

## Business

### Curriculum Principles

**By the end of their education, a student of Business at Dixons Broadgreen will:**

- Have developed independence, creativity and teamwork skills, along with empathy and tolerance of a broad range of topical issues.
- Have developed the relevant understanding and knowledge to enable their success in the world of work
- Been provided with real life business experiences in order to apply their learning in context
- Have developed an enthusiasm for business as well as the development of individual entrepreneurial skills

**Our unifying 'sentence' is: "The Business department at DBA developed students with entrepreneurial spirit and the skills to thrive in senior positions in large organisations "**

**In order to achieve a true understanding of business, topics have been intelligently sequence based on the following rationale:**

- The sequence of content aids progression and allows for the accumulation of sufficient knowledge and skills needed for future learning.
- Pupils will be introduced to a variety of brand-new topics such as marketing and business finance. As the course progresses the knowledge required to master these topics will be deepened and whereas initially students may be required to merely understand the meaning of costs and revenue, they ultimately must use this knowledge within the context of break even and profit and loss.
- Business is a completely new subject for KS4 students, which requires understanding of concepts and technical vocabulary that they have little or no previous experience of. Students are quickly introduced to these concepts by a variety of practical classroom activities and real-life experience. They are introduced to key business concepts combined with activities designed to ignite their entrepreneurial spirit. Over the course of the three terms in Y10 students will be introduced to key topics that will pervade their knowledge and understanding of business and enterprise right up until the end of KS5.
- They are introduced to types of business ownership and entrepreneurial skills. Students will consider how a business is set up and the reasons why people want to run their own business. They will also consider business-planning tools such as business plans and they will consider the importance of setting appropriate aims and objectives.
- Students will also be introduced to business finance, which provides clear cross-curricular links with maths. They will consider sources of finance, cash flow forecasting, break even, profit and loss accounts and balance sheets. This ensures that a good understanding of finance is achieved, as this will pervade learning from KS4 to KS5. Students will also consider marketing and in particular the marketing mix 4P's (Product, Place, Promotion, Price). They will investigate methods of market



research before looking at each element of the marketing mix in more detail. They will also consider Human Resources and influences (internal and external) in business.

**The business curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- When designing our business & enterprise curriculum consideration has been made to the school context and the needs of students within the school. For this reason, the curriculum will be constantly reviewed to ensure that it meets the needs of current cohorts of students.
- The nature of this subject is overtly inclusive at all Key Stages. We explore a vast range of topics, styles and cultures. Students have a high level of autonomy in all lessons and all tasks can be adapted to cater for the specific interests or needs of the students. All lessons include differentiated resources and tasks to cater for the full ability range.

**We fully believe Business can contribute to the personal development of students at DBA:**

- We seek to promote the personal development of students at DBA by ensuring that they are provided with opportunities to develop the ability to communicate effectively. Students will demonstrate how to be an effective communicator by a variety of means such as written reports and oral business pitches and presentations.
- Students are encouraged to develop a thirst for knowledge. As a new subject for all students in KS4 and some students in KS5 the development of knowledge and understanding is essential for success. This is promoted by the practical application of core theory through coursework assignments or classroom activities.
- Students are encouraged to be reflective, and business provide ample opportunity for reflection. They are encouraged to think about their own performance in a variety of tasks or assignments and consider what went well and not so well whilst striving for continuous improvement.

**At KS4 and KS5, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Within the business & enterprise curriculum we: encourage pupils to gain opportunities to see how a real business is run and complement their learning in the classroom. Y10 pupils can be provided with the opportunity to take part in the Young Enterprise Tenner Challenge. This national competition requires pupils to set up a real business with £10 and work towards making as much profit as possible.
- Pupils will be provided with opportunities to meet with real business owners through the Founders4schools programme.
- As students' progress into KS5 they are provided with opportunities to develop employability skills and business experiences through work experience placements



**A true love of Business involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE/IB/BTEC examinations:**

Business at all levels caters for the needs of all our learners and

- Empowers students to think critically and strategically about individual and organisational behaviour
- Promotes the importance of exploring business issues from different cultural perspectives
- Provides practical experience through the work experience
- Explore the key features of different businesses
- Increase employability and entrepreneurial skills
- To embed an independent learning ethos which will prepare students for higher education or the world of work.



