Ursuline College Curriculum Implementation: **Business Studies (Year 13)**

Curriculum Intent	*'I have come so that they may have life and have it to the full.'* John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. Business Studies provides transferable skills allowing students a smooth transition from an educational environment to a work environment, by providing an insight to a multitude of business sectors and departments. The department aims to teach learners who choose this as a subject option, a range of life skills including enhancing team working, problem solving, independent learning and communication skills whilst instilling confidence in our students to make themselves stand out in a competitive working environment. Students will take a proactive part in their studies by maintaining a good understanding of current affairs and applying this to their studies on the impact of the external environment on business. Business Studies will also nurture their creative side in developing marketing and promotional campaigns, planning and pitching a business idea whilst also developing their financial acumen when it comes to understanding personal finance in the form of; mortgages, lending, savings and investments. **Respecting each other, helping each other and bearing with each other: Getting better never stops.**	
Year 13 Intent	In this curriculum, learners will study the units of work that allow them to gain the Level 3 Extended Certificate in Business and builds on the unit's studies in the year 12 curriculum. During this year, learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information and will then go on to study a unit of recruitment where they will develop their employability skills including cognitive and problem-solving skills, critical thinking, interpersonal skills, and intrapersonal skills.	
Exam Board & Specification	Pearson https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html	
	Cycle 1	
	Term 1	Term 2
Focus & Skills (Inc paper/ unit focus)	**Unit 3: Personal and Business Finance** AO1 - Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. AO2 - Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios	**Unit 3: Personal and Business Finance** AO3 - Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context

<table>
<tr><td></td><td></td><td>AO4 - Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance</td></tr>
<tr><td>Links to Catholic Social Teaching</td><td colspan="2">Preferential option for the poor and vulnerable:
This Cycle focuses on how finance affects individuals and businesses, particularly those experiencing poverty or financial vulnerability. Students explore budgeting, ethical borrowing, and the responsibilities of lenders and borrowers. The Preferential Option for the Poor calls businesses and financial institutions to prioritise the needs of those most at risk of debt, exclusion, or exploitation. Students consider how affordable financial services, responsible lending, consumer protection, and support for financial wellbeing can help create a fairer economy in which the poorest and most vulnerable are protected.</td></tr>
<tr><td>Explicit Skill Content</td><td>Learners will:
A: Understand the importance of managing personal finance, including:
The functions of Money
Factors affecting the role of money
Planning expenditure and the common principles to be considered in planning personal finances.
The use of money as a payment method including the advantages and disadvantages of a variety of payment methods.
Different types, features, advantages and disadvantages, different services offered by types of current account.
The suitability of different borrowing, savings and investment products based on an individual's needs.
Comparing the risks and rewards of saving verses investment.
Understanding the features of a number of common insurance products.
B: Explore the personal finance sector, including:
The features of financial institutions
Methods of communicating with customers
Consumer protection in relation to personal finance
Information, guidance and advice
C: Understand the purpose of accounting, including:
The purpose of accounting
Types of Income</td><td>Learners will:
D: Select and evaluate different sources of business finance, including:
Internal sources of finance
External sources of finance
E: Break-even and cash flow forecasts, including:
Cashflow forecasts
Inflows/Receipts
Outflows/Payments
Prepare, complete, analyse, revise and evaluate cash flow.
Use of cash flow forecasts for planning, monitoring, control, target setting.
Benefits and limitations of cash flow forecasts.
Break-even analysis
Calculation using/manipulating break-even formula
Identification of area of profit, area of loss.
Identify and calculate margin of safety (units and value).
Calculation of total contribution, contribution per unit benefits and limitations.
Use of break-even for planning, monitoring, control, target setting.
Prepare, complete, analyse, revise and evaluate break-even.
F: Complete statements of comprehensive income and financial position and evaluate a business's performance, including:
Statement of comprehensive income</td></tr>
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	• Types of expenditure	• Statement of financial position • Measuring profitability • Measuring liquidity • Measuring efficiency • Limitations of ratios
Homework	Topic based tasks / exam questions	Topic based tasks / exam questions
Assessment	• Mock Assessments • Exam Practice Questions • Homework	• Mock Assessments • Exam Practice Questions • Homework
Disciplinary Literacy Vocab	Debt, interest rates, exchange rates, bankruptcy, income, savings, insurance, cash, debit card, credit card, cheque, electronic transfer, direct debit, standing order, pre-paid cards, contactless cards, charge cards, store cards, mobile banking, Banker's Automated Clearing Services (BACS) Faster Payments Service (FPS), Clearing House Automated Payment System (CHAPS), current account, standard, packaged, premium, basic, student, overdraft, personal loan, hire purchase, mortgage, credit card, payday loan, ISA, deposit account, premium bond, shares, pensions, home insurance, car insurance, contents insurance, pet insurance, health insurance, Bank of England, building society, credit union, national savings and investment, pension companies, pawnbrokers, payday loans, branch, online banking, FCA, FOS, FSCS, legislation, citizens advice, IFA, IVA, debt counsellor, shares, owners capital, debentures, cash sales, credit sales, commission, rent, discount, wages, salaries.	Tangible, intangible, current assets, non-current assets, goodwill, patents, trademarks, brand names, depreciation, straight line-depreciation, reducing balance depreciation, retained profit, net assets, sale of assets, owners capital, loans, crowd funding, venture capital, debt factoring, hire purchase, trade credit, leasing, grants, donations, peer-to-peer lending invoice discounting, cash flow, inflows, outflows, net cash flow, opening balance, closing balance, costs, fixed costs, variable costs, sales revenue, contribution, breakeven, profit and loss, current liabilities, non-current liabilities, capital, net assets, gross profit, net profit, operating profit, ROCE, current ratio, liquid capital ratio, trade payables, trade receivables, inventory turnover
Texts/ Resources	Pearson BTEC National Business Student book 1 Assignments/resources set on TEAMS	Pearson BTEC National Business Student book 1 Assignments/resources set on TEAMS
Revision Material Sources	Pearson BTEC National Business Student book 1 Resources on Teams Examiner reports	Pearson BTEC National Business Student book 1 Resources on Teams Examiner reports
	Cycle 2	
	Term 3	Term 4
Focus & Skills (Inc paper/ unit focus)	Unit 8: Recruitment and Selection Process Learning aim, A: Examine how effective recruitment and selection contribute to business success.	Unit 8: Recruitment and Selection Process Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer.

Links to Catholic Social Teaching	**Preferential option for the poor and vulnerable:** When learning about recruitment, students consider how businesses can prioritise people who face disadvantage or exclusion from employment. The Preferential Option for the Poor reminds students that fair recruitment should remove barriers, promote equal opportunities, and provide meaningful support for vulnerable applicants. Students explore inclusive practices such as making reasonable adjustments, reducing bias, and creating opportunities for disabled people, the long-term unemployed, and those from disadvantaged backgrounds. In this way, recruitment can protect dignity and help people improve their lives through secure and purposeful work.	

Explicit Skill Content	A: Examine how effective recruitment and selection contribute to business success including:
	
	• Understanding the reasons for and methods of recruiting staff including the advantