

## Medium Term Planning Document: BTEC Business Year 11 2023-24

### Curriculum Intent:

*In Business, we expect all students to leave with a broad understanding all of types of companies – extended to charities and not for profit organisations. In addition, we believe they should understand the wider implications that businesses can have on an individual's life, including from a social and environmental aspect. Finally, we want to develop the student's character, which will give them the knowledge and confidence to have a happy and fulfilling career, in whatever industry they choose to pursue.*

### 'Why This, Why Now?'

#### Rationale for Y11 Exam Curriculum

- Start with finance over marketing as finance is harder and allows time to revisit and recap as we approach the exam
  - Financial documents are an easier topic to begin with which, so it's a nice introduction to finance. However, still requires some calculations, so sets the tone of the subsequent lessons. Also, more of a stand alone topic, knowledge isn't dependent on anything being taught prior
  - Payment methods is short and isn't dependent on other knowledge – the piece of exam technique is also linked to this topic as it's easier to understand and therefore a nice introduction to exam technique
  - Costs, revenue and profit is fundamental business knowledge and this lays the foundations for some of the topics to follow
  - Break-even is dependent on knowing what costs, revenue and profit is, so naturally follows on from this
  - Cash flow uses some of the ideas from where costs and revenue come from to help produce a cash flow forecast
  - Sources of finance is computer based so breaks up the lessons. In addition, the more challenging exam technique is based around using this knowledge and research to help write a strong response
  - Income statements builds on the more basic concept of just profit, so is taught later
  - Financial position is more challenging, but students have built up some knowledge on costs etc and so identifying assets and liabilities will be much more accessible
  - Profitability and liquidity is dependant on both of the above 2 documents being taught
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- Promotion is a nice introduction to marketing as it's not too taxing. Also, the exam technique links to this
  - Some knowledge of target customers is covered in promotion, so this helps when looking at targeting and segmenting
  - Factors are dependent on knowing everything about marketing before the students conclude what/why certain factors are used for certain marketing decisions
  - Full mock to assess all of the above before the real exam

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

**PLEASE NOTE – ALL EXAM POWERPOINTS HAVE A VOICEOVER AND ARE AVAILABLE IN YOUR TEAMS CHANNEL. THIS IS THE ALSO THE CASE FOR THE FINAL UNIT, WHERE ALL THE LEARNING AIMS ARE CLEARLY LABELLED.**

Business	Year 11 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
PSA 2 LA A	Financial information: o financial planning and forecasting commentary: break-even calculation and 12-month cash flow forecast	Bell work formula recall 1-5	AVAILABLE IN YOUR TEAMS CHANNEL FOR ALL LEARNING AIMS
	All formulas for break-even and CFF – 2 practice examples for students		
	financial records commentary: profit and loss account (forecast statement of comprehensive income)		
	All formulas covered for P&L		
	Complete 2 examples to practice		
PSA 2 LA A	Risk assessment: o description of potential and realistic risks involved: lack of skills, competitors, unexpected costs, sourcing of resources, quality control, lack of customer interest		
	threats posed by competitors: products, customers, customer service, advertising and promotion, success and failures, potential gaps in their offering		
	recommendations as to how risks can be overcome o recommendations as to how to ensure quality of products		
PSA 2 LA A	Viability of the plan based on the following considerations: o financial data o safety o ethicality o legality o environmental.		
	PSA SECTION 1	YES	

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PSA 2 LA A			
Key Words: factors, analysis, connectives, evaluation, short-term, long-term, key stakeholders			



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Business	Year 11 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
PSA 2 LA A/B/C	PSA SECTION 2	YES	AVAILABLE IN YOUR TEAMS CHANNEL FOR ALL LEARNING AIMS
	PSA SECTION 3	YES	
	PSA SECTION 4	YES	
	PSA SECTION 5	YES	
<b>PSA 2 ALL TYPED UP AND MARKED ONE WEEK BEFORE CHRISTMAS</b>			

### Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

Business	Year 11 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>B1 FINANCIAL DOCUMENTS</b>	Learners will complete and interpret financial documents. Learners will explore the purpose, typical format, sequence and the part that each document plays when ordering, checking, recording and paying for goods and/or services.	Bell work – formula recall 1-5	
	Types of financial documents: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts.		
	Importance of accuracy when these documents are being used.		
	Importance of accurate financial documents and record-keeping to business accounting.		
	Basic exam technique on 2/3 mark questions		
	Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.		
	Impact on customers and enterprises of using different payment methods.		Bell work – formula recall 1-5
<b>B2 PAYMENT METHODS</b>	Learners will explore the sources of revenue and costs for enterprises and how and why they can be minimised/maximised.	Bell work – formula recall 1-5	
	Revenue/turnover. + Start-up and running costs.		
<b>Key Words: pitch, tone, audience, confidence, communication, creativity</b>			
<b>C4 BREAK-EVEN ANALYSIS</b>	Learners will calculate the break-even point and margin of safety, construct and interpret a break-even chart, and recognise the strengths and limitations of break-even analysis		
	Fixed, variable and total costs, and total revenue		
	Break-even point, margin of safety, area of profit and area of loss.		
	Importance to an enterprise of breaking even.		
	Strengths and limitations of break-even analysis		
	Cash flow forecast: predicted inflows/receipts, outflows/payments, net inflows/outflows, opening and closing balances, surpluses, deficits.		
	to identify money coming in and going out of the enterprise over time		