## POST 16 - LONG-TERM PLAN

### SUBJECT: L3 BTEC National Diploma in Business (Unit 1: Exploring Business)

YEAR 12	CYCLE 1	CYCLE 2	CYCLE 3
<b>WEEK 1</b>	<p>A1 Features of a business</p> <p>Explore the differences between the Public and Private sector</p> <p>Describe the 4 main types of economic sector that a business can operate in</p> <p>Discuss the different types of ownership structures</p>	<p>D1 Market Structures</p> <p>Identify different market structures that a business may operate within.</p> <p>Analyse the features of these markets</p> <p>Evaluate the impact of these features on businesses operating within different markets</p>	<p>Assignment 3 – Learning aim E (P7, M5, D4)</p> <p>A presentation that investigates the use of enterprise and innovation in an existing business.</p>
<b>WEEK 2</b>	<p>A2 Stakeholders Influence</p> <p>Identify the different stakeholders that a business may have</p> <p>Assess the influence these stakeholders have on a business</p> <p>Evaluate how businesses interact with stakeholders</p>	<p>D1 Market Structures</p> <p>Identify different market structures that a business may operate within.</p> <p>Analyse the features of these markets</p> <p>Evaluate the impact of these features on businesses operating within different markets</p>	<p>Unit 1 coursework completion</p>
<b>WEEK 3</b>	<p>A3 Effective Communication</p> <p>Examine the importance of different types of communication</p> <p>Analyse the effectiveness of social media for business use</p>	<p>D2 Supply, Demand and Price D3 Pricing and output decisions</p> <p>Analyse the impact of Supply and Demand changes on a business</p>	



	<p>Evaluate the importance of effective communication when trading</p>	<p>Analyse how a business can take advantage of these changes</p> <p>Evaluate the impact of pricing changes on customers and the business.</p>
<b>WEEK 4</b>	<p><b>B1 Types of Structure</b></p> <p>Identify the different types of organisational structures</p> <p>Evaluate the advantages and disadvantages of these structures</p> <p>Analyse the composition of businesses through functional areas</p>	<p><b>D2 Supply, Demand and Price</b> <b>D3 Pricing and output decisions</b></p> <p>Analyse the impact of Supply and Demand changes on a business</p> <p>Analyse how a business can take advantage of these changes</p> <p>Evaluate the impact of pricing changes on customers and the business.</p>
<b>WEEK 5</b>	<p><b>B2 Aims and Objectives</b></p> <p>Identify what is meant by an Aim and Objective</p> <p>Contextualise an objective using the SMART framework</p> <p>Evaluate the effectiveness of business Aims and Objectives</p>	<p><b>Assignment 2 – Learning aims C &amp; D</b></p> <p>(P4, P5, M3, D2) &amp; (P6, M4, D3)</p> <p>A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.</p>
<b>WEEK 6</b>	<p><b>Assignment 1 – Learning aims A &amp; B</b></p> <p>(P1, P2, M1, D1) &amp; (P3, M2)</p> <p>A report that examines the features of two contrasting businesses, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and</p>	<p><b>Assignment 2 – Learning aims C &amp; D</b></p> <p>(P4, P5, M3, D2) &amp; (P6, M4, D3)</p> <p>A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.</p>



	communication with stakeholders.	
<b>WEEK 7</b>	<p>Assignment 1 – Learning aims A &amp; B (P1, P2, M1, D1) &amp; (P3, M2)</p> <p>A report that examines the features of two contrasting businesses, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.</p>	<p>Assignment 2 – Learning aims C &amp; D (P4, P5, M3, D2) &amp; (P6, M4, D3)</p> <p>A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.</p>
<b>WEEK 8</b>	<p>Assignment 1 – Learning aims A &amp; B (P1, P2, M1, D1) &amp; (P3, M2)</p> <p>A report that examines the features of two contrasting businesses, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.</p>	<p>E1 Role of Innovation and Enterprise</p> <p>Identify different ways in which a business can be innovative and enterprising</p> <p>Analyse the different methods of creative thinking</p> <p>Evaluate the potential risks with these methods of creative thinking.</p>
<b>WEEK 9</b>	<p>C1 External Environment</p> <p>Define each area of a PESTLE analysis</p> <p>Examine the key factors for each area of PESTLE</p> <p>Evaluate the impact of these factors on businesses</p>	<p>E1 Role of Innovation and Enterprise</p> <p>Identify different ways in which a business can be innovative and enterprising</p> <p>Analyse the different methods of creative thinking</p> <p>Evaluate the potential risks with these methods of creative thinking.</p>



