-v-public-sector-a-clash-of-two-cultures</p> <p>Business Directory http://www.businessdictionary.com/definition/public-sector.html</p>	1 hour	Unit 1 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Different forms of legal business ownership</p>  	<p>Learners could investigate one of the forms of legal business ownership using various textbooks, the internet, or even visiting speakers. Tutors could then set up a 'speed dating' exercise so that the learners teach each other the remaining business forms. This would promote individual research and peer teaching and learning. Tutors could give learners a template to use for collecting the relevant information for each type of business ownership – such as type of business, number of owners, liability, advantages and disadvantages. It would be beneficial for learners to have the template or at least the categories when they are researching so they can ensure they are able to answer all questions during the 'speed dating'.</p> <p>Tutors could use or produce a case study of each type of business ownership to help learners understand the advantages and disadvantages of each and the context within which each type of business ownership is appropriate.</p> <p>Learners could be asked to research 10 businesses in the area they live or they could research national businesses in order to produce a table which shows name of business, ownership, liability, sector, profit distribution, advantages and disadvantages.</p> <p>Useful resources:</p> <p>CIC https://www.gov.uk/set-up-a-social-enterprise</p> <p>Textbook Mottershead, A., Grant, A. and Kelt, J. 2015 <i>OCR Business for A Level</i>. Hodder Education. Chapter 2.</p> <p>BBC Bitesize – Forms of business ownership http://www.bbc.co.uk/education/guides/z4br87h/revision</p> <p>Tutor2U – Revision Presentation – Startup Business Structures http://www.tutor2u.net/blog/index.php/business-studies/comments/revision-presentation-startup-business-structures</p> <p>Tutor2U – Revision Presentation – Limited Liability http://www.tutor2u.net/business/blog/revision-presentation-limited-liability</p>	2 hours	Unit 1 LO2 Unit 3 LO6

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Factors which inform business ownership</p>  	<p>Learners could be given differing scenarios for people wishing to set up a business and choose the most appropriate business structure for that scenario. For example, someone who has just been made redundant, has a sum of money to start up, wants to work for themselves using contacts built up over the years. Another example might be two sole traders would like to join forces but do not want the stress of unlimited liability.</p> <p>Learners could produce a table for display in the classroom with each type of business ownership across the top and the factors which inform the ownership down the side. The resources links listed from the previous activity would be relevant for this activity as well as the link below. This activity could be carried out individually or in pairs.</p> <p>Useful resource:</p> <p>Theory notes for Unit 1, Learning Outcome 1 http://www.businessed.co.uk/index.php/home/theory/cambtec/cambtec-l2-theory#lo1-understand-the-purpose-and-ownership-of-business</p>	1 hour	Unit 3 LO2, LO6

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Differing business aims and objectives</p>	<p>Class discussions can take place about what makes objectives SMART – tutors will need to steer the discussion so that the class can produce a good definition that all learners understand. Bitesize is useful for this, using the revision guides, video and tests – http://www.bbc.co.uk/education/guides/z9gcd2p/revision/2.</p> <p>Learners can start by looking at their own aims (e.g. learning to drive, going on holiday, moving out) for the next few years and then setting objectives which are SMART.</p> <p>Tutors can show a range of mission and social mission statements for discussion, so that learners understand the difference and that many profit-making businesses, now have social missions e.g. http://www.coca-cola.co.uk/about-us/mission-vision-and-values/, http://www.starbucks.co.uk/about-us/company-information/mission-statement.</p> <p>Tutors could ask students to write their own mission statements to test that they understand the concept.</p> <p>Tutors could use a range of case studies and/or visitors to help learners understand what aims and objectives are appropriate for different business contexts, e.g. a new start sole trader, someone from a local supermarket such as Tesco, someone from a local charity etc.</p> <p>Useful resources:</p> <p>Tutor2U – presentation http://www.slideshare.net/tutor2u/objectives-of-a-new-business</p> <p>Revision presentation http://www.tutor2u.net/blog/index.php/business-studies/comments/revision-presentation-mission-aims-objectives-and-stakeholders</p> <p>Textbook Mottershead, A., Grant, A. and Kelt, J. 2015 <i>OCR Business for A Level</i>. Hodder Education. Chapter 6.</p> <p> CBS interview with Richard Branson www.youtube.com/watch?v=R9WXsPai3fE</p> <p> Revision http://www.tutor2u.net/business/blog/revision-presentation-mission-aims-objectives-and-stakeholders</p>	2 hours	Unit 3 LO2, LO6

