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| **Teacher\Department** |  | **Content area** | 5: Business Growth |
| **Guided Learning Hours (GLH)** | 10 GLH | **Lessons** | 10 x 1 hour lesson |

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| **Teaching content** |
| 1. **Business Growth**    1. Business and Enterprise Growth       1. Internal Growth       2. External Growth       3. Efficiencies and Costs of Business and Enterprise       4. Challenges of Growth |
| **Opportunities to embed English and maths** |
| English is embedded in all lessons. New vocabulary is presented and contextualised in each lesson; lesson 4 asks the learners to research words or phrases they do not know. Some lessons give the opportunity to write formal English, including lessons 3 (home study) and 6 (starter activity). In L=lesson 10, learners must present their research to the class orally.  Maths: lessons 8 and 9. |
| **Opportunities to embed equality and diversity** |
| A range of activities are embedded within each lesson to offer opportunities for all learners to participate fully.  Where case studies are used, all groups are represented. Case studies include businesses of different sizes. |
| **Opportunities to embed Prevent duty and British values** |
| * Rule of law i when discussing the challenges of growth, especially through local sensitivities and national and international legislation, specifically in lessons 8, 9 and 10. * Respect and tolerance will be always expected. These values will be praised and recognised, especially during group discussions. There should be a pleasant working environment that allows learners to participate without fear. * Individual liberty is present when learners can choose an organisation or a product to research (lessons 1, 2, 3, 7, 8, 9 and 10). |

| **Lesson** | **Learning activities**  Implementation | **Resources**  Support | **Assessment method**  Impact | **Mapping**  Teaching content |
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| 1 | **Internal Growth – Part 1**  **Starter Activity - Brand new!**  Ask learners to complete the table in their workbook in pairs and identify new products, services, or events.  Answers include**:**   * Dyson – Air wrap, hairdryer, fan. * McDonald’s – cheese and chilli bites, new range. * Facebook –META, Instagram. * Red Bull – Red Bull races, football clubs.   **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Describe** why a business or enterprise needs to grow. * **Identify** new products developed by businesses. * **Explain** the benefit of offering updated products.   Learners may also be able to:   * **Explain** the issues faced when offering a new product. * **Evaluate** thepotential of products on the market.   **Teacher-led discussion on developing new products.**  **Reflective Question** - Why is it important for a business to attract new customers?  Answers include increasing sales.  **Activity 1 - The benefits of launching new products**  Ask the learners to complete the spider diagram, identifying at least five ways that developing a new product could be beneficial to the business or organisation.  Answers may include**:**   1. Make more profit. 2. Attract more customers. 3. Grow their business. 4. Improve sales of their old products. 5. Improve awareness of their business or enterprise.   **Stretch and Challenge -** Can you think of any issues the business or enterprise may face, when launching a new product?  Answers include losing money, being unsuccessful, reducing sales for the other products, damaging a brand’s reputation.  **Teacher-led discussion on updating current products.**  **Activity 2 - Updating current products**  In pairs or small groups, learners to research six products that are now available that have been updated to be reusable or recyclable. These should be added to the table in their workbook. They should also include what change or changes have been made.  Possible ideas include:   * Cotton buds: plastic and rubber. * Straws: paper or metal. * Food wrap: wax paper/cloth. * Cotton wool pads: washable cotton pads. * Paper coffee cups: reusable coffee cups. * Cupcake baking cups: silicon baking cups. * Toilet paper: reusable cotton toilet wipes.   **Stretch and Challenge -** Can you think of any products currently on the market, which could be adapted to be more environmentally friendly?  Answers include milk cartons, sanitary products, bread wrappers, cans.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.   1. What does a business or enterprise need to grow?   A bigger market share.   1. What does market share mean?   The portion of market, a business has control over.   1. What can a business do internally to improve their market share and grow?   Offer new products and/or update current products.   1. Name one business that has launched and new product recently:   For example, Dyson, Red Bull, Facebook, McDonalds.   1. Name one business or enterprise that has adapted one of their products to attract new customers:   Depends on the products found in Activity 2.   1. Identify two benefits to a business or enterprise of launching new products or adapting their current products or services.   Make more profit and attract more customers.   1. What does reusable mean?   Something that can be used again, rather than being thrown away.   1. Identify two issues that businesses could face by launching a brand-new product or service.   Loss of money, could be unsuccessful, could reduce sales in their other products, If unsuccessful could give the business a bad name*.*  **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Coming soon**  Learners to choose a business or enterprise and create a new product line or choose a product they already sell and update it.Ask them to create a poster advertising the new or updated product to be displayed on the classroom walls. | Internet access | Group work  Reflective question  Questions and answers  Research | 5.1.1 |