<p><b>WEEK 10</b></p>	<p>C2 C3 Internal and Competitive Environment</p> <p>Identify internal and competitive factors that may affect a business</p> <p>Analyse the impact these factors have on a business</p> <p>Evaluate the importance of these factors on the performance of a business.</p>	<p>E2 Benefits and Risks of Innovation and Enterprise</p> <p>Identify the benefits and risks associated with innovation and enterprise</p> <p>Analyse the ways in which a business can take advantage of innovation and enterprise</p> <p>Evaluate the risks associated with innovation and enterprise</p>	
<p><b>WEEK 11</b></p>	<p>C2 C3 Internal and Competitive Environment</p> <p>Identify internal and competitive factors that may affect a business</p> <p>Analyse the impact these factors have on a business</p> <p>Evaluate the importance of these factors on the performance of a business.</p>	<p>E2 Benefits and Risks of Innovation and Enterprise</p> <p>Identify the benefits and risks associated with innovation and enterprise</p> <p>Analyse the ways in which a business can take advantage of innovation and enterprise</p> <p>Evaluate the risks associated with innovation and enterprise</p>	<p>ASSESSMENT WEEK</p>
<p><b>WEEK 12</b></p>	<p>C4 Situational Analysis</p> <p>Identify different tools a business can use to make decisions</p> <p>Analyse how a business can use PESTLE, SWOT, 5C and Porter’s Five Forces to understand their performance</p> <p>Evaluate the effectiveness of situational analysis techniques</p>	<p>ASSESSMENT WEEK</p> <p>Assignment 3 – Learning aim E (P7, M5, D4)</p> <p>A presentation that investigates the use of enterprise and innovation in an existing business.</p>	
<p><b>WEEK 13</b></p>	<p>ASSESSMENT WEEK (focus on o/s coursework tasks to date)</p>	<p>Assignment 3 – Learning aim E</p>	



(P7, M5, D4)

A presentation that investigates the use of enterprise and innovation in an existing business.



**POST 16 - LONG-TERM PLAN**

**SUBJECT: L3 BTEC National Diploma in Business (Unit 2: Developing a Marketing Campaign)**

YEAR 12	CYCLE 1	CYCLE 2	CYCLE 3
<b>WEEK 1</b>	<p>A1 The role of marketing</p> <p>What is marketing? The principles and purposes of marketing:</p> <p>Anticipating demand Recognising demand Stimulating demand Satisfying demand</p>		
<b>WEEK 2</b>	<p>A1 The role of marketing</p> <p>Identifying marketing objectives Categorising different types of markets and their products Market size and market share calculations</p>		
<b>WEEK 3</b>	<p>A1 The role of marketing</p> <p>Different types of market segmentation Brand, brand personality and brand image. Unique selling point Implications of business size on marketing activity Budgetary constraints.</p>		
<b>WEEK 4</b>	<p>A2 Influences on marketing activity</p> <p>Marketing activities AIDA model &amp; examples of marketing activities Internal influences: Cost of the campaign</p>		



	<p>Availability of finance Expertise of staff Size and culture of the business</p>		
<b>WEEK 5</b>	<p>A2 Influences on marketing activity</p> <p>External influences: Social Technological Economic Environmental Political Legal Ethical</p>		
<b>WEEK 6</b>	<p>B1 Purpose of researching information to identify the needs and wants of customers</p> <p>Market research Why do market research? Market segmentation and targeting Target markets Size, structure and trends in the market Identifying competition</p>		
<b>WEEK 7</b>	<p>B2 Market research methods and use Examples of primary research, to include surveys, interviews, observations, trials, focus groups Secondary research: Internal – business data on customers and financial records to include loyalty cards and sales records External – commercially published reports, government statistics, trade journals, media sources Importance of validity, reliability, appropriateness, currency, cost</p>		



