

Course Expectations



Introduction

The bridging pack contains activities and resources to prepare you to start your BTEC Business course in September. The activities should be used after you complete your GCSEs, throughout the rest of the summer term and over the summer holidays to make sure you are ready to start your new course in September.

The course will be delivered by the following teachers:

- Mrs Sherry - course leader/subject teacher - jsherry@friary.greywood.mst.co.uk
- Miss Shabir - subject teacher - fshabir@friary.greywood.mst.co.uk

Our expectations of you

- Excellent attendance/punctuality to lessons
- Correct equipment
- Correct dress code – smart business wear and lanyard to be worn at all times
- Meet coursework deadlines
- Contribute positively in lessons

What you can expect from us

- High quality teaching and learning
- Commitment to you as individuals
- Constant support and guidance
- Weekly after school booster/revisions sessions
- Submitted work will be marked and assessed within 10 days of handing it in

Equipment

- 2 A4 folders (with 1 being an lever arch folder)
- Calculator
- A large supply of plastic wallets
- Two sets of folder dividers
- An A4 pad for making notes
- Pens, pencils, highlighters, ruler

You will need access to a computer/laptop at home to continue your homework or independent learning outside of the class room.

Course Overview



Edexcel – Pearsons BTEC Level 3 National Extended Certificate in Business

There are four units to cover for this qualification:

In Year 12 you will study Exploring Business and Personal and Business Finance

In Year 13 you will study Developing a Marketing Campaign and Recruitment & Selection

Y12 Content

Unit 1 – Exploring Business (internal coursework)

You will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive and be successful.

Unit 3 – Personal and Business Finance (2 hour exam, May of Y12)

You will study the purpose and importance of personal and business finance. Develop skills and knowledge needed to understand, analyse and prepare financial information including cash flow forecasts, break-even and ratio analysis.

Y13 Content

Unit 2 – Developing a Marketing Campaign (External set task exam, 3 hours, Jan of Y13)

You will develop a marketing campaign gaining skills relating to, and an understanding of, how a marketing campaign is created. Including setting objectives, choosing methods of promotion and timings for the campaign.

Unit 8 – Recruitment & Selection (coursework)

This unit gives you the opportunity to learn about the recruitment and selection process by investigating different businesses as well as creating recruitment documentation. Through role play you will take part in selection interviews. You will need to be organised and prepared so that you demonstrate your communication skills in this work-related unit.

Tasks



The purpose of this activity is for you to work on:

- Your independent research skills
- Business knowledge and understanding
- Your ability to choose a suitable structure for your work
- Be able to check your own spelling and punctuation
- Effort and self-motivation

TASK 1

Choose one of the following businesses: Cadbury, Coca Cola, McDonalds, Tesco, Ikea (choose wisely as this company will be the one that you use for one of your coursework projects)

Produce a Report (Word document) to show the following information. Make sure you include subheadings, sentences and paragraphs.

Investigate the following features of your chosen business:

- a) A brief history of the business
 - b) Briefly describe what the business does (what does it sell, brands etc?)
 - c) How big is the company? (number of employees, outlets, countries operated in etc)
 - d) What market does it operate in? (sport, food, retail etc)
 - e) The ownership – is it a private limited company, or a public limited company?
 - f) What is the mission statement/vision/values of the company?
 - g) Identify the aims and objectives of the business.
 - h) Give a definition of a stakeholder.
 - i) Identify the 5 stakeholders of the business
 - j) Explain how each of the stakeholders influence the company (customer service, wages, aims/objectives..)
 - k) Identify how the business communicates with each of these stakeholders.
 - l) Identify the organisation structure/hierarchy of the business (include diagrams where applicable).
 - m) What are the businesses strengths? (you should aim to identify at least 3) – What is it good at?
 - n) What are the businesses weaknesses? (you should aim to identify at least 3) – What is it not so good at?
 - o) What opportunities does this business have for the future? (you should aim to identify at least 3) – growth etc
 - p) What are the potential threats to the business, now or in the future? (you should aim to identify at least 3)
 - q) How has this organisation shown that they are a business success?
- Include a section at the end of the Word document to show what websites you have used in your research

Examples: www.bbc.co.uk

<https://www.cadbury.co.uk/Corporate-Reporting>

TASK 2

One the same Word document as the information above complete the task below. Make sure you include subheadings, sentences and paragraphs.

