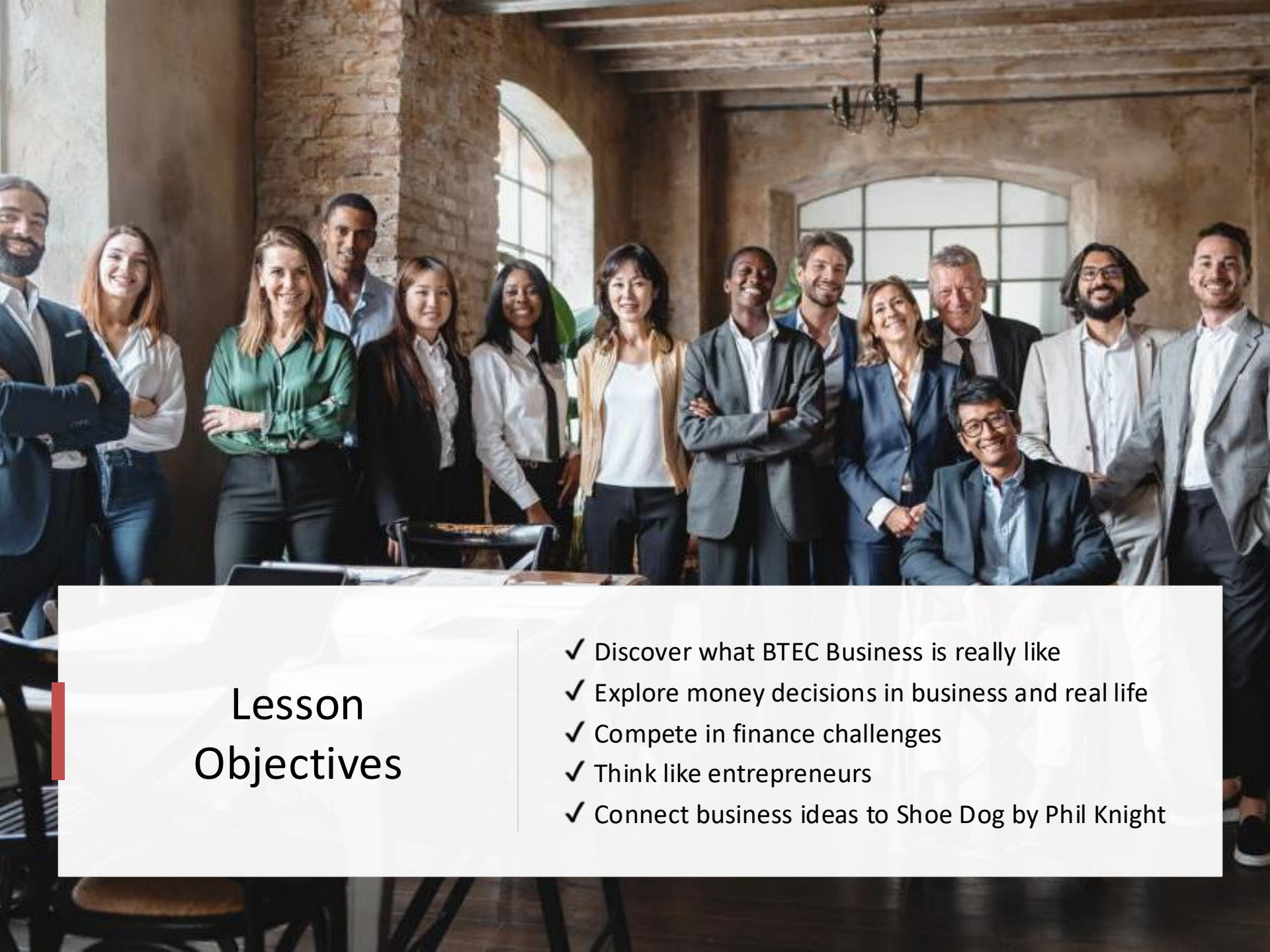




Do now: Read
(Knowledge is power)



Lesson Objectives

- ✓ Discover what BTEC Business is really like
- ✓ Explore money decisions in business and real life
- ✓ Compete in finance challenges
- ✓ Think like entrepreneurs
- ✓ Connect business ideas to Shoe Dog by Phil Knight

BTEC Extended Certificate in Business

Year 12:

- Unit 1 → Exploring Business – Coursework
- Unit 3 → Personal and Business Finance – Exam*

Year 13:

- Unit 2 → Developing a Marketing Campaign – Controlled Assessment*
- Unit 8 → Recruitment and Selection – Coursework

*Assessed externally



Year 12

Unit 1 – Assignment criteria

Pass	Merit	Distinction
Learning aim A: Explore the features of different businesses and what makes them successful		AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.
A.P1 Explain the features of two contrasting businesses. A.P2 Explain how two contrasting businesses are influenced by stakeholders.	A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.	
Learning aim B: Investigate how businesses are organised		C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.
B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.	B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.	
Learning aim C: Examine the environment in which businesses operate		D.D3 Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.
C.P4 Discuss the internal, external and competitive environment on a given business. C.P5 Select a variety of techniques to undertake a situational analysis of a given business.	C.M3 Assess the effects of the business environment on a given business.	
Learning aim D: Examine business markets		E.D4 Justify the use of innovation and enterprise for a business in relation to its changing market and environment.
D.P6 Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.	D.M4 Assess how a given business has responded to changes in the market.	
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success		
E.P7 Explore how innovation and enterprise contribute to the success of a business.	E.M5 Analyse how successful the use of innovation and enterprise has been for a given business.	

Unit 3 – Finance Exam

A Understand the importance of managing personal finance

A1 Functions and role of money. A2 Different ways to pay. A3 Current accounts . A4 Managing personal finance

B Explore the personal finance sector

B1 Features of financial institutions. B2 Communicating with customers. B3 Consumer protection in relation to personal finance. B4 Information guidance and advice

C Understand the purpose of accounting

C1 Purpose of accounting. C2 Types of income. C3 Types of expenditure

D Select and evaluate different sources of business finance

D1 Sources of finance

E Break-even and cash flow forecasts

E1 Cash flow forecasts. E2 Break-even analysis

F Complete statements of comprehensive income and financial position and evaluate a business's performance

F1 Statement of comprehensive income. F2 Statement of financial position. F3 Measuring profitability. F4 Measuring liquidity. F5 Measuring efficiency. F6 Limitations of ratios

Year 13

Unit 8 – Assignment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective recruitment and selection contribute to business success		A.D1 Evaluate the recruitment processes used and how they contribute to the success of the selected business.
A.P1 Explain how a large business recruits and selects giving reasons for their processes. A.P2 Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law.	A.M1 Analyse the different recruitment methods used in a selected business.	
Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer		B. D2 Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer.
B.P3 Prepare appropriate documentation for use in selection and recruitment activities. B.P4 Participate in the selection interviews, as an interviewer and interviewee.	B.M2 In recruitment interviews, demonstrate analytical responses and questioning to allow assessment of skills and knowledge.	
Learning aim C: Reflect on the recruitment and selection process and your individual performance		C.D3 Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career.
C.P5 Complete a SWOT analysis on your performance in the interviewing activities. C.P6 Prepare a personal skills development plan for future interview situations.	C.M3 Analyse the results of the process and how your skills development will contribute to your future success.	

Unit 2 – Marketing controlled assessment

A Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign

- A1 The role of marketing
- A2 Influences on marketing activity

B Using information to develop the rationale for a marketing campaign

- B1 Purpose of researching information to identify the needs and wants of customers
- B2 Market research methods and use
- B3 Developing the rationale

C Planning and developing a marketing campaign

- C1 Marketing campaign activity
- C2 Marketing mix
- C3 The marketing campaign
- C4 Appropriateness of marketing campaign

How it works

Internal Units		
	Unit 1 90 GLH	Unit 8 60 GLH
U	0	0
P	9	6
M	15	10
D	24	16

External Units		
	Unit 2 90 GLH	Unit 3 120 GLH
U	0	0
P	9	12
M	15	20
D	24	32

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
P	36
M	52
D	74
D*	90



Year 12 Taster Lesson

- Unit 3: Personal and Business Finance
- Unit 2: Developing a Marketing campaign

Theme of today: Could YOU build the next Nike?

Beyond the Classroom



Business is everywhere around you.

Think about:

- TikTok influencers and sponsorships
- Trainers and fashion brands
- Music artists building businesses
- Football clubs and transfer money
- Student side hustles

Business links to psychology, math's, media and current affairs.

Shoe Dog Connection

Shoe Dog tells the story of Phil Knight building Nike.

Key themes linked to Unit 3:

- Risk taking
- Borrowing money
- Managing cash flow
- Profit vs growth
- Financial pressure

Question: Would Nike survive today if it started now?