	<p>Quantitative and qualitative data, when and where used</p> <p>Sufficiency and focus of the research</p> <p>Selection and extraction</p>		
<b>WEEK 8</b>	<p><b>B3 Developing the rationale</b></p> <p>Interpretation, analysis and use of data and other information to make valid marketing decisions</p> <p>Identification of any further sources of information that may be required</p> <p>Evaluation of the reliability and validity of the information obtained</p> <p>Product Life Cycle</p>		
<b>WEEK 9</b>	<p><b>C1 Marketing campaign activity</b></p> <p>Selection of appropriate marketing aims and objectives to suit business goals</p> <p>Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, ,Threats)and PESTLE (Political, Economical, Social, Technological, Legal, Environmental)</p> <p>Use of research data to determine target market</p> <p>Use of research data to conduct competitor analysis</p>		
<b>WEEK 10</b>	<p><b>C2 Marketing mix</b></p> <p>Product development: form and function, packaging, branding</p> <p>Pricing strategies: penetration, skimming, competitor based, cost plus</p> <p>Promotional advertising, public relations (PR).</p>		



	Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image		
<b>WEEK 11</b>	<p>C2 The marketing mix</p> <p>Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers</p> <p>Extended marketing mix: people, physical environment, process</p>		ASSESSMENT WEEK
<b>WEEK 12</b>	<p>C3 The marketing campaign</p> <p>Content of the marketing message</p> <p>Selection of an appropriate marketing mix</p> <p>Selection of appropriate media</p> <p>Allocation of the campaign budget</p> <p>Timelines for the campaign, including monitoring</p> <p>How the campaign is to be evaluated</p>	ASSESSMENT WEEK	
<b>WEEK 13</b>	ASSESSMENT WEEK - Mock unit 2 assessment		
<b>YEAR 13</b>	<b>CYCLE 1</b>	<b>CYCLE 2</b>	<b>CYCLE 3</b>
<b>WEEK 1</b>	<p>C4 Appropriateness of marketing campaign</p> <p>How far the marketing activity reinforces and supports brand value</p> <p>The sustainability of marketing activities</p> <p>Flexibility of the campaign to enable response to both internal and external changes</p> <p>Relevance to organisational goals</p>		



	Appropriateness to target market Legal and ethical considerations		
<b>WEEK 2</b>	Unit 2 revision		IB EXAMS
<b>WEEK 3</b>	Unit 2 revision		IB EXAMS
<b>WEEK 4</b>	Unit 2 controlled assessment (TBC)		IB EXAMS
<b>WEEK 5</b>			
<b>WEEK 6</b>			
<b>WEEK 7</b>	ASSESSMENT WEEK		
<b>WEEK 8</b>			
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<b>WEEK 12</b>			
<b>WEEK 13</b>			



## POST 16 - LONG-TERM PLAN

### SUBJECT: L3 BTEC National Diploma in Business (Unit 3: Personal & Business Finance)

YEAR 12	CYCLE 1	CYCLE 2	CYCLE 3
<b>WEEK 1</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Discussion - What is money?</p> <p>Functions of money (Unit of account, Means of exchange, Store of value, Legal tender.</p> <p>Role of money (personal attitudes, life stages, culture, life events, external influences</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Understand the purpose of accounting</p> <p>Record transactions</p> <p>Management of the business</p> <p>Compliance</p> <p>Measuring Performance</p> <p>Control</p> <p>Types of income</p> <p>Capital income (loans, mortgages, shares, owner's capital, debentures)</p> <p>Revenue income (Sales, rent received, commission, received, interest received, discount received)</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Revision</p>
<b>WEEK 2</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Financial needs and implications at different life stages (childhood, adolescence, young adult, middle age, old age).</p> <p>Activity - Create a timeline (from birth to death), identifying your financial needs at each stage</p> <p>Planning expenditure - defining debt, credit rating, bankrupt, solvent.</p> <p>Common Principles in planning personal finance</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Types of expenditure</p> <p>Capital expenditure</p> <p>Non - current assets (land and premises, machinery and equipment, vehicles, fixtures, and fittings)</p> <p>Intangibles (goodwill, patents, trademarks, brand name)</p> <p>Revenue expenditure (inventory, rent, rates, heating and lighting, water, insurance, administration, salaries, wages, marketing, bank charges, interest paid, depreciation, discount allowed).</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Revision</p>
<b>WEEK 3</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Different ways to pay</p> <p>Methods of payment (cash, debit card, credit card, cheque, electronic transfer, direct debit, standing order, pre-paid card, contactless card, charge card, store card, mobile banking, BACS. CHAPS). Discuss advantages and disadvantages of each/appropriateness of method.</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Sources of finance</p> <p>Internal sources of finance (retained profit, net current assets, sale of assets)</p> <p>Advantages and disadvantages of internal sources of finance</p> <p>External sources of finance (owners' capital, loans, crowdfunding, mortgages, venture capital, debt factoring, hire purchase, leasing, trade credit, grants, donations, peer-to-peer lending, invoice discounting)</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Revision</p>