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand how the functional areas of businesses work together to support the activities of businesses		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Key tasks of functional areas of businesses	<p>In groups learners should think about all of the experience they have had working in different businesses either through part-time jobs or work experience. They should try to think about all of the different areas of those businesses and try to list as many job roles as possible and then try to work out the different functions in those businesses. Any learners who have no part-time/work experience can use the centre as an example.</p> <p>Tutors use a 'Who am I?' or mix-and-match activity for each functional area of businesses (for example: 'I am the department responsible for dealing with people, recruitment, training and pay' – HR).</p> <p>Useful resources:</p> <p>Explaining the functions found in a business (GCSE revision) http://www.tutor2u.net/business/reference/functions-in-a-business</p> <p>Tarmac case study http://businesscasestudies.co.uk/tarmac/how-roles-and-functions-contribute-to-competitive-advantage/organisational-roles-and-functions.html#axzz3mepF10HJ</p> <p>Learners could carry out an interview with a business they know to investigate who does what, in terms of the key functional areas. Clearly in a small business the same people may perform several tasks/roles. From work experience, learners to interview staff to investigate who performs each role and what they actually do.</p> <p>This could be carried out with a member of staff in the centre.</p> <p>Tutors could invite in a speaker from a large organisation to explain the different functions. Tesco is usually very helpful.</p>	2.5 hours	Unit 1 LO1 Unit 3 LO3



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How business functions interrelate with other business functions</p>	<p>Learners could use work experience placements or a local business to draw a flow chart to show how the individual functions relate to or work with other functions. For example learners could discuss how the various departments in their school all work together for their benefit. This could be progressed to a business – for example the Marketing function works with HR to ensure their workers are trained, with Finance as they will need a marketing budget, with Production as a marketing campaign could lead to more sales etc. This could be discussed in small groups and a flow chart presented.</p> <p>A visiting speaker from a larger business such as a bank or a large supermarket, e.g. Tesco, could help by explaining how all the departments are interdependent. This could be connected to the activity listed above relating to the different functions of businesses and should really be done at the same time.</p> <p>Useful resources:</p> <p>Presentation on the functional areas found within business http://www.slideshare.net/edevaramane/unit-1-functional-areas-of-business-organisation?next_slideshow=1</p> <p> Textbook Mottershead, A., Grant, A. and Kelt, J. 2015 <i>OCR Business for A Level</i>. Hodder Education. Chapter 41</p> <p> A case study on the organisational structure at Syngenta: a large agriculture company http://businesscasestudies.co.uk/syngenta/developing-an-effective-organisational-structure/organisational-structure.html#axzz3scB2UCYr</p>	1.5 hours	Unit 2 LO5 Unit 3 LO3