| 2 | **Internal Growth – Part 2**  **Starter Activity - Air Force 1**  Learners to research how Nike updated one of their current products to grow their market share.  Answers include**:**   1. Do celebrities wear Air Force 1s?   Yes, and it is a reason why these shoes are popular (for example, athletes like Michael Jordan and Naomi Osaka and pop stars like Tinashe and Justin Bieber)   1. How many designs exist?   Over 2,000 designs.   1. What does Nike offer if you have your own design?   Nike “By You Air Force 1” shoes can be customised, and people can choose from different colour combinations with 3D visualisations.  **Teacher-led discussion –** Discuss the answers to starter activity and how Nike used the methods of not only developing new products, but especially updating current products and celebrity marketing.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Review** the ways a business can grow internally. * **Describe** how a business can enter a new market. * **Explain** the benefits of expanding geographically.   Learners may also be able to**:**   * **Identify** the risks involved with entering a new market. * **Evaluate** how current UK business could expand globally.   **Teacher-led discussion on entering new markets**  **Reflective Question** - Why can it be risky for a business to enter a completely new market?  Answers include lack of knowledge about customers, market competition, regulation, supply chain risks.  **Activity 1 – New markets**  During the Covid lockdown, a company that used to specialise in high-end customised indoor furnishings lost its footfall and decided to switch its business to sell more affordable furniture online.  Working individually, learners to answer the questions.   1. What challenges did this company face when they decided to enter this new market?   Answers include new machinery to produce more standardised products, new ways to transport the products to customers, advertising, website maintenance.   1. Was entering this new market risky in these circumstances?   Yes, with the lockdowns, many people wanted to be in their gardens, and fewer people might want to buy indoor furniture. People also like to sit on sofas before buying them, which cannot be done online.  **Stretch and Challenge -** Can you think of any other business that entered new markets during the pandemic to ensure they survived?  Answers could include Ethiopian Airlines started to transport goods instead than passengers.  **Teacher-led discussion on geographical expansion.**  **Activity 2 - Businesses that made it big**  Choose an international business that started with only two or three employees (or even no employee) and research how that company started, where it started and where it operates now. Teacher can also offer a selection of companies to choose from. Workers to work in pairs or small groups.  Answers will vary depending on the business learners have chosen. For example, Disney that was founded by Walt Disney and his brother Roy O. Disney in 1923 in California, United States. The company diversified into live-action films, television, and theme parks in the 1950s and became the Walt Disney Company in 1986. There was a series of mergers and acquisitions in the 1980s and 1990s. The company manufactures and sells its products in foreign markets and has parks and stores in Latin America, Japan, Europe, Asia, and the Middle East.  **Stretch and Challenge -** Think about businesses in the UK. Do you think any could become global? Who and why?  Answers will vary according to learners’ own ideas; Brexit could be mentioned.  **Progress Check -** Teacher to lead reinforce learning and check progression.  Learners should explain how a business can grow internally.  Answers:   * Entering new markets – An example is Microsoft, a technology corporation, that started to produce mobile music players (not every successful). * Geographical expansion – An example is Starbucks that started in Seattle, United States, and is now present in 80 countries.   **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Case study**  Learners to create a case study based on a business discussed in Activity 2 and describe the following points:   1. What the business does. 2. How they have grown the business internally. 3. The origins of the business. 4. How the business is doing in today’s market. | Internet access | Group work.  Reflective question  Research  Questions and answers | 5.1.1 |