		Advantages and disadvantages of external sources of finance	
<b>WEEK 4</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Current Accounts</p> <p>Features of a current account - Student discussion</p> <p>Types of current account (Standard, premium, basic, student). Advantages and disadvantages of each.</p> <p>Activity: Which account? (Page 122)</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Break-even and cash flow forecasts</p> <p>Cash Flow</p> <p>Difference between inflows (receipts) and outflows (payments)</p> <p>Prepare, complete, analyse, revise and evaluate cash flow</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Revision</p>
<b>WEEK 5</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Managing Personal Finance</p> <p>Different types of borrowing (overdraft, personal loan, hire purchase, mortgage, credit card, payday loan). Advantages and disadvantages of each.</p> <p>Video: Killed by my debt.</p> <p>Class discussion on impact of debt (financial, emotional, social)</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Break-Even analysis</p> <p>Meaning of break even</p> <p>Types of Costs (fixed, variable. Semi-variable, Total)</p> <p>Revenue (total revenue, total sales, selling [price per unit, sales in value, sales in volume)</p> <p>Break-even - total revenue = total costs</p> <p>Contribution method</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Exam (TBA)</p>
<b>WEEK 6</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Different types of saving and investment (ISA, deposit and savings accounts, premium bonds, bonds and gilts, shares, pensions). Advantages and disadvantages of each.</p> <p>Risks and rewards of saving versus investment</p> <p>Activity: Difference between saving and investment</p> <p>Research - £2500 to invest or save for 5 years (Page 127)</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Statements of comprehensive income</p> <p>Purpose and use</p> <p>Calculation of gross profit</p> <p>Calculation of costs of goods sold (opening inventories + purchases - closing inventories)</p> <p>Calculation of profit or loss for the year</p>	
<b>WEEK 7</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Different types of insurance products</p> <p>What is insurance?</p> <p>Car (TP, TPF&amp;T, Comp)</p> <p>Home and contents</p> <p>Life assurance and insurance</p> <p>Travel</p> <p>Pet</p> <p>Health</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Statements of comprehensive income</p> <p>Adjustments for depreciation (straight-line and reducing balance)</p> <p>Adjustments for prepayments, accruals</p> <p>Interpretation, analysis and evaluation of statements</p> <p>Practice completion of statements of comprehensive income</p>	



	<p>Advantages and disadvantages of each of type.</p> <p>Assessment Practice 3.1 (Page 130)</p>		
<b>WEEK 8</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Explore the personal finance sector</p> <p>Features of financial institutions</p> <p>Types of financial organisations (Bank of England, banks, building societies, credit unions, national savings and investments, insurance companies, pension companies, pawnbrokers, payday loans). Advantages and disadvantages of financial organisations.</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Statement of financial position</p> <p>Meaning of asset and liability</p> <p>Non-current assets:</p> <p>Tangible (can be touched - premises, fixtures and fittings, equipment, and vehicles)</p> <p>Intangible (can't be touched - trademark, brand name etc)</p> <p>Current assets (assets staying in the business or up to 12 months - inventories, trade receivables, prepayments, cash in the bank, cash in hand)</p>	
<b>WEEK 9</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Communicating with customers</p> <p>Methods of interaction:</p> <p>Branch</p> <p>Online banking</p> <p>Telephone banking</p> <p>Mobile banking</p> <p>Postal banking</p> <p>Advantages and disadvantages of above methods</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Statement of financial position</p> <p>Current liabilities (something owed by the business and due to be repaid in one year - overdrafts, accruals, trade payables)</p> <p>Non-current liabilities/long term liabilities (the business will repay in longer than a year - bank loan, mortgage etc)</p>	
<b>WEEK 10</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Consumer protection in relation to personal finance</p> <p>Financial Conduct Authority (FCA)</p> <p>Financial Ombudsmen Service (FOS)</p> <p>Financial Services Compensation Scheme (FSCS)</p> <p>Office of Fair Trading (OFT)</p> <p>Legislation: Consumer Credit</p> <p>Research task: Carry out research on the roles and responsibilities of these organisations and consumer credit laws</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Statement of financial position</p> <p>Net assets - non-current assets + current assets - (current liabilities + long term liabilities)</p> <p>Capital</p> <p>Adjustments</p> <p>Practice completion of statements of financial position</p>	
<b>WEEK 11</b>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Information guidance and Advice</p> <p>Citizens Advice</p> <p>Independent Financial Advisors (IFA)</p> <p>Price Comparison Websites</p> <p>Money Advice Service</p>	<p>Unit 3: Personal &amp; Business Finance</p> <p>Measuring profitability:</p> <p>Gross profit margin, mark up, net profit margin, return on capital employed (ROCE)</p>	<b>ASSESSMENT WEEK</b>