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<b>C2 C3 CASH FLOW</b>	to determine the impact of timings of inflows and outflows
	to determine positive and negative liquidity and make business decisions.
	Difference between forecasted and actual cash flows
	Suggested solutions to problems: o increasing revenue o selling off unused assets/inventory o chasing debtors for monies owed o cutting costs o delaying payment to suppliers o reducing credit period offered to customers o cutting back or delaying expansion plans o paying off debts o investment.
<b>C1 BUDGETING</b>	Learners will explore the range of budgets used by enterprises, calculate simple budget figures and comment on the results.
	Expenditure and revenue budgets: o capital expenditure o cash o labour o marketing/promotion o overheads o production o purchases/materials o revenue/sales.
	Difference between budgeting and budgetary control (checking performance against plan).
	Impact of favourable and adverse variances
<b>C5 SOURCES OF FINANCE EXAM TECHNIQUE</b>	Learners will explore why enterprises may plan different sources of finance for different purposes or at different stages, and the advantages and disadvantages of each source.
	Internal sources of finance: o personal sources: savings, credit cards, borrowing from friends and family o retained profits o sale of assets
	External sources of finance: o long-term: mortgages, share capital, taking on new partners o medium-term: hire purchase (HP), leasing, loans, peer-to-peer lending (P2P), investment from business angels o short-term: bank overdraft, crowdfunding, trade credit o government and charitable grants.
	INTRODUCTION TO CASE STUDY AND 6 MARK PLAN/ANSWER. MODELLING PROVIDED.

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Business	Year 11 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>B4 INCOME STATEMENT + BALANCE SHEET</b>	Learners will complete and interpret financial statements for enterprises. Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.	Bell work – formula recall 1-5	
	Profit and loss account (statement of comprehensive income): shows the profit or loss of an enterprise over time:		
	revenue, cost of sales, expenses, gross profit, net profit (profit for the year).		
	Balance sheet (statement of financial position): shows the financial performance of an enterprise at a point in time: <ul style="list-style-type: none"> <li>o fixed (non-current) and current assets</li> <li>o working capital (net current assets)</li> <li>o long term (non-current) and current liabilities</li> <li>o debtors (accounts receivable) and creditors (accounts payable)</li> <li>o equity.</li> </ul>		
	Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers		
	<b>Key Words:</b>		
<b>B5 PROFITABILITY AND LIQUIDITY</b>  <b>EXAM TECH MODEL ANSWER</b>	Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.		
	Learners will calculate profitability and liquidity for enterprises, and comment on the results of these calculations.		
	Difference between cash and profit. ● Difference between liquidity and profitability. ● Calculate profitability ratios from given formulae: <ul style="list-style-type: none"> <li>o gross profit margin percentage (GPM) = (gross profit ÷ revenue) × 100</li> <li>o net profit margin percentage (NPM) = (net profit ÷ revenue) × 100.</li> </ul>		
	Calculate liquidity ratios from given formulae: <ul style="list-style-type: none"> <li>o current ratio = current assets ÷ current liabilities</li> <li>o liquid capital ratio = (current assets – inventory) ÷ current liabilities.</li> </ul>		
	6 MARK QUESTION WITH MODEL ANSWER		
<b>A2 4P'S</b>	Learners will explore the marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises.		
	Product: <ul style="list-style-type: none"> <li>o product portfolio: comprises all products (goods and services) of an enterprise</li> <li>o product life cycle: development, introduction, growth, maturity, decline</li> <li>o USP (unique selling point)</li> <li>o branding, brand personality, brand image.</li> </ul>		
	Price: <ul style="list-style-type: none"> <li>o pricing strategies: penetration, skimming, competitive, cost-plus, premium.</li> </ul>		
	Place: <ul style="list-style-type: none"> <li>o digital and physical distribution of products.</li> </ul>		

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	Promotion: o promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR), social media marketing, personal selling, direct marketing, sales promotion o 'above the line' and 'below the line' promotion
<b>A1 TARGETING AND SEGMENTATION</b>	Learners will explore how and why enterprises may target their markets.
	Target market: the market an enterprise wants to sell its products to.
	Market segmentation: key differentiators that divide customers into groups to be targeted: o demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group o geographic: location o psychographic: social class, attitudes, lifestyle and personality characteristics o behavioural: spending, consumption, rate of usage, loyalty status, desired benefits.
	Markets: Business to Business (B2B), Business to Consumer (B2C), niche, mass.

Business	Year 11 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>REVISION</b>	Review of full mock to work on weaknesses		AVAILABLE IN YOUR TEAMS CHANNEL FOR ALL LEARNING AIMS
	Exam technique – including writing a solid conclusion with the 6 phrases		
	Exam question booklet		
	Flash cards revision which have been accumulated from HL		
<b>REAL EXAM TO BE SAT EARLY MAY</b>			

### Curriculum Adaptations: How we support students with specific individual needs

#### Unit 3 – coursework

- Lesson tasks are broken down into simple, short tasks usually lasting no longer than 5 minutes
- Mark schemes will be shared before any extended writing tasks



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- Key terms can be given to weaker students
- Sentence starters can be given for extended writing
- Breakdown of paragraph structure will be given to students in simple bullet point form
- Mark schemes will be provided in a simple format to highlight what needs to be included
- Model paragraphs will be provided to demonstrate how mark scheme skills can be achieved
- A template will be provided for the business plan to help with organisation and structure

### Unit 2 – exam

- Bell work prompts can be given for formulas I.e. this has a X + - in it
- Students can write down fewer options in bell work I.e. 2 fixed costs instead of 3
- Teachers can support with calculations or encourage students to use their formula sheet in the front of the book
- Double check students have a revision guide and it is out every lesson
- Double check they have marked numerical answers correctly
- Model answers are provided for any written questions, where students will highlight specific exam skills.