



HT1	<p>Unit 3: Personal and Business Finance</p> <p>LAA - Understand the importance of managing personal finance</p> <p>LAB - Explore the personal finance sector</p> <p>LAC: Understand the purpose of accounting</p>	<p>A1 Functions and role of money A2 Different ways to pay A3 Current accounts A4 Managing personal finance</p> <p>B1 Features of financial institutions B2 Communicating with customers B3 Consumer protection in relation to personal finance B4 Information, guidance and advice</p> <p>C1 Purpose of accounting C2 Types of income C3 Types of expenditure</p> <p><b><i>*During this half term VMo will be using her lessons to teach students about recruitment and selection documents in preparation for Unit 8</i></b></p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the learning aims</p> <p>Understanding and application of the assessment criteria</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see how marketing impacts on their everyday lives and be given the tools to make informed decisions about their purchases as they will have learned the techniques used by business to encourage sales</p>	<p>Money is more than just notes and coins.</p> <p>Differences between methods of payment, e.g. debit and credit cards, BACS and CHAPS</p> <p>Differences between different types of account</p> <p>Students can see these topics in isolation, but can find it hard to make the connections.</p>	<p>1.3 Putting a business idea into practice</p> <p>2.4 Making financial decisions</p>	<p>Foundation degrees/degreess in business finance and accounting</p> <p>Finance and accounting modules</p>	<p>Effective questioning, Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Distinction level tasks</p>	<p>M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>Cultural C1 Exploring, understanding and respecting diversity Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	<p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students</p> <p>Job roles in finance and accounting.</p> <p>Talk from employer..</p>
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			<p>thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>						<p>global communities</p> <p>Mutual respect and tolerance: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification.</p>		
HT2	<p>Unit 3: Personal and Business Finance</p> <p>LAD:</p>	<p>D1 Sources of finance</p> <p>E1 Cash flow forecasts</p> <p>E2 Break-even analysis</p>	<p>Correct understanding and use of command words</p> <p>Understanding</p>	<p>Students will develop their skills, knowledge and confidence in the</p>	<p>Formulas and application</p> <p>Cash flow is not the same as profit/loss</p>	<p>1.3 Putting a business idea into practice</p> <p>2.4 Making financial</p>	<p>Foundation degrees/degre es in business finance and accounting</p>	<p>Effective questioning, Feedback</p> <p>Encourage use of</p>	<p>M2 Investigating moral values and ethical issues</p> <p>Pupils' interest in</p>	<p>We encourage students to read newspapers and read business</p>	<p>Using business case studies</p> <p>Develop employability skills:</p>

	<p>Select and evaluate different sources of business finance</p> <p>LAE: Break-even and cash flow forecasts</p> <p>LAF: Complete statements of comprehensive income and financial position and evaluate a business' s performance</p>	<p>F1 Statement of comprehensive income F2 Statement of financial position F3 Measuring profitability F4 Measuring liquidity F5 Measuring efficiency F6 Limitations of ratios</p>	<p>g and application of the learning aims</p> <p>Understanding and application of the assessment criteria</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p>	<p>subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see how marketing impacts on their everyday lives and be given the tools to make informed decisions about their purchases as they will have learned the techniques used by business to encourage sales.</p>	<p>Students can see these topics in isolation, but can find it hard to make the connections.</p>	<p>decisions</p>	<p>Finance and accounting modules</p>	<p>academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Distinction level tasks</p>	<p>investigating, and offering reasoned views about, moral and ethical issues</p> <p>Cultural C1 Exploring, understanding and respecting diversity Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Mutual respect and tolerance: Students are</p>	<p>information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	<p>confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students</p> <p>Job roles in finance and accounting.</p> <p>Talk from employer..</p>
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			Evaluation Justification						taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification.		
HT3	Unit 8 Recruitment and Selection Process  LAA Examine how effective recruitment and selection contribute to business success	A1 Recruitment of staff  A2 Recruitment and selection process  A3 Ethical and legal considerations in the recruitment process	Correct understanding and use of command words  Understanding and application of the learning aims  Understanding and application of the assessment criteria  Application of	Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.  Students will be given the tools to apply their	Pros and cons and ethical considerations  Benefits and drawbacks for both employers and employees	2.5 Making Human Resource Decisions	Foundation degrees/degrees in business - HR modules	Effective questioning,  Feedback  Encourage use of academic vocabulary  Challenging homework  Challenge tasks are built into lessons. Higher level of application to context.	M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues  Cultural C1 Exploring, understanding and respecting	We encourage students to read newspapers and read business information  We encourage students to watch the news  Current affairs are incorporated into lessons	Using business case studies  Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are