	Debt Counsellors Individual Voluntary Arrangements (IVA) Bankruptcy Advantages and disadvantages of providers of financial guidance and advice		
<b>WEEK 12</b>	Unit 3: Personal & Business Finance Personal finance revision	ASSESSMENT WEEK - Mock unit 3 exams	
<b>WEEK 13</b>	ASSESSMENT WEEK	Unit 3: Personal & Business Finance Measuring Liquidity: Current ratio, liquid capital ratio, Measuring efficiency: Trade receivable days, trade payable days, inventory turnover Limitations of ratios	

<b>YEAR 13</b>	<b>CYCLE 1</b>	<b>CYCLE 2</b>	<b>CYCLE 3</b>
<b>WEEK 1</b>			
<b>WEEK 2</b>			IB EXAMS
<b>WEEK 3</b>			IB EXAMS
<b>WEEK 4</b>			IB EXAMS
<b>WEEK 5</b>			Unit 3: Personal & Business Finance Exam
<b>WEEK 6</b>			
<b>WEEK 7</b>	ASSESSMENT WEEK		
<b>WEEK 8</b>			
<b>WEEK 9</b>			
<b>WEEK 10</b>			
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<b>WEEK 12</b>			
<b>WEEK 13</b>			





## POST 16 - LONG-TERM PLAN

**SUBJECT: L3 BTEC National Diploma in Business (Unit 5: International Business)**

YEAR 13	CYCLE 1	CYCLE 2	CYCLE 3
<b>WEEK 1</b>	<p>Importing and Exporting</p> <p>Describe what is meant by importing and exporting</p> <p>Examine the implications of importing and exporting on businesses.</p> <p>Analyse how businesses operate in multiple countries.</p>	<p>SWOT 5C</p> <p>Define what is meant by a SWOT and 5C Analysis</p> <p>Apply these analytical frameworks to a business</p> <p>Evaluate the operations of a business through these analyses.</p>	
<b>WEEK 2</b>	<p>International Trade</p> <p>Examine the different reasons why businesses operate internationally.</p> <p>Apply these reasons to several business scenarios</p> <p>Evaluate the benefits of operating internationally.</p> <p>Explore the factors that influence the choice of markets.</p>	<p>Support Systems</p> <p>Examine the influence of the internet on a business.</p> <p>Analyse different payment methods used by international businesses.</p> <p>Evaluate the usefulness of these payment methods.</p>	
<b>WEEK 3</b>	<p>Market Choices</p> <p>Explore the factors that influence the choice of markets.</p>	<p>Cultural Factors</p> <p>Define what is meant by culture in relation to business</p> <p>Analyse how cultural factors affect international businesses</p>	