| 3 | **Introduction - External growth**  **Starter Activity - Business bingo**  Ask learners to choose 10 words from the list and create their own bingo card. Play for a line and a house during the class.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Outline** the three main ways a business can grow externally. * **Describe** the positive and negative impacts of external growth. * **Explain** the different ways a business can do a takeover.   Learners may also be able to:   * **Identify** what would be shared after a merger or joint venture.   **Teacher-led discussion on mergers and joint ventures.**  **Activity 1 - Positive and negative impacts**  Working in pairs or small groups, learners to describe the positive and negative impacts of a merger and of a joint venture. This activity could be adapted into a debate among different groups of learners.  Answers include:  Merger:   * Positives:   + Both businesses will grow.   + Make more profit.   + Improve their market share. * Negatives: * Staff could lose their jobs. * The merger could fail. * Customers could get put off by the merge.   Joint Venture:   * Positives: * Improve their product or service. * Make more profit. * Attract more customers. * Negatives: * Could cause arguments if both partners have different ideas. * Could lose customers. * The business could fail.   **Stretch and Challenge -** If two companies decide to merge, what things would they have to share between them?  Answers should include staff, property, debt, equipment, technology.  **Teacher-led discussion on takeovers.**  **Activity 2 - Vertical or horizontal?**  Working individually, learners to identify if the takeovers are horizontal or vertical.   1. If a local grocery shop buys another grocery shop on the same street it would be (horizontal). 2. If a tour operator specialising in coach holidays bought a coach company, it would be (vertical). 3. If a shoe manufacturer bought a shoelace company, it would be (vertical). 4. If a furniture shop expanded by buying all the furniture shops in the next town over, it would be (horizontal). 5. If an airline bought another airline operating from the same airport, it would be (horizontal).   **Stretch and Challenge -** Complete the diagrams using your own examples or the ones from activity 2.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.   1. How many ways can a business or enterprise grow externally?   Three, including merger, joint venture, and takeover.   1. Name one advantage of a merger.   Can increase market share, improve profits, improve quality of products or services.   1. Name one disadvantage of a joint venture.   Staff could lose jobs, merge could fail, could lose customers.   1. What are the two different types of a business takeover?   Vertical and horizontal.   1. If a marketing company and a technology company came together to launch a new phone, what type of partnership would it be?   A joint venture.  **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Case study**  Ask learners to research the organisation TUI. Teacher can show a TUI advert online or a holiday brochure if available.   * What does TUI do? * Who has TUI merged with? * Who did TUI vertically take over? * Who has TUI gone into a joint venture with?   Learners should present their research as a short report under 300 words. | Internet access  Small prizes for the bingo game (optional) | Group work  Reflective question  Questions and answers | 5.1.2 |
| 4 | **Introduction** - **Efficiencies and Costs of Business and Enterprise Expansions**  **Starter Activity: Word search**  Ask learners to complete the word search using the words that will be used in today’s lesson. Learners should list any words they do not know in the “Key term” box of the workbook.  Answers:    **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** economies of scale and diseconomies of scale. * **Identify** the different economies and diseconomies of scale. * **Describe** the methods of economies and diseconomies of scale.   Learners may also be able to:   * **Analyse** how a business can benefit from economies of scale. * **Explain** how diseconomies of scale can affect a business.   **Teacher-led discussion on economies of scale.**  **Reflective Question** - Why would buying in bulk make the price cheaper?  Possible answers include bulk purchases can reduce the cost of packaging, transport, lower risks of unsold inventory/stocks.  **Activity 1 - Rosie’s economies of scales**  In pairs or small groups, learners to read through the case study on Rosie’s Bakery and then answer the questions.  Answers include:   1. If Rosie wanted to re-fit all the shops, which economy of scale would help her do this and why? (Financial economies since Rosie will need to borrow money and get a loan). 2. Rosie wants everyone to know about a new gingerbread unicorn biscuit she is introducing, which economy of scale would help her do this and why?   (Marketing economies to assess the market and customer needs and demands as well as existing competitive products).   1. Rosie has been considering opening even more bakeries – but in France, which economy of scale would help her figure out if this is a good idea?   (Managerial economies since Rosie will need to hir experts and specialized business in French markets).   