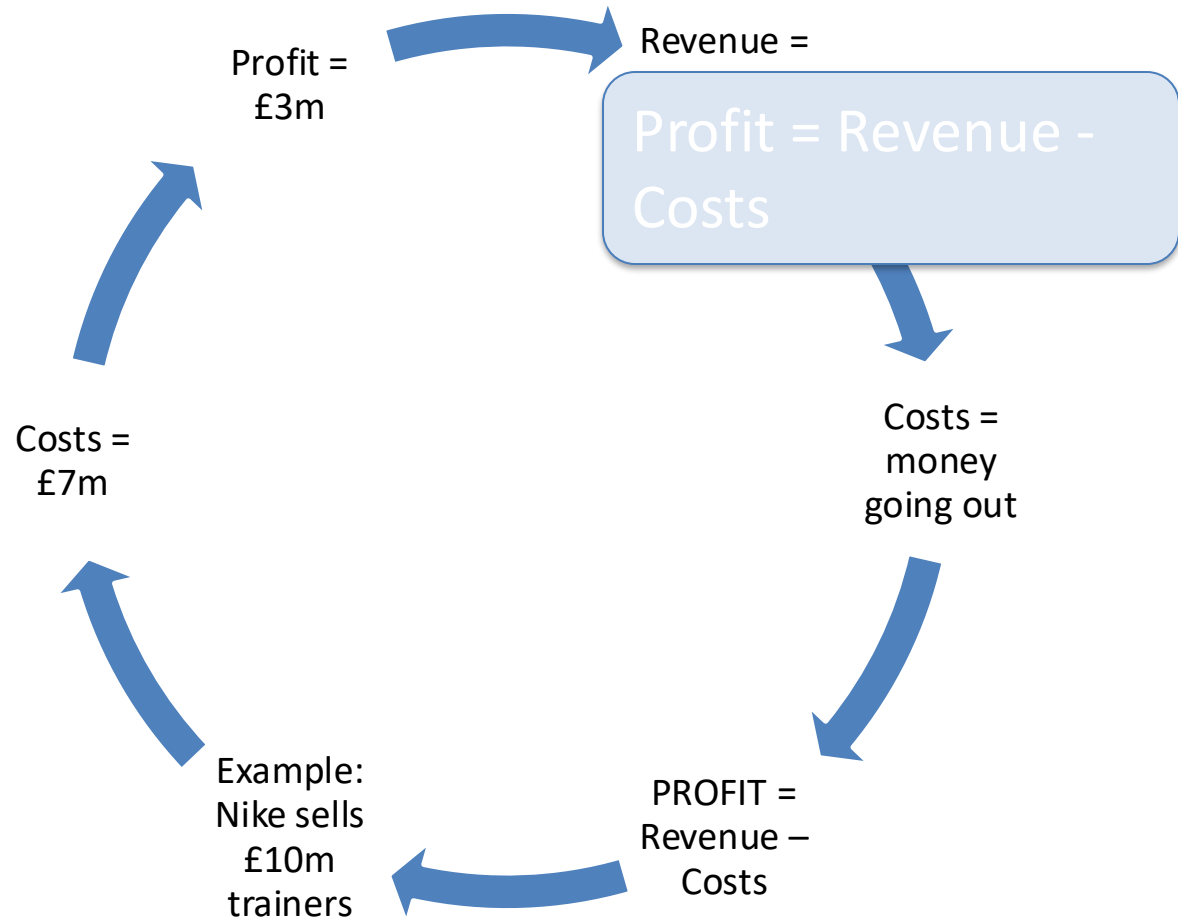
Quick Fire

- Profit and cash are the same thing
- Businesses can fail even if sales are high
- Borrowing money is always bad
- Nike nearly went bankrupt

Discuss your answers with someone near you.



Mini Teach – Profit



Task 1 – Your Monthly Money

A collection of items including a grey knitted sweater, white headphones, a blue bag, glasses, a red passport, and a camera lens on a wooden surface.

You have £150 spare each month.

You must decide how much goes to:

- Clothes
- Social life
- Gaming/streaming
- Lunch
- Travel
- Other

Challenge: Can you still save £40?



Task 2 – Nike Survival Challenge

It is 1971.

You are Phil Knight.

Your business is struggling.

You only have £50,000 left.

Choose ONE option:

- A. Spend big on marketing
- B. Buy more stock
- C. Save money and reduce growth

Justify your decision to the class.