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Understand the effect that different organisational structures have on how businesses operate		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Different organisational structures	<p>Learners should write down on post-its the factors they think affect the way that workers in businesses are organised. Their post-its are stuck on the board, grouped together and used to prompt a discussion on the topic. This should be a good introduction to different organisational structures.</p> <p>Learners could draw different organisational structures in charts from given information about a variety of businesses. To give the activity more contexts for the learners, they complete this activity using a local business or work experience placement to draw their organisation chart. Learners could draw an organisation chart of their school. Tutors should ensure that learners have looked at and completed charts for both a simple structure and a more complex one.</p> <p>Useful resources:</p> <p>Tutors could have a number of case studies of organisations with varying structures. Tutors could build their own organisation chart with the learners in different roles.</p> <p>Tutor2U http://www.tutor2u.net/business/blog/the-human-organisation-chart</p>	1 hour	Unit 1 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Elements of organisational structures</p>  	<p>In groups, learners should research and create presentations of the main points about organisation structures, using examples from case studies selected by the tutor. The presentations should last a maximum of two minutes. When completed the learners should present to their peers. Peers should mark the presentations and feed back to the groups based on content, accuracy, appropriate use of examples and quality of delivery.</p> <p>Learners could use case studies, work experience or a local business to identify and explain the various elements of organisation charts to include in their presentations.</p> <p>To test the research and understanding of the learners, tutors could nominate one student to begin. The first learner should ask another student a question about organisation structure. That student should answer the question, then think of a question for another student. This continues for as long as the students can think up new questions.</p> <p>Useful resources:</p> <p>A short video on how to create a simple organisational chart https://www.youtube.com/watch?v=xZm_clRV3VU</p> <p>A case study on UNISON and its organisational structure http://businesscasestudies.co.uk/unison/developing-responsiveness-through-organisational-structure/the-structure-of-an-organisation.html#axzz3scB2UCYr</p> <p>BBC revision activities and test on structuring a business http://www.bbc.co.uk/education/guides/zpxtfg8/revision</p> <p>Presentation on organisational structure http://www.businessstudiesonline.co.uk/AsA2BusinessStudies/TheoryNotes/OCR/F292/2_3_3/2_3_3.swf</p>	1.5 hours	Unit 1 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How the elements of the organisational structures impact on businesses' operations</p> 	<p>Learners could ask real businesses how their structure helps or hinders the business in terms of the following points: communication paths, accountability, authority and responsibility and delegation.</p> <p>Tutors could use case studies or the school as an example to show how the above elements are affected by different organisations. Again, a well-primed visitor from a larger organisation would be able to give specific examples, which learners could then explore in the context of other businesses.</p> <p>Useful resources:</p> <p>Revision quiz on organisational structures http://www.tutor2u.net/business/blog/revision-quiz-organisational-structures</p> <p>Revision presentation about how to improve an organisational structure http://www.tutor2u.net/business/reference/improving-organisational-structures-revision-presentation</p>	1 hour	Unit 1 LO2
<p>The use of organisation charts to show elements of the organisational structure</p> 	<p>Learners could research job vacancies at each level within the hierarchy of a given business, such as the school, and analyse the differences between the different levels of job. Tutors could set this up as a research task or a role play. Learners could produce job descriptions and person specifications for job roles at each level, starting at their school and then comparing it to a business they have investigated.</p> <p>Useful resources:</p> <p>An article that explains the levels in hierarchies sometimes found in UK businesses http://www.hierarchystructure.com/uk-business-hierarchy/</p> <p>Introductory information sheet on organisational structure http://www.tutor2u.net/business/reference/organisational-structure-basics</p> <p>Short revision video about organisation structures https://www.youtube.com/watch?v=Chb3Mk7wVQ</p>	1 hour	Unit 1 LO2