1. Rosie currently uses 10 different suppliers for her flour. Which economy of scale would help her to reduce this cost? (Purchasing economies so that Rosie can improve and optimise the production process).   **Stretch and Challenge -** What other ways could Rosie have grown her business externally, other than through a takeover?  Answers include merger or joint venture.  **Teacher-led discussion on diseconomies of scale.**  **Activity 2 - Rosie’s diseconomies of scale**  Ask the learners to read through the case study on Rosie’s Bakery and then answer the questions.  Answers to include:   1. How is control effecting Rosie’s diseconomies of scale?   Customers are not as impressed with her cakes as she has less control over the quality, including the unicorn biscuits.   1. How is communication affecting Rosie’s diseconomies of scale?   The supplier does not have clear communication from the shop managers, so the business must pay late ordering fees.   1. How is coordination affecting Rosie’s diseconomies of scale?   Rosie’s’ managers have no idea that profits are dropping, and the products are not as good.  **Progress Check –** Teacher to reinforce learning and check progression.  Learners to match the key term to the correct example.  Answers:   * Economies of Scale: Financial - Two taxi businesses merged, and they need a new taxi rank. This will mean getting a mortgage. * Diseconomies of Scale: Control - A fast-food business has become unpopular on social media because they are constantly running out of ice cream. This is because no one checks the orders correctly. * Economies of Scale: Technical - A brewery has expanded but their current ordering system is not meeting their new demand. * Diseconomies of Scale: Coordination - A landscaping company keeps having their gravel delivered to the wrong addresses.   **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Leaflet**  Ask the learners to create a revision leaflet about economies of scale and diseconomies of scale. They should include the following: Economies of scale (purchasing, managerial, technical, marketing, and financial), and Diseconomies of scale (control, coordination and communication). |  | Group work.  Reflective question  Questions and answers | 5.1.3 |
| 5 | **Challenges of Growth- Part 1**  **Starter Activity - Crossword**  In pairs. learners to complete the crossword puzzle.  **Crossword**  Answers:  Across:  3. No one answering customer enquiries is an example of which diseconomies of scale? (Communication).  4. A cost advantage of a business getting bigger is? (Economies of scale).  6. Buying bigger machinery is an example of which economy? (Technical).  Down:  1. A negative impact of a business getting bigger is known as? Diseconomies of (scale).  2. Borrowing more money from the bank, is an example of which economy? (Financial).  5. Buying something in large amounts is called? (Bulk).  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Describe** three types of additional physical resource requirements. * **Explain** two types of additional human resource requirements. * **Identify** the skills required for a range of jobs.   Learners may also be able to:   * **Analyse** the impact of a business not having enough staff.   **Teacher-led discussion on additional physical resource requirements**    **Activity 1 - Cycle shop**  In pairs or small groups, learners to study the case study and describe the different physical resources needed.  Examples could include:   * For the building: * New signs. * New lights. * New doors. * New windows. * Equipment: * New shelves. * New display cabinets. * New example stock. * New lighting. * Technology: * New security systems. * New till systems. * New ordering systems. * Anything else: * New leaflets. * New marketing material, for example pens.   **Teacher-led discussion on additional human resource requirements**  **Activity 2 - What do we need?**  Working in pairs or small groups, learners to read through the second part to the case study on the cycle shop and identify the different skills required for new job roles. They can use the internet and look at job search websites.  Examples could include:  Job 1: Warehouse Worker:   * Good time management. * Physically fit. * Works well in a team.   Job 2: Till Assistant:   * Good customer service skills. * Good communication skills. * Good with dealing with money.   Job 3: Cycles customer Sales Advisor:   * Good knowledge of cycles and cycling equipment. * Good customer Service. * Approachable.   **Stretch and Challenge –** 1.What problems could the cycle shop face if the business cannot recruit for all the new jobs they are advertising for?  Answers include reduction in profit, overworked staff may leave, customer service may decline resulting in more complaints.  2.The cycle shop has realised that three staff members are not enough for the new shop. The business will also need a sales advisor that specialises in electric bikes. What skills will they need?  Answers include mechanical expertise of electric bikes, interpersonal and communication skills.  **Progress Check** - Teacher to reinforce learning and check progression.  Learners to fill in the blanks in the text.  The cycle shop grew (internally) when they decided to enter a new (market) and offer electric bikes.  