



Curriculum Map for Business Year 13

YEAR 13	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Personal and Business Finance</p> <p style="text-align: center;">Learning Aim B</p> <p style="text-align: center;">Explore the personal finance sector.</p> <p style="text-align: center;">Learning Aim C</p> <p style="text-align: center;">Understand the purpose of accounting.</p> <p style="text-align: center;">Learning Aim D</p> <p style="text-align: center;">Select and evaluate different sources of business finance.</p> <p style="text-align: center;">Learning Aim E</p> <p style="text-align: center;">Break-even and cash flow forecasts.</p>	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Personal and Business Finance</p> <p style="text-align: center;">Learning Aim F</p> <p style="text-align: center;">Complete statements of comprehensive income and financial position and evaluate a business's performance.</p> <p style="text-align: center;">Revision for Unit 3 and Unit 2 if resitting.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • B1 Features of Financial Institutions • B2 Communicating with Customers • B3 Consumer Protection in Relation to Personal Finance • B4 Information Guidance and Advice • C1 Purpose of Accounting • C2 Types of Income • C3 Types of Expenditure • D1 Sources of Finance • E1 Cash Flow Forecasts • E2 Break-Even Analysis 	<ul style="list-style-type: none"> • F1 Statement of Comprehensive Income • F2 Statement of Financial Position • F3 Measuring Profitability • F4 Measuring Liquidity • F5 Measuring Efficiency • F6 Limitations of Ratios
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • Learners investigate the features of financial institutions. • Learners research and present their research on how financial institutions communicate with customers. • Learners explore consumer protection in relation to personal finance. • Learners investigate a variety of different organisations who offer Information guidance and advice. • Learners investigate business finance and the purpose of accounting. • Learners explore different types of income. • Learners discuss different types of expenditure. • Learners prepare, complete, analyse and evaluate cash flow forecasts. 	<ul style="list-style-type: none"> • Learners investigate the purpose and use of the statement of comprehensive income. • Learners complete and calculate and amend gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income). • Learners make adjustments for depreciation (straight-line and reducing balance). • Learners make adjustments for prepayments, accruals. • Learners interpret, analyse and evaluate statements. • Learners identify the main components of the Statement of Financial position. Learners completing templates of the

	<ul style="list-style-type: none"> Learners calculate and manipulate break even formula, identify areas of profit and loss, identify and calculate margin of safety. 	Statement of Financial Position and go through how to complete one.
Skills	<ul style="list-style-type: none"> Effective Writing Skills Analytical Skills Creative Assessment Preparation for Assessment Methods Used in Degrees Cognitive and Problem-Solving Skills Interpersonal Skills Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used tabulating information about organisations. 	<ul style="list-style-type: none"> Effective Writing Skills Analytical Skills Creative Assessment Cognitive and Problem-Solving Skills Interpersonal Skills Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used tabulating information about organisations. Preparation for assessment methods used in degrees and real-world accounting principles.
Links To Prior Learning	<ul style="list-style-type: none"> Learners will need an existing understanding of real businesses for examples. Recap from Years 10 and 11 units R064 and R065. 	<ul style="list-style-type: none"> Learners will need an existing understanding of real businesses for examples. Links to Years 10 and 11 R064 Functional Areas.
Literacy/ Numeracy	<ul style="list-style-type: none"> Numeracy – number, algebra and graphical skills. Analysing data. Literacy – writing reports. 	<ul style="list-style-type: none"> Numeracy – number, algebra and graphical skills. Analysing data. Literacy – writing reports.
Cross Curricular	<ul style="list-style-type: none"> Participation in Audience Assessment of Presentations. Design/Ideas to Contribute to Unit Assignment/Case Study/Project Materials Work Experience Business Materials as Exemplars 	<ul style="list-style-type: none"> Participation in Audience Assessment of Presentations. Design/Ideas to Contribute to Unit Assignment/Case Study/Project Materials Work Experience Business Materials as Exemplars
Assessment	<ul style="list-style-type: none"> End of Learning Outcome tests. 	<ul style="list-style-type: none"> End of Learning Outcomes tests. Unit 3 external exam to be sat in January.

