



GCSE Business	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
<p><b>Year 10 Autumn Term - Business in the real world</b></p>	<p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <ul style="list-style-type: none"> <li>Recall basic concepts such as the purpose of business, types of ownership (e.g. sole trader, ltd company), common aims (profit, survival), and stakeholders (customers, employees, owners).</li> <li>Identify basic examples of real businesses (e.g. Tesco, a local hairdresser, Apple, McDonald's franchise) and make simple links between business knowledge and real-world examples e.g. explaining that a sole trader like a local café owner may aim for survival.</li> <li>Identify basic impacts of business decisions e.g. moving to a better location might attract more customers, growing the business might lead to more jobs.</li> <li>Make a simple judgement (e.g. deciding whether a change in ownership is good or bad for a business), often without full explanation.</li> </ul>	<p>Students working <b>at</b> expected in Year 10 can:</p> <ul style="list-style-type: none"> <li>Understand and confidently explain all key knowledge from Unit 3.1: purpose of business activity, ownership types, aims and objectives, stakeholder relationships, location decisions, planning, and business growth.</li> <li>Apply this knowledge to a range of real businesses.</li> <li>Analyse impacts of business decisions clearly, considering performance and stakeholder interests e.g. how rapid expansion affects customers, employees and suppliers.</li> <li>Develop balanced arguments e.g. explaining both the pros and cons of expanding into a new market or switching ownership type.</li> <li>Make supported judgements about business actions e.g. explaining why limited liability may be suitable for a growing tech business.</li> <li>Recognise that different decisions suit different businesses e.g. a manufacturing firm may prioritise location near raw materials.</li> </ul>	<p>Students working <b>beyond</b> expected in Year 10 can:</p> <ul style="list-style-type: none"> <li>Demonstrate deep understanding of all areas of the unit and consistently apply this to a wide variety of real and unfamiliar business contexts (e.g. comparing how location decisions differ for a local independent coffee shop vs Starbucks).</li> <li>Select high-quality examples and apply understanding to the given cases with nuanced comments on each.</li> <li>Analyse impacts in detail, considering multiple perspectives and possible outcomes. For example: How a decision to expand internationally could benefit shareholders but increase pressure on employees.</li> <li>Make nuanced and well-judged conclusions, using phrases such as "it depends on..." and considering external factors.</li> <li>Show insight into why business decisions and aims may evolve e.g. explaining why a start-up might initially focus on survival and later on innovation or market leadership.</li> <li>Consider dynamic and complex factors in business planning and growth e.g. recognising how technological change or globalisation can open up new opportunities and risks.</li> </ul>



**Year 10 Spring Term -  
External Influences**

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| <ul style="list-style-type: none"><li>• Recall key external factors that affect business activity e.g. interest rates, exchange rates, inflation, unemployment, changing income levels, legislation, competition, environmental issues.</li><li>• Identify simple examples of external influences e.g.: Interest rates going up could make business loans more expensive.</li><li>• Make basic links to how businesses might be affected e.g. explaining that if incomes fall, a luxury business may lose customers.</li><li>• Describe basic impacts on stakeholders e.g. higher prices may upset customers, or new environmental rules may create more work for employees.</li><li>• Make simple judgements about business responses e.g. deciding that a business might lower prices when facing new competition, without fully explaining why.</li></ul> | <ul style="list-style-type: none"><li>• Understand and confidently explain all key concepts within external influences, including: Economic factors (interest rates, exchange rates, inflation, unemployment, income levels). Environmental and ethical influences. Legislation affecting businesses. Competition and market changes.</li><li>• Apply this knowledge to a range of real-world business examples, e.g.: How rising interest rates might affect mortgage lenders like Nationwide or builders like Persimmon.</li><li>• Analyse the impact of external influences on business decision making e.g. explaining how businesses might change marketing, pricing, or product range in response to external changes.</li><li>• Evaluate how different stakeholder groups are affected e.g. recognising that a rise in unemployment may increase the labour supply, benefiting employers but harming workers.</li><li>• Make clear and supported judgements about what actions a business should take in response to external changes — e.g. explaining how and why a retailer should adapt if consumer incomes fall.</li><li>• Understand and confidently explain all key knowledge from the Human Resources unit, including: Types of</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate deep understanding of how all external influences interact with business decision making and stakeholder relationships.</li><li>• Apply knowledge consistently to a wide range of businesses both familiar and unfamiliar e.g.: How changing interest rates and exchange rates interact to affect an international fashion retailer.</li><li>• Analyse impacts in detail, considering both short and long term effects, and weighing up risks and opportunities. For example: How inflation may initially increase costs but might also provide an opportunity to reposition as a premium brand.</li><li>• Make nuanced and well-judged conclusions about business responses recognising that successful adaptation often depends on: the type of business, the competitive environment, financial position, and how flexible the business is.</li><li>• Show insight into dynamic factors e.g.: How fast-moving consumer trends (such as demand for eco-friendly packaging) can shape long-term business strategy.</li><li>• Evaluate conflicting stakeholder interests in response to external changes e.g. whether cutting jobs to maintain profits during recession is justifiable, or how businesses can balance environmental responsibility with profitability.</li></ul> |
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**Year 10 Summer  
Term  
People**

- Recall key terms and concepts related to human resources e.g. organisational structure, hierarchy, chain of command, span of control, recruitment and selection, training, motivation, and employment law.
- Identify basic examples of HR practices e.g.: A business recruits new staff when it is expanding.
- Describe simple impacts of HR decisions e.g. hiring more staff might improve customer service; training staff may improve productivity.
- Recognise that different organisational structures suit different types of business e.g. a tall structure for a large manufacturer vs a flat structure for a small creative business.
- Make simple judgements about HR decisions e.g. saying that training is good for staff without fully explaining why or considering the costs.

organisational structures, recruitment and selection methods and their suitability. Different types of training (on-the-job, off-the-job) and their advantages and disadvantages. Theories of motivation. The impact of employment law on business decisions.

- Apply this knowledge to a range of real-world businesses e.g.: Why Google might use flexible structures and offer free training courses.
- Analyse the impact of HR decisions on business performance and stakeholders e.g. how improving staff motivation can increase productivity and reduce staff turnover but may increase short-term costs.
- Develop balanced arguments about HR choices e.g. whether investing in training is worthwhile for a small business with limited resources.
- Make clear and supported judgements about which HR strategies are most appropriate in different situations e.g. when and why a business might benefit from a flat structure or a decentralised approach.

- Demonstrate deep understanding of how all human resource decisions (from this unit) interact with wider business objectives and external influences.
- Apply knowledge consistently to a wide range of businesses, both familiar and unfamiliar, e.g.: How a start-up tech business might use a flat organisational structure to encourage innovation.
- Analyse HR decisions in detail considering both short-term and long-term impacts: How offering extensive training could improve employee loyalty but may increase risk of trained staff leaving for competitors.
- Make nuanced and well-judged conclusions weighing up multiple factors such as: cost of training vs long-term productivity gains, organisational structure and its suitability for growth or innovation, how HR strategies may need to change over time in response to internal and external factors.
- Consider dynamic stakeholder interests e.g.: balancing the interests of shareholders (seeking profit) and employees (seeking fair pay and good working conditions).
- Show insight into how external influences such as labour market changes, employment law, or social expectations may affect HR strategy and decision making.