The owners going into business with a local shop called Electric Bikes. If they had done this, it would have been (a joint venture).  If the business can now order more bikes, they could benefit from (economies) of scale.  A negative side to the business growing is called (diseconomies) of scale.  As the business grew it became obvious that they needed additional (physical resources) to meet their customer’s needs better, these included buildings, (equipment) and technology.  The staff really needed help with the relaunch of the new shop and the additional (human resources) requirement.  Before recruiting new staff, the owners had to identify the (skills) needed and the (number) of employees required.    **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Economies of scale**  Now the cycle shop has grown, the business could benefit from economies of scale. Can you identify five different ways it can do that?  Answers:   1. Purchasing economies. 2. Managerial economies. 3. Technical economies. 4. Marketing economies. 5. Financial economies. |  | Group work  Questions and answers | 5.1.4 |
| 6 | **Challenges of Growth - Part 2**  **Starter Activity: News flash**  Ask learners to complete a short headline about what they learnt last lesson. Teacher to allow them to use their workbook and homework to help.  Answers will vary but should include ideas around business growth, physical resources, human resources, and job roles.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Explain** how cultural sensitivities can impact business growth. * **Identify** mission statements for different businesses**.** * **Analyse** why cultural sensitivities are important.   Learners may also be able to:   * **Agree** onways a business can reduce staff turnover. * **Discuss** how businesses can prepare for cultural differences.   **Teacher-led discussion on sensitivities**  Teacher should emphasise that every business has their own culture.    **Activity 1 - When mergers go wrong**  In pairs or small groups, learners to study the case study on the 2017 merger between Amazon and Whole Foods Market and answer the questions. Teacher might ask learners to read a Forbes article “How Amazon Changed Whole Foods” to learn more about this case study.  Answers**:**   1. What are the main differences between the two businesses’ cultures?   Learners should compare the two mission statements. Whole Foods claims it is a “purpose-driven company” while Amazon claims is it “customer-centric”. Amazon is very fast paced, hierarchical and has a lot of rules. Whole Foods is more decentralised and structured around self-managed teams.   1. Do you think the merger was a good idea and why?   Answers will vary but learners must justify their answers.   1. What could the two businesses have done to make sure the merger was a success?   Answers include negotiating a new culture together, frequent meetings to discuss cultural differences prior to the merger, bringing an outside organisation help them.  **Stretch and Challenge -** What do you think Amazon could do to reduce staff turnover and make their staff want to stay?  Answers could include putting their employees first, speaking to their staff, paying more, offering incentives.  **Activity 2 - Making sure it goes well**  Working individually, learners to match the statements to the correct definition.  Answers:   * Start again - Businesses could decide to join and create a brand-new business culture. This could be done by merging their mission statements or just starting again from fresh. * Hire professionals - Meeting with a professional who can support with all the changes related to business growth, can help businesses to prepare better for a cultural merge. * Communicate - If businesses know they are going to merge and have different business cultures, meeting to discuss this before the merge takes place can help the process to be more successful.     **Stretch and Challenge -** Which one of the three actions from Activity 2 would be the most successful when merging two businesses with different cultures? Why?  Answers will vary, but learners must justify their choice.  **Progress Check** – Teacher to reinforce learning and check progression**.**  Ask the learners to fill in the exit ticket to review what they have learnt in today’s lesson.  **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Success stories**  Learners to research the merger of Disney and Pixar and include the following:   * The mission statements of both businesses. * Information about when the merger took place. * Information on why the merger took place. * How the businesses cultures were different to each other. |  | Group work  Questions and answers | 5.1.4 |