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to use financial information to check the financial health of businesses		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>What is meant by the term cost</p> <p>(English/Maths)</p>	<p>Tutors could use case studies of different businesses to build up knowledge of the various definitions. This case study includes start-up costs and break-even for farm-produced ice cream: Tutor2U http://www.tutor2u.net/business/blog/the-business-of-farm-produced-ice-cream</p> <p>Learners will need to know the various definitions so making notes is appropriate for this section together with revisions tests. A 20-question revision quiz on basic concepts of measuring revenues, costs and profits is available at: http://www.tutor2u.net/business/blog/revision-quiz-costs-revenues-and-profits</p> <p>A good starting point for learners is Bitesize, where they can revise or watch the video or test themselves: http://www.bbc.co.uk/education/guides/zxq2hyc/revision</p> <p>Learners will need to be able to apply the definitions to different business scenarios. Short activities such as 'who/what am I?' are useful for this topic. Learners should be careful of the difference between cash and profit.</p> <p>Textbook Mottershead, A., Grant, A. and Kelt, J. 2015 <i>OCR Business for A Level</i>. Hodder Education. Chapters 23–35.</p>	1 hour	Unit 1 LO8 Unit 3 LO2, LO6
<p>How to calculate: profit/loss, break-even point/output</p>	<p>Learners will need to practice lots of questions in order to work out profit and break-even using a table or grid. Tutors should provide a worked example for the learners to start with and then gradually increase the difficulty with fewer given numbers in the grid, meaning more for the learners to work out themselves. It would be helpful for tutors to provide a short case study for each question so that the learners can answer in context.</p> <p>Useful resources:</p> <p>Information sheet, examples and short video on costs, revenues and break-even http://www.firstintuition.co.uk/aat-level-3-focus-on-costs-revenues-break-even-analysis/</p> <p>Information sheet with explanation and examples of break-even http://bizfinance.about.com/od/pricingyourproduct/a/Breakeven_Point.htm</p> <p>Revision presentation on the difference between cash and profit http://www.tutor2u.net/business/reference/calculating-profit-contribution-and-breakeven</p>	1.5 hours	Unit 3 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How to interpret financial statements	<p>Learners could talk to different businesses – where they have jobs, where they go to on work experience, where people work at home etc – to find out how financial statements are used in practice. Learners will need to be given lots of examples of financial statements and asked questions such as – ‘what does this mean to the business’, ‘is the situation getting better or worse over time’, ‘what do you recommend that the business does’. Learners will need to understand how different businesses use financial statements in their financial planning.</p> <p>Useful resources:</p> <p>Accounts exam board with resources and revision tips on costs and revenues http://www.aatcomment.org.uk/aat-developing-your-career/studying-accountancy/level-3-costs-and-revenues-exam-tips</p> <p>Definitions and examples of cash flow statements https://www.boundless.com/finance/textbooks/boundless-finance-textbook/financial-statements-taxes-and-cash-flow-2/the-statement-of-cash-flows-35/interpreting-overall-cash-flow-197-7279/</p>	1 hour	Unit 13 LO2