YEAR 13	Spring 1	Spring 2
Topics	<p align="center">Unit 8</p> <p align="center">Recruitment and Selection Process</p> <p align="center">Learning Aim A</p> <p align="center">Examine how effective recruitment and selection contribute to business success.</p>	<p align="center">Unit 8</p> <p align="center">Recruitment and Selection Process</p> <p align="center">Learning Aim B</p> <p align="center">Undertake a recruitment activity to demonstrate the processes leading to a successful job offer.</p>
Substantive Knowledge - The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> A1 Recruitment of Staff A2 Recruitment and Selection Process A3 Ethical and Legal Considerations in the Recruitment Process 	<ul style="list-style-type: none"> B1 Job Applications B2 Interviews and Skills

<p>Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated</p>	<ul style="list-style-type: none"> • Learners discuss the importance for businesses of getting the right person for the job and give input on the main stages involved. • Learners work in groups to explore the different reasons for people joining a business. • Learners produce a flowchart showing the recruitment and selection stages for a specific large business and present this to the rest of the class • Learners research the recruitment and selection process involved for two or three different types of job. • Learners investigate information on employment law using real examples, focusing on equal opportunities and the importance of the regulatory framework. • Learners discuss legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, may occur, to help learners develop awareness and sensitivity to employee and employer standpoints. 	<ul style="list-style-type: none"> • Learners use samples of documents used in the recruitment and selection process, and discuss the purpose and construction of job descriptions. • Learners research job advertisements and consider the effectiveness of these in attracting potential applicants. • Learners research and obtain copies of job descriptions and person specifications for jobs they would be interested in applying for. • Learners work in groups to analyse two or three job advertisements stating what their good and bad points are, followed by preparing job advertisements. • Learner will explore how to complete an application form and CV and practise applying for jobs advertised on the internet by completing online applications without submitting them. • Learners construct their own CV and save it electronically for amendment as required. • Learners discuss different methods used for selection and how to shortlist suitable candidates. • Learners prepare for an interview both as interviewer and interviewee, and lead discussions. • Learners work in groups and create a job description, person specification and advertisement. • Learners shortlist people for the interview and prepare questions as part of the interview. • Learners work out role-play scenarios for learners to practise giving and receiving feedback.
<p>Skills</p>	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Creative Assessment • Preparation for Assessment Methods Used in Degrees • Cognitive and Problem-Solving Skills • Interpersonal Skills • Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used tabulating information about organisations. 	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Creative Assessment • Preparation for Assessment Methods Used in Degrees • Cognitive and Problem-Solving Skills • Interpersonal Skills • Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used tabulating information about organisations.
<p>Links To Prior Learning</p>	<ul style="list-style-type: none"> • Learners may have applied for jobs or are working. • Learners may have prior work experience. • Learners will need an existing understanding of real businesses for examples. 	<ul style="list-style-type: none"> • Learners may have applied for jobs or are working. • Learners may have prior work experience. • Learners will need an existing understanding of real businesses for examples.

Literacy/ Numeracy	<ul style="list-style-type: none"> • Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. • Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. • Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. • Numeracy – using marketing materials to obtain relevant data. 	<ul style="list-style-type: none"> • Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. • Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. • Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. • Numeracy – using marketing materials to obtain relevant data.
Cross curricular	<ul style="list-style-type: none"> • Participation in Audience Assessment of Presentations • Design/Ideas to Contribute to Unit Assignment/Case Study/Project Materials • Work Experience • Business Materials as Exemplars 	<ul style="list-style-type: none"> • Participation in Audience Assessment of Presentations • Design/Ideas to Contribute to Unit Assignment/Case Study/Project Materials • Work Experience • Business Materials as Exemplars
Assessment	<ul style="list-style-type: none"> • An internally assessed report that examines the recruitment process in a large business. 	<ul style="list-style-type: none"> • Role play internally assessed where learners must participate in a recruitment and selection activity. They need to interview and be interviewed and complete the appropriate documentation.

YEAR 13	Summer 1 & 2
Topics	<p style="text-align: center;">Unit 8</p> <p style="text-align: center;">Recruitment and Selection Process</p> <p style="text-align: center;">Learning Aim C</p> <p style="text-align: center;">Reflect on the recruitment and selection process and your individual performance.</p>
Substantive Knowledge - The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • C1 Review and Evaluation • C2 SWOT Analysis and Action Plan
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • Learners discuss on the importance of self-reflection for development of skills and explain how this will help support their future career. • Learners identify what went well and what they would do differently next time. • Learners review their skills and identify gaps where improvements could be made. • Learners create a questionnaire in which learners rate their performance against different employability and interview skills.

Skills	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Creative Assessment • Preparation for Assessment Methods Used in Degrees. • Cognitive and Problem-Solving Skills • Interpersonal Skills
Links To Prior Learning	<ul style="list-style-type: none"> • Learners may have applied to jobs or are working. • Learners may have prior work experience.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. • Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. • Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. • Numeracy – using marketing materials to obtain relevant data.
Cross curricular	<ul style="list-style-type: none"> • Participation in Audience Assessment of Presentations • Work Experience • Business Materials as Exemplars
Assessment	<ul style="list-style-type: none"> • Internally assessed assignment. Learners demonstrate the ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. • Learners perform a SWOT analysis on their performance in the interviewing activity linked to their personal future.