| 7 | **Challenges of Growth - Part 3**  **Starter Activity - Watch the gaps**  In class, learners to fill in the gaps to reveal words associated with last lesson.  Answers:   1. Sensitivities. 2. Staff morale. 3. Mission statement. 4. Business culture. 5. Vertical takeover. 6. Staff turnover.   **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Explain** how local sensitivities can impact business growth. * **Identify** local sensitivities when a business moves into new foreign markets. * **Analyse** why local sensitivities are important.   Learners may also be able to:   * **Agree** on ways language barriers can be overcome. * **Discuss** how businesses can prepare for local differences.   **Teacher-led discussion on local sensitivities.**  **Activity 1 - Entering a new market**  In pairs or small groups, learners to identify the issues that could arise from local sensitives if a business decides to move into a new market overseas.  Answers include:   * Language differences:   + Some words could have different meanings.   + Sentence structure could change the meaning of marketing. * Cultural differences:   + Issues with packaging, use of symbols or certain gestures (additional internet video clips could support with this).   + Different family dynamics, different relationship with animals/meat/product testing. * Legal differences:   + Certain ingredients may be banned.   + Laws around advertising may be stricter or less strict. * Local suppliers:   + May not follow same rules as the UK.   + May not be able to get certain ingredients. * Other businesses:   + May already be established and customers are loyal.   + Name of the company or their products may be used by another company.   **Stretch and Challenge -** How could a business ensure that language does not become a local sensitivity issue?  Answer could include employing translators, bilingual employees, using another company that specialises in helping businesses go global.  **Activity 2 - It’s all in the name**  Working individually, learners to explain why these products/companies had to change their name when they moved into foreign markets.  Answers include:   * Hungary Jacks – Other businesses. * Bing the search engine – Language differences. * Cool American Doritos – Cultural differences and local suppliers. * T. K. Maxx – Other businesses. * Budweiser Beer – Legal differences or other businesses.   **Stretch and Challenge –** In addition to changing their names, some organisations had to change other things because of local sensitivities. Can you think of examples?  Answers include ingredients, marketing campaigns, logos, product labels. For example, McDonalds has different menu items in each country (bulgogi burgers in South Korea, McSpaghetti in the Philippines, poutine in Canada).  Learners should discuss that being aware of local sensitivities can be beneficial to a business.  **Progress Check -** Teacher to reinforce learning and check progression.  Learners to create a question to match the answers provided.  Possible answers include:   * Cultural sensitivities – What are staff uniforms an example of? * Local sensitivities – What are language differences an example of? * Language and cultural differences - Why did Bing struggle to break into the Chinese market? * Cool American Doritos - What is one example of a product that is renamed in a particular country to reflect that market?   **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Name change**  Learners to research four products that have changed their name either in the UK or overseas. They should find out:   * What were they called? * What are they called now? * When did the name change? * Why did the name change? | Videos of how expressions or hand gestures are interpreted in other countries / languages (optional) | Group work  Questions and answers | 5.1.4 |
| 8 | **Understanding National and International Legislation – Part 1**  **Starter Activity - Name change**  Ask learners to research four products that have changed their name either in the UK or overseas or use their home study from the previous lesson. Collaboratively, they should list eight examples. They should include the old name, the new name, and the reasons for the name change.  Answer will vary. For example, Kellogg’s cereals Cocoa Krispies are known as Choco Krispis, Coco Pops, or Choco Pops depending on the country. In 1998, Coca Pops was renamed Choco Krispies in the UK, but sales quickly declined. A 1999 poll found that 92% of voters wanted the name changed back to Coco Pops.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the phrase “import tariff”. * **Identify** the negative and positive impacts of import tariffs. * **Examine** the cost effects of import tariffs on businesses.   Learners may also be able to:   * **Analyse** how a reduction in import tariffs would affect the UK market.   **Teacher-led discussion on import tariffs – what are they and how do they affect growth?**  **Reflective Question -** Why do countries charge different import tariffs?  Answers include making money, tracking imports, stopping businesses from buying a lot of goods or services from outside the UK to protect our economy and businesses.    **Activity 1 - Positives and negatives**  In pairs or small groups, learners to identify the positives and negatives associated with paying an import tariff. If they are struggling, think about who the tariff affects business owners, customers, the Government, traders overseas, traders in the UK.  Positives:   * Brings in money. * Stops businesses buying everything from overseas. * Allows the government to track imports. * Allows us as a country to work with other countries.   Negatives:   * May put people off from importing. * Can cost businesses a lot of money. * Can lead to illegal imports. * Can lead to fakes items.   **Stretch and Challenge -** What may happen if the UK reduced their import tariff by 50%?  Answers could include:   * More imports. * Could affect the economy in a negative way. * UK manufactories would not be able to keep up. * The quality of some items may reduce.   **Teacher-led discussion on import tariffs calculations.**  **Activity 2 - Is it worth it?**  Working individually, learners must work out costs of importing items from overseas in two case studies.  Answers:  1. Malika’s hair extension business:  VAT: £646.60  Import tariff: £183.00  Total import fees = £829.60  Total costs including postage = £3050  Total = £3879.60  Meaning it is cheaper to import from Brazil by £120.40p  2. Sarah’s Gardens:  VAT: £36,400  Import tariff: £7,000  Total import fees = £829.60  Total costs including postage =£175,000  **Total =** £43,300  Meaning it is cheaper to buy in the UK by £3,000  **Progress Check** - Teacher to reinforce learning and check progression.  Learners to fill in the blanks using the words provided.  When a business wants to bring (goods) or (services) into the UK from another country, they will have to pay (import) tariffs.  Sometimes if the (import) tariff is very expensive and may put a business off (importing).  The UK has over (70) trade agreements. Some countries benefit from a (free) trade agreement, meaning they do not have to pay any import tariffs.  A business can work out how much (import) tariff they must pay by visiting (www.gov.uk).  **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Calculate your own**  Learners to calculate their own product to import. Each learner will choose something different. Teacher might want to demonstrate the Government’s website and check that the website still follows the instructions in the workbook. If not, demonstrate the search to the learners.  Learners should complete the Product Import Form, detailing   * The name of their company. * Product. * Shipping cost. * Import quantity. * Import duty. | Calculator (optional) | Group work  Reflective question  Questions and answers | 5.1.4 |
| 9 | **Understanding National and International Legislation – Part 2**  **Starter Activity - Importing**  Learners to choose a product and calculate how much it would cost to import it into the UK. They should compare their product with a partner and then with another pair until they have found four examples with information about the product, the country of origin, the import tariff, and VAT. Them, they answer the questions.   1. Which country had to pay the most import tariff? 2. Which product would be cheaper to buy in the UK? 3. Which product would be cheaper to import?   Answers will vary.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the phrase “import quota”. * **Examine** how import quotas can impact the UK market. * **Identify** the positive and negative impacts of import quotas.   Learners may also be able to:   * **Analyse** why counterfeit goods come from certain countries.   **Teacher-led discussion on import quotas.**  **Reflective Question -** Why do you think the UK has import quotas?  Possible answers include stopping businesses from buying a lot of goods or services from outside the UK to protect UK economy and businesses.    **Activity 1: Black market**  Ask the learners to read the news article and answer the questions.   1. What happens if a business is caught selling counterfeit goods?   The goods are confiscated, and they can face imprisonment or a fine.   1. Why does the Government refuse to change import quotas when they know a product is being counterfeited to meet the market needs?   Because it would encourage more fakes to flood the market, to reduce the import quota.     1. Why are the biggest cities in the UK the biggest hotspots for counterfeit items?   More customers, easier to sell and easier to transport the products.  **Stretch and Challenge -** Why do many counterfeit items come from China, Hong Kong, Pakistan, India, and Turkey?  Answers include labour and facilities to make the items. These countries are top manufacturers of clothing and garments, they therefore have the labour and the resources to manufacture products in large numbers, including counterfeit items.  **Teacher-led discussion on trade wars.**  **Activity 2 – Positives and negatives**  In pairs or small groups, learners to identify the positives and negatives associated with import quotas. If they are struggling, think about who the tariff affects: business owners, customers, the Government, traders overseas, traders in the UK.  Answers include:  Positives:   * Higher price of the imported products may increase domestic output and production. * Domestic suppliers can sell their products at higher price and increase their revenue. * Government provides protection to domestic industries through restricting foreign competition.   Negatives:   * Higher price of the imported products reduces customer consumption. * Black markets may develop. * Risks of trade war with other countries placing tariffs or other restrictions on exports.   **Stretch and Challenge** - Each learner must create one question about import quotas. They should swap with a partner and answer the questions together.  **Progress Check –** Teacher to reinforce learning and check progression.  Learners to write a sentence using the following words:   * Import quota. * Black market. * Trade war. * Import tariff.   **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study - Poster**  Learners to create a poster about import tariffs and quotas. These posters would be displayed in a business to remind employees of the ways import tariffs and import quotas can impact the business | Internet access | Group work  Reflective question  Questions and answers | 5.1.4 |