			<p>understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>learning into a real world context.</p> <p>Students will be able to see how marketing impacts on their everyday lives and be given the tools to make informed decisions about their purchases as they will have learned the techniques used by business to encourage sales.</p>				<p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Distinction level tasks</p>	<p>diversity Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Mutual respect and tolerance: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures</p>	<p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	<p>using these skills make this explicit to students</p> <p>Job roles in HR</p> <p>Help when applying for jobs in the future</p> <p>Talk from employer..</p>
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									through marketing. They will have an understanding of a diverse market for products which leads to diversification.		
HT4	<p>Unit 8 Recruitment and Selection Process</p> <p>LAB Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</p> <p>LAC Reflect on the recruitment and selection process and your individual performance</p>	<p>B1 Job applications</p> <p>B2 Interviews and skills</p> <p>C1 Review and evaluation</p> <p>C2 SWOT analysis and action plan</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the learning aims</p> <p>Understanding and application of the assessment criteria</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see how marketing impacts on their everyday lives and be given the</p>	<p>Benefits and drawbacks of each method for both applicant and employer</p> <p>Differences between each method</p>	2.5 Making Human Resource Decisions	Foundation degrees/degrees in business - HR modules	<p>Effective questioning, Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse,</p>	<p>M2 Investigating moral values and ethical issues</p> <p>Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>Cultural C1 Exploring, understanding and respecting diversity</p> <p>Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept,</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	<p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students</p> <p>Job roles in HR</p> <p>Help when applying for jobs in the future</p>

			<p>problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>tools to make informed decisions about their purchases as they will have learned the techniques used by business to encourage sales.</p>				<p>evaluate and make reasoned judgements.</p> <p>Distinction level tasks</p>	<p>respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Mutual respect and tolerance: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification.</p>	<p>Talk from employer..</p>
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<p>HT5/ 6</p>	<p>Unit 3: Personal and Business Finance - Preparati on for assessm ent</p>	<p>AO1: Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. Command words: describe, explain, give, identify, outline Marks: ranges from 1-4 marks</p> <p>AO2: Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios. Command words: analyse, assess, calculate, describe, discuss, evaluate, explain Marks: ranges from 2-12 marks.</p> <p>AO3: Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context. Command words: analyse, assess, discuss, evaluate Marks: rangers from 6 to 12 marks</p> <p>AO4: Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions</p>	<p>Students will work on past paper questions in preparation for external assessment.</p> <p>Revision targeted according to individual needs.</p>
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		<p>related to business and personal finance.</p> <p>Command words: Analyse, assess, discuss, evaluate Marks: ranges from 6 to 12 marks.</p>	
<p><b>Skills developed throughout the programme</b></p> <p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>● Non-routine problem solving – expert thinking, metacognition, creativity.</li> <li>● Systems thinking – decision making and reasoning.</li> <li>● Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.</li> <li>● ICT literacy – access, manage, integrate, evaluate, construct and communicate.</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>● Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.</li> <li>● Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</li> <li>● Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</li> </ul> <p><b>Intrapersonal skills</b></p> <ul style="list-style-type: none"> <li>● Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.</li> <li>● Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</li> </ul>			