SUGGESTED ACTIVITIES

LO No:	5		
LO Title:	Understand the relationship between businesses and stakeholders		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Who the main stakeholders are and their objectives	<p>Tutors should ensure that all learners have an understanding of what a stakeholder is. This could be done by asking the class to agree on a definition based on a quick discussion of what the learners believe stakeholders to be.</p> <p>Learners should list all of the stakeholders of the school/college and of an organisation that they might have worked for. This could be drawn as a mind map where the learners can then add the objectives of each stakeholder and ways in which each might attempt to alter business behaviour.</p> <p>Useful resources:</p> <p>A simple introduction and definition of business objectives http://www.tutor2u.net/business/reference/business-objectives-introduction</p>	1 hour	Unit 1 LO1, LO6 Unit 2 LO5
The ways in which different stakeholder groups attempt to alter business behaviour	<p>Tutors could set up a series of role play activities where in small groups or pairs learners take on the roles of different stakeholders in different business scenarios. For example, one half of the pair/group could play the role of a stakeholder in a business building a recycling incinerator next to a village and the other half could take on the role of the village residents.</p> <p>It would be beneficial for learners to complete several role plays where they take on the roles of internal and external stakeholders.</p> <p>Useful resources:</p> <p>Lesson worksheet with questions and answers on stakeholders http://www.tutor2u.net/business/worksheets/Stakeholders.pdf</p>	1 hour	Unit 15 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to									
<p>How businesses respond to the different and sometimes conflicting objectives of different stakeholders</p>	<p>Learners could use their place of work or work experience to investigate and record who the stakeholders are, how they affect business behaviour and how the business responds to the conflicting objectives of the stakeholders.</p> <p>Tutors could use the matrix below or prepare a similar one. Learners should use the matrix to plan how that business should respond to the different stakeholders that they have already recorded. Once learners have selected the method of response, they should plan what that response might be for the business they are looking at.</p> <table border="1" data-bbox="517 512 1599 639"> <thead> <tr> <th></th> <th>High level of interest</th> <th>Low level of interest</th> </tr> </thead> <tbody> <tr> <th>High level of power</th> <td>Very important and should be taken notice of</td> <td>Keep them satisfied</td> </tr> <tr> <th>Low level of power</th> <td>Communicate regularly with them</td> <td>Can usually be ignored</td> </tr> </tbody> </table> <p>Useful resources:</p> <p>Case study on stakeholder conflict as a result of the sell-off of Royal Mail http://www.tutor2u.net/blog/index.php/business-studies/comments/stakeholder-conflict-in-the-battle-over-royal-mail</p>		High level of interest	Low level of interest	High level of power	Very important and should be taken notice of	Keep them satisfied	Low level of power	Communicate regularly with them	Can usually be ignored	1 hour	Unit 17 LO3
	High level of interest	Low level of interest										
High level of power	Very important and should be taken notice of	Keep them satisfied										
Low level of power	Communicate regularly with them	Can usually be ignored										
<p>Consequences to a business of not listening to its stakeholders</p>	<p>Tutors could provide learners with case studies about business decisions – such as building the new high-speed rail link from London to Birmingham. Learners could list the stakeholders involved or affected by the decision and record any positive or negative outcomes for each.</p> <p>Useful resources:</p> <p>Sky News report on the HS2 rail link https://www.youtube.com/watch?v=PM1XrtorZb8</p> <p>Two short case studies on HS2 – useful when getting learners to debate either side of a stakeholder argument https://www.youtube.com/watch?v=88aEKngUMBY https://www.youtube.com/watch?v=4TyPq-4rZTI</p> <p>News broadcast about stopping the proposed HS2 rail link https://www.youtube.com/watch?v=LVhCiRvNDTg</p>	1 hour	Unit 3 LO6									

SUGGESTED ACTIVITIES

LO No:	6		
LO Title:	Understand the external influences and constraints on businesses and how businesses could respond		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
The factors which comprise the external business environment	<p>As an introduction to this topic the Bank of England has produced a good three-part film called 'Made of Money'. Tutors could show this to the learners and ask them to produce a short report to summarise the information shown. The report could be limited to 200 words to ensure that learners are really concise and accurate in what they write.</p> <p>Useful resources:</p> <p>https://www.youtube.com/watch?v=cgK00RRuBxY&list=PLslyOrpjJ0z2Q_G5-2OtMfYcoAjzLRxfh&index=19</p> <p>https://www.youtube.com/watch?v=IHLH-JImUQM&list=PLslyOrpjJ0z2Q_G5-2OtMfYcoAjzLRxfh&index=20</p> <p>https://www.youtube.com/watch?v=pgezPGf4Sb4&index=22&list=PLslyOrpjJ0z2Q_G5-2OtMfYcoAjzLRxfh</p>	1 hour	Unit 1 LO5 Unit 2 LO1, LO5 Unit 3 LO6
The impact of current legislation on business operations	<p>Learners should research key pieces of legislation that will affect businesses. Learners should outline the purpose of the legislation, and summarise its main points. For each piece of legislation the learners have researched, they should consider how it would affect the running of businesses selected for learners by the tutor.</p> <p>This could be presented as a grid or table.</p> <p>Useful resource:</p> <p>A comprehensive presentation on the impact of current legislation http://www.tutor2u.net/business/blog/revision-presentation-business-legislation.</p>	1 hour	Unit 2 LO1 Unit 14 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Ethical factors</p> <p>See Lesson Element Ethical business behaviour</p>	<p>Learners could use the internet to research the following:</p> <ul style="list-style-type: none"> • Ethical businesses – such as the Cooperative Bank, Innocent Drinks, The Body Shop, Fair Trade coffee and chocolate. • Businesses that have been accused of unethical practice – Primark, Nike, Morecambe Bay cockling disaster, Shell oil leak. <p>Tutors could set up a class debate on the impact of ethical and unethical behaviour on stakeholders.</p> <p>Useful resources:</p> <p>Newspaper article – ‘How to get your whole class debating’ – a useful article to allow a debate about ethical and unethical business behaviour http://www.theguardian.com/higher-education-network/teacher-blog/2012/jun/18/pupil-class-debate</p>	2 hours	Unit 17 LO2
<p>How the external environment can impact on a business and its stakeholders</p>	<p>Tutor to ensure that all learners understand PESTEL. The link below could be shown to give a clear explanation to learners.</p> <p>Learners could research the third runway for Heathrow or another topical debate such as HS2 train links from London to the North. They could produce a mind map to show and discuss how all the various PESTEL factors influence such a case and the stakeholders.</p> <p>Useful resources:</p> <p>Video presentation to explain PESTEL analysis and the six factors that influence it https://www.youtube.com/watch?v=bHQMT_NrDt0</p>	1 hour	Unit 1 LO5