Exam Skills Challenge

Question: Explain one reason why cash flow is important to a business.
(3 marks)

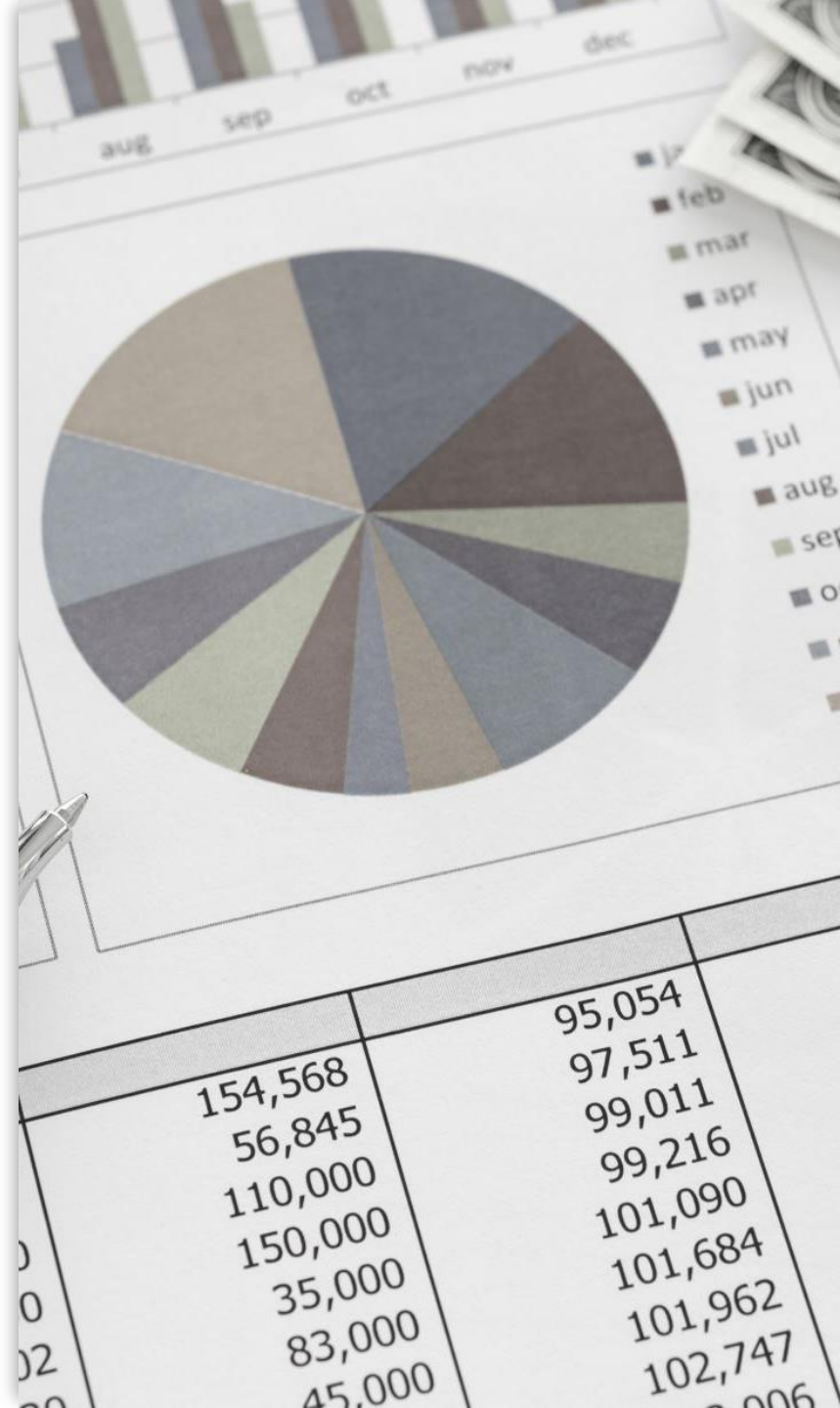
Success criteria:

- ✓ Identify a point
- ✓ Explain it clearly
- ✓ Link to a business impact



Model Answer

- Cash flow is important because businesses need enough money available to pay bills and suppliers.
- If a business cannot pay suppliers on time, stock deliveries may stop.
- This could lead to fewer sales and damage the reputation of the business.



Task 3 – Pitch

In teams, create a trainer brand for teenagers (Links to Unit 2 Marketing campaign)

You need:

- A brand name
- A slogan
- A target audience
- A budget plan

Best pitch wins!





Where Can BTEC Business Take You?

Possible futures include:

- Marketing
- Finance
- Fashion Business
- Sports Management
- Entrepreneurship
- Apprenticeships
- University

Final Reflection

Complete these sentences:

- The most surprising thing today was...
- One business idea I have is...
- One risk I would take in business is...

Would you choose BTEC Business? Why?



A blurred background of a park with people and trees, and a colorful plaid blanket in the foreground. The scene is bright and sunny, with green grass and various flowers like daisies and dandelions. The text "Summer work" is centered in the middle of the image.

Summer work