



OCR LEVEL 2 CAMBRIDGE TECHNICALS IN BUSINESS

LEVEL 2 UNIT 1
BUSINESS PURPOSES

DELIVERY GUIDE

VERSION 2 MAY 2013



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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 objective so you can see how each activity helps you cover the specification.

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.

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.

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

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

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.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

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. 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.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 1 - BUSINESS PURPOSES

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

This unit will enable learners to gain an understanding of the purpose and different forms of ownership of business and of the business context in which organisations operate. In particular, learners will gain a clear understanding of the main features and characteristics of their local business environment.

Learners will discover the range of business organisations that exist in terms of their ownership, size and scale. They will also be able to appreciate the different sectors of the economy in which they operate and how these are classified. Learners will also have an understanding of the wider business context in which such organisations operate, especially in relation to the ways in which they can be affected by government and by economic, social and legal changes.


Learning Outcome (LO)	Pass The assesment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the purpose and ownership of business	P1 Identify the purpose of four different business organisations		
	P2 Describe the different types of business ownership, linking this to the size and scale of four different organisations	M1 Analyse why a sole trader might want to become either a partnership or a private limited company	
	P3 Explain how businesses are classified using local and national examples		
2 Understand the business context in which organisations operate	P4 Outline the role of government in creating the business climate		
	P5 Explain the characteristics of the local business environment	M2 Analyse how the characteristics of the local business environment have changed in the last thirty years	D1 Evaluate to what extent local business organisations have been affected by government influence and policies



P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - UNDERSTAND THE PURPOSE AND OWNERSHIP OF BUSINESS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand the purpose and ownership of business	P1 Identify the purpose of four different business organisations		
	P2 Describe the different types of business ownership, linking this to the size and scale of four different organisations	M1 Analyse why a sole trader might want to become either a partnership or a private limited company	
	P3 Explain how businesses are classified using local and national examples		

P = Pass, M = Merit, D = Distinction




Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Local businesses: their purpose, ownership, classification, size and scale 	Learners could, in small groups, produce a short promotional video (or brochure if video recording facilities are not available) for a local business. It may be beneficial to show an example in order to illustrate the sort of result that is required. Their video (or brochure) should outline the purpose, type of ownership, number of employees, scale and sector the firm operates within. Each group could then present their video (or brochure) to the other learners - or invited guests from the businesses investigated, so that learners become aware of a range of different businesses, and how some of the factors looked at may differ.	4 hours	P1 Identify the purpose of four different business organisations P3 Explain how businesses are classified using local and national examples
2 Scale	Learners could complete a card-sorting activity, where they are provided with the names of 30 businesses, and they must decide whether each business should be classified as local, regional, national, european or global. A discussion could be used to address any differences of opinion.	15 minutes	
3 Classification	Learners could be given a number of businesses and asked to identify whether they would be classified as being in the primary, secondary or tertiary sector. They could then compare their answers with the rest of the group.	15 minutes	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 Different types of ownership 	Learners could be tasked with producing a wall display that contains a map of the local area or high street. This could involve them working in small groups, with each group researching or visiting a specific type of business organisation using local businesses as examples. Each group could produce relevant materials for the wall display about the type of business ownership, that they have researched, so that the wall display can be referred to as an ongoing point of reference.	4 hours	P2 Describe the different types of business ownership, linking this to the size and scale of four different organisations
5 Consolidation 	Using the information they have gained from the videos/ brochures and research that they have produced, learners could summarise the different types of business ownership by producing a table that outlines the advantages and disadvantages of each type.	30 minutes	P2 Describe the different types of business ownership, linking this to the size and scale of four different organisations M1 Analyse why a sole trader might want to become either a partnership or a private limited company

LEARNING OUTCOME 2 - UNDERSTAND THE BUSINESS CONTEXT IN WHICH ORGANISATIONS OPERATE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand the business context in which organisations operate	P4 Outline the role of government in creating the business climate		
	P5 Explain the characteristics of the local business environment	M2 Analyse how the characteristics of the local business environment have changed in the last thirty years	D1 Evaluate to what extent local business organisations have been affected by government influence and policies

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Role of government 	Learners could be split into four groups, with each group investigating a different type of government: local, regional, national and european. Each group should outline the aims, as well as the policies and powers available to the particular type of government they are researching to introduce laws and regulation. Each group of learners should provide a written summary which can be shared with the other groups.	2 hours	
2 The impact of government policies	Learners could be presented with a list of 10 possible government policies. For each one learners should identify whether there will be a negative impact on inflation, unemployment, economic growth, and balance of payments.	10 minutes	
3 Consolidation 	Learners could select an example of a government action/proposal that is making the news. They could use the news article to outline how a local business of their choice might be affected by the government action/proposal. If possible learners could contact the local business to seek their views.	1 hour	P4 Outline the role of government in creating the business climate
4 Business environment characteristics 	Working in small groups, learners could complete a card-sorting activity prepared by the tutor which contains a card for each of the characteristics, and a number of changes that a business may face. Learners should allocate each change to a particular environment, and identify how the change might affect a business. Each group could then feed back, explaining their thoughts, with any differences of opinion being discussed.	30 minutes	



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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