| 10 | **Case study**  **Starter Activity - Business bingo**  Ask learners to choose 12 words from the list in the workbook and to create their own bingo card. Play for a line and a house during the class.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Describe** the ways a business can grow internally and externally. * **Explain** the efficiencies and costs of business and enterprise expansions. * **Identify** the challenges of growth in business and enterprise.   Learners may also be able to:   * **Assess** the risks of business growth.   **Activity 1 – Case study**  Learners will work in pairs or small groups to choose a business operation that started in one location the UK before expanding nationally or globally. They can choose a business they have already researched in other lessons, or teacher can give them a selection to choose from. Examples are Greggs, Ford, Cadbury’s, Snag Tights.  Learners should answer questions in the workbook about their case study:   * Internal and external growth. * Economies and diseconomies of scale. * Challenge of growth.   **Activity 2 – Case study findings**  Learners summarise the ways their business managed to expand nationally or internationally. Then they should present their findings to the class.  **Stretch and Challenge -** When looking at the history of the growth of the business you have chosen, what was the biggest risk the business took? How did they manage this risk? Were they successful or not?  **Progress Check ––** Teacher to lead quiz to reinforce learning and check progression.  1. What does “entering a new market” mean?  Releasing a product that attracts new and different customers.  2. What are the positive impacts of a joint venture?  Better products, bigger market share, and more profits.  3.Borrowing more money from the bank to buy a new property is an example of which economies of scale?  Financial.  4.What are advantages and disadvantages associated with a business needing to purchase bigger premises?  Advantages include more modern equipment, more space for staff. Disadvantages include costing too much, or not being able to find anywhere suitable.  5.What can happen if two companies merge, and their business cultures are different?  They could fail, overcome their differences and succeed, have high staff turnover.  6. What is an import tariff and how may it put UK business off importing goods or services from other countries?  Money added to a product or service that is imported for outside the UK. It can cost a lot of money and is sometimes not worth it  **Recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Covid**  Assess the impact of Covid on the business you researched in the lesson.  1. How did it change the growth of the business?  2. What could the business have done differently to manage the impact of Covid on its growth? | Internet access  Prizes for the bingo game (optional) | Research  Class presentation | 5.1. |

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| **Learner Workbook: Knowledge Check Answers** |
| 1. If a business or enterprise starts to sell their products overseas, it is called: 2. Geographical expansion. 3. Overseas adventures. 4. Foreign markets.   Answer is a.   1. Give an example of a business or enterprise that has offered a new product to grow their market share:   Answers include Dyson, Red Bull, McDonalds, and Facebook.   1. Why is it important for a business or enterprise to attract new customers?   So they can make a profit.   1. Name two ways a business can benefit from launching a new product.   Answers include more profit, more customers   1. What are two benefits a business or enterprise can benefit of updating their products or services?   Answers include staying current, attracting new customers.   1. What are the three main reasons why a business that has grown stops making a profit?   Answers include control, communication, and coordination.   1. When a business needs to recruit additional human resources, what are two requirements they need to consider?   Answers include skills and the number of staff required.   1. Complete the sentence.   A (merger) is when two business decide to come together and (share) their resources and become a new larger business. This is usually done together and can be an ideal solution if both businesses want to grow, but do not feel they can do it on their own.  9. What is an import quota? Explain how import quotas can affect the UK market.  It is a limit set on the amount of goods or services that can be imported into a country. A benefit could be that the UK market is not flooded with goods from overseas. |

# Document information

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