<p><b>WEEK 4</b></p> <p>Financing International Business</p> <p>Discover how a business is financed when trading internationally.</p> <p>Evaluate each source of finance</p>	<p>Impact of Cultural Factors</p> <p>Discuss the different cultural factors that may impact on an international business</p> <p>Analyse how cultural factors affect international businesses</p> <p>Explore how different countries respond to these factors.</p>	<p>IB EXAMS</p>
<p><b>WEEK 5</b></p> <p>Support Agencies</p> <p>Identify different support agencies available to international traders.</p> <p>Investigate how they have provided support to different businesses.</p>	<p>Assignment 2</p> <p>Produce a case study in the form of a journal article, on an international business of your choice (P5, P6, M3, D2)</p> <p>Produce a report that discusses the cultural factors (P7, M4, D3)</p>	
<p><b>WEEK 6</b></p> <p>Globalisation</p> <p>Define what is meant by Globalisation</p> <p>Examine the features of successful Globalisation</p> <p>Analyse how Globalisation has altered the business world.</p>	<p>Assignment 2</p> <p>Produce a case study in the form of a journal article, on an international business of your choice (P5, P6, M3, D2)</p> <p>Produce a report that discusses the cultural factors (P7, M4, D3)</p>	
<p><b>WEEK 7</b></p> <p>Trading Blocs</p> <p>Define what is meant by a trade bloc.</p> <p>Analyse the effect of trade blocs</p>	<p>Strategies for International Business</p> <p>Identify the strategies used by businesses to trade internationally</p>	



	<p>Examine how Free Trade areas effect a business</p>	<p>Analyse the strengths and weaknesses of these strategies.</p> <p>Evaluate the effect these strategies have on the success of the business.</p>
<b>WEEK 8</b>	<p>Barriers to trade</p> <p>Define the different barriers to trading</p> <p>Analyse the impact of these barriers.</p> <p>Evaluate which barriers are the most effective.</p>	<p>Resource Consideration</p> <p>Discover the different ways that businesses adapt their approach in different countries</p> <p>Analyse the different resource considerations required for international trade</p> <p>Evaluate the impact of a lack of resources.</p>
<b>WEEK 9</b>	<p>Protectionism</p> <p>Define what is meant by protectionism</p> <p>Analyse the different methods of protectionism that countries use.</p> <p>Evaluate the effectiveness of these methods of protection.</p>	<p>Assignment 3</p> <p>Prepare and present a PowerPoint presentation that analyses a business' strategic decisions on an international level (P8, M5, D4)</p>
<b>WEEK 10</b>	<p>Assignment 1</p> <p>Write a report that explains why businesses trade internationally. (P1, P2, M1)</p> <p>Prepare a report that explores the concept of Globalisation. (P3, P4, M2, D1)</p>	<p>Assignment 3</p> <p>Prepare and present a PowerPoint presentation that analyses a business' strategic decisions on an international level (P8, M5, D4)</p>



<p><b>WEEK 11</b></p>	<p>Assignment 1</p> <p>Write a report that explains why businesses trade internationally. (P1, P2, M1)</p> <p>Prepare a report that explores the concept of Globalisation. (P3, P4, M2, D1)</p>	<p>Assignment 3</p> <p>Prepare and present a PowerPoint presentation that analyses a business' strategic decisions on an international level (P8, M5, D4)</p>	
<p><b>WEEK 12</b></p>	<p>PESTLE</p> <p>Define what is meant by a PESTLE analysis.</p> <p>Apply a PESTLE analysis to an international business</p> <p>Evaluate the impact of a PESTLE analysis on an international business.</p>	<p>Completion of unit 5 coursework</p>	
<p><b>WEEK 13</b></p>	<p>PORTERS FIVE FORCES</p> <p>Define what is meant by the Porter's Five Forces Model</p> <p>Apply the model to an international business</p> <p>Evaluate the impact of the Porter's Five Forces Model on an international business.</p>	<p>Completion of unit 5 coursework</p>	