Choose one of the following not for profit businesses: Oxfam, Wateraid, British Heart Foundation, Cancer Research UK, RNLI, WWF, National Trust (choose wisely as this not-for-profit organisation will be one that you use for one of your coursework projects)

- a. A brief history of the organisation
- b. Briefly describe what the organisation does
- c. How big is the organisation? (number of employees, outlets, countries operated in etc)
- d. The ownership – how is the organisation run? (trustees)
- e. What is the mission statement/vision/values of the organisation?
- f. Identify the aims and objectives of the organisation.
- g. Identify the 5 stakeholders of the business.
- h. Identify how the business communicates with each of these stakeholders.
- i. Explain how each of the stakeholders influence the organisation (customer service, wages, aims/objectives..)
- j. Identify the organisation structure/hierarchy of the organisation (include diagrams where applicable).
- k. What are the organisation's strengths? (you should aim to identify at least 3) – What is it good at?
- l. What are the organisation's weaknesses? (you should aim to identify at least 3) – What is it not so good at?
- m. What opportunities does this organisation have for the future? (you should aim to identify at least 3)
- n. What are the potential threats to the organisation, now or in the future? (you should aim to identify at least 3)
- o. How has this organisation shown that they are a success?

Include a section to show what websites you have used in your research

TASK 3

Produce a glossary of key business words that you have used during Task 1 and Task 2. (Some key words have been underlined in Task 1 and 2 to get you started) – you can choose which ones you include). A glossary is a short definition for each of the key words you use

TASK 4

Choose **one** of your organisations (profit or not-for-profit) to produce a short Presentation that is no longer than 5 minutes.

- You will be presenting this in September.
- Have clear headings/sub-headings.
- You should have minimal information on your slides (bullet points)
- Don't go mad with the slide animations/transitions!
- You can choose what information you put on the presentation (try to make the presentation interesting)
- Make sure that you have prepared a script/speaker notes as you don't want to be reading directly from your slides!!

What you will need to hand in:

An electronic copy of your Word documents

Glossary



Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none">• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or• of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics
Communicate	Learners are able to convey ideas or information to others
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none">• a theme or topic;• how they interrelate; and• the extent to which they are important. A conclusion is not required.
Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects, such as: <ul style="list-style-type: none">• strengths or weaknesses• advantages or disadvantages• alternative actions• relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical research or testing
Examine	Knowledge with application where learners are expected to select and apply to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.

Additional Reading



Useful Websites:

- www.businessdictionary.com (online business word dictionary)
- www.tutor2u.net (search for business case study information)
- www.bbc.co.uk/businessnews (links to latest business news)
- <https://www.twoteachers.co.uk/> (resources/videos for business key terms)

Company websites will be useful for your bridging task. There will be sections on the website 'About us' or 'corporate information' (these are usually at the bottom of the page) that will help you complete the tasks

Recommended Reading:

- You should be reading newspapers on a regular basis throughout the year to ensure you are up to dates on business related events (The Independent, The Times, The Guardian)
- Watch the news on a daily basis (e.g. BBC News)
- Watch relevant current affairs programmes – Martin Lewis, Question Time, The Money programme, Newsnight, Dispatches, Dragons Den and The Apprentice

Keep a log of the reading/watching that you do. In the log include the date, what resource was used, briefly identify what information you gained.

Example of recommended reading log:

Date: 5th July 2023

Resource used: bbc.co.uk/businessnews

Information gained/gathered: Information on recent inflation and interest rates.

Supporting Resources



Revision Book

Unit 2 (exam) & Unit 3 (exam)

Revise BTEC National Business Revision Guide

Jon Sutherland

ISBN: 9781292230566

Unit 3 – Useful Websites:

- Business Bee [Unit 3: Personal and Business Finance \(beebusinessbee.co.uk\)](http://beebusinessbee.co.uk)
- Revision Videos, Business Bee <https://www.youtube.com/watch?v=KEdddFiBf0&list=PLBuW3SAj0djly2MaKyOzL4cnmeaPbEJ1>

Pearson website:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

Course Materials:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>