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How businesses can respond to changes in their external environment</p>	<p>Tutors to show the video links below which explain how and why the rate of change of technology and social media is so important for business and how to understand and react to it:</p> <p>https://www.youtube.com/watch?v=wMB77eJPYs8 https://www.youtube.com/watch?v=PcZg51lI9no https://www.youtube.com/watch?v=0eUeL3n7fDs</p> <p>This could be followed up by learners researching and presenting about how technology has affected the school/college. Learners should interview some tutors and technicians and evaluate the impact technology has had on their school. This could then be extended to other businesses that the learners have knowledge of, e.g. work placements.</p> <p>Tutors to show the following video link. Learners should watch this and discuss with a partner how interest rates are used to manage the economy. Each pair could feed back their thoughts to the rest of the class.</p> <p>https://www.youtube.com/watch?v=_8TJpqhtkyk</p> <p>This could be followed by showing the following Bank of England short film on inflation which, again, could be followed by discussion about how important inflation is and how it influences business.</p> <p>http://www.bankofengland.co.uk/education/Pages/resources/films/whydoesinflationmatter.aspx</p> <p>Tutors could produce a short list of questions for learners to answer whilst watching the films around how businesses respond to changes in the external environment. This would help to ensure that learners are paying attention to the key pieces of information in each video.</p>	2 hours	Unit 3 LO6