	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 30/08	W/C 05/09	W/C 12/09	W/C 19/09	W/C 26/09	W/C 03/10	W/C 10/10	W/C 17/10	W/C 01/11	W/C 07/11	W/C 14/11	W/C 21/11	W/C 28/11	W/C 05/12
Cycle 1	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Unit 1: Enterprise & Entrepreneurship  Business Enterprise	Unit 1: Enterprise & Entrepreneurship  Entrepreneurs hip	Unit 1: Enterprise & Entrepreneurship  Risk and Reward	Unit 1: Enterprise & Entrepreneurship  The Dynamic Nature of Business	Unit 1: Enterprise & Entrepreneurship  The Dynamic Nature of Business	Unit 2: Spotting a business Opportunity  Customer Needs	Unit 2: Spotting a business Opportunity  Customer Needs	Half term	Unit 2: Spotting a business Opportunity  Market Research	Unit 2: Spotting a business Opportunity  Market Segmentation	Unit 2: Spotting a business Opportunity  Market Segmentation	Unit 2: Spotting a business Opportunity  The Competitive Environment	Unit 2: Spotting a business Opportunity  The Competitive Environment
		W/C 12/12	W/C 19/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
Cycle 2				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Unit 3: Putting a Business Idea in Practice  Business aims and objectives	Unit 3: Putting a Business Idea in Practice  Business aims and objectives	Unit 3: Putting a Business Idea in Practice  Business revenue, costs and profit	Unit 3: Putting a Business Idea in Practice  Business revenue, costs and profit	Unit 3: Putting a Business Idea in Practice  Business revenue, costs and profit	Unit 3: Putting a Business Idea in Practice  Break Even	Unit 3: Putting a Business Idea in Practice  Break Even	Unit 3: Putting a Business Idea in Practice  Break Even	Unit 3: Putting a Business Idea in Practice  Cash and Cash flow	Unit 3: Putting a Business Idea in Practice  Cash and Cash flow	Unit 3: Putting a Business Idea in Practice  Cash and Cash flow	Unit 3: Putting a Business Idea in Practice  Sources of Business Finance	Unit 3: Putting a Business Idea in Practice  Sources of Business Finance
		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
Cycle 3				Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
		Unit 4: Making a business effective  The options for small businesses	Unit 4: Making a business effective  Business Location	Unit 4: Making a business effective  Business Location	Unit 4: Making a business effective  The marketing mix	Unit 4: Making a business effective  The marketing mix	Unit 4: Making a business effective  Business plan	Unit 4: Making a business effective  The options for small businesses	Unit 5: Influences on Business  Business Stakeholders	Unit 5: Influences on Business  Revision/Assessment	Unit 5: Influences on Business  Technology and Business	Unit 5: Influences on Business  Legislation and Business	Unit 5: Influences on Business  The economy and business	Unit 5: Influences on Business  External Influences

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 30/08	W/C 05/09	W/C 12/09	W/C 19/09	W/C 26/09	W/C 03/10	W/C 10/10	W/C 17/10	W/C 24/10 & 31/10	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
Cycle 1	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Unit 6: Growing a business  Business Growth	Unit 6: Growing a business  Business Growth	Unit 6: Growing a business  Changes in Business	Unit 6: Growing a business  Changes in Business	Unit 6: Growing a business  Business and globalisation	Unit 6: Growing a business  Business and globalisation	Unit 6: Growing a business  Business and globalisation	Unit 6: Growing a business  Business and globalisation	Half term	Unit 7: Making Marketing Decisions  Product/Price	Unit 7: Making Marketing Decisions  Promotion	Unit 7: Making Marketing Decisions  Place	Unit 7: Making Marketing Decisions  Using the Marketing Mix
		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
Cycle 2				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Unit 8: Making Operational and Financial Decisions  Business Operations	Unit 8: Making Operational and Financial Decisions  Business Operations	Unit 8: Making Operational and Financial Decisions  Working with suppliers	Unit 8: Making Operational and Financial Decisions  Managing Quality	Unit 8: Making Operational and Financial Decisions  The Sales Process	Unit 8: Making Operational and Financial Decisions  Business Calculations	Unit 8: Making Operational and Financial Decisions  Business Calculations	Unit 8: Making Operational and Financial Decisions  Business Calculations	Unit 8: Making Operational and Financial Decisions  Understanding Performance	Unit 8: Making Operational and Financial Decisions  Understanding Performance	Unit 9: Making Human Resource Decisions  Organisational Structures	Unit 9: Making Human Resource Decisions  Effective Recruitment	Unit 9: Making Human Resource Decisions  Effective Recruitment
		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
Cycle 3				Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
		Unit 9: Making Human Resource Decisions  Motivation	Unit 9: Making Human Resource Decisions  Motivation	Revision	Revision	Revision	Paper 1: Investigating Small Business (based on 2022 date)	Paper 2: Building a Business (based on 2022 date)						