SUGGESTED ACTIVITIES

LO No:	7		
LO Title:	Understand why businesses plan		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Why businesses plan	<p>Learners could be asked to complete a business plan for an imaginary business. Learners should think of a business they might like to run. It could be one they are involved with through Young Enterprise or a similar organisation, it could be where they work or it could be something they are interested in. They should use a template like one of those listed below:</p> <p>Useful resources:</p> <p>https://www.princes-trust.org.uk/need_help/enterprise_programme/explore_where_to_start/business_plans/business_plan_templates.aspx</p> <p>http://www.lawdepot.co.uk/contracts/business-plan/?loc=GB&pid=googleppc-buspln_gb-genericT1_a32-ggkey_business%20plan%20forms&gclid=CM2iraHBo8gCFOic2wodQEYPYQ</p> <p>http://www.tonymovak.com/two-page-business-plan-template.pdf</p> <p>See Lesson Element Business plan</p>	1 hour	Unit 2 LO1 Unit 3 LO2, LO4, LO6
The main sources of finance available to businesses	<p>Tutors could ask learners to complete the following Sources of Finance quiz with answers and a research task:</p> <p>http://Teachersnetwork.org/teachnet-lab/london/dsalbstein/sources/challenges.htm</p> <p>Useful resources:</p> <p>Tutors could give learners some theory first</p> <p>https://www.tes.com/teaching-resource/sources-of-finance-6071357</p> <p>Revision flashcards (both Word and Excel format) of the key sources of finance with a brief explanation of each one</p> <p>http://www.tutor2u.net/business/blog/sources-of-finance-flashcards</p>	30 minutes	Unit 3 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
To determine appropriate sources of finance for businesses	<p>Tutors could provide learners with information on the different sources of finance available to businesses as well as case studies on a variety of businesses. Learners will need to choose the most suitable sources of finance for each businesses' situation.</p> <p>Useful resources:</p> <p>Worksheet for learners on which sources of finance for business are suitable to specific situations http://www.tutor2u.net/business/blog/sources-of-finance-so-many-to-choose-from</p> <p>Worksheet on determining the best type of finance for each business case study given http://webcache.googleusercontent.com/search?q=cache:zvVBexBcaH8J:https://academylearnbiz.files.wordpress.com/2011/08/sources-of-finance-case-study-task.doc+&cd=12&hl=en&ct=clnk&gl=uk</p> <p>Short video about choosing the appropriate sources of finance https://www.youtube.com/watch?v=5ll0mKg6-yI</p>	1 hour	Unit 3 LO2
What may be included in a business plan	<p>Watching episodes of <i>Dragons' Den</i> is also a good way of getting learners to understand that all businesses start somewhere. Levi Roots was not organised, did not have a good business plan but his products are now on most grocery store shelves; why did he succeed? https://www.youtube.com/watch?v=kQTzLJCtjk</p> <p>Learners could compare the pitch/plan put forward by Levi Roots in the video link with a more detailed plan for a different business provided by the tutor. Learners should compare the two plans and make notes on the positives and negatives of each. Learners should be able to list the most important points to include in a business plan.</p> <p>Useful resource:</p> <p>Textbook Mottershead, A., Grant, A. and Kelt, J. 2015 <i>OCR Business for A Level</i>. Hodder Education. Chapter 29.</p>	1 hour	Unit 2 LO1

SUGGESTED ACTIVITIES

LO No:	8		
LO Title:	Be able to assess the performance of businesses to inform future business activities		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Factors affecting the success/failure of a business	<p>The following site contains examples of SWOT analysis: http://articles.bplans.com/swot-analysis-examples/</p> <p>Learners could look at these examples and then carry out a SWOT analysis for their school or for a business they are familiar with e.g. where they work.</p>	1 hour	Unit 1 LO5 Unit 3 LO6
How to conduct a S.W.O.T. analysis	<p>Learners working individually or in pairs should think of a coffee shop or a restaurant that they visit regularly. This could be the school canteen. They should think about any positive or negative aspects of the place. Learners should complete a SWOT analysis for this business.</p> <p>Tutors should then give the learners some extra information which can be added to their SWOT analysis. For example, learners could be told:</p> <ul style="list-style-type: none"> • The price of electricity has been reduced. • Someone has posted on social media that food in the café/restaurant is expensive compared to other places • Another café/restaurant has opened up in the same area. <p>This should be fed back to the rest of the class.</p> <p>Useful resources:</p> <p>A fun animation video about SWOT analysis https://www.youtube.com/watch?v=RQ44D_DPuaA</p> <p>An explanation about SWOT analysis with examples and a free template to use http://www.businessballs.com/swotanalysisfreetemplate.htm</p>	2 hours	Unit 6 LO5

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How to interpret business performance	<p>In order to interpret financial performance learners need to be given financial data in comparison to other businesses and in comparison to a standard.</p> <p>Useful resources:</p> <p>A guide detailing the stages to go through to assess business performance and suggesting actions that could be taken to implement any improvements that have been identified http://www.tutor2u.net/business/reference/using-financial-accounts-to-assess-business-performance</p> <p>Case study about the market share of Radio 1 which can be used to consider market segmentation and product extension https://www.tes.com/teaching-resource/changes-of-market-share-at-radio-1-6318062</p> <p>Business review – information sheet explaining the importance of reviewing the progress of a business http://www.infoentrepreneurs.org/en/guides/review-your-business-performance/</p> <p>Tutors could give learners some data about the performance of the school, compared with previous years and compared with national figures, to help the learners understand the issues of judging performance.</p>	2 hours	Unit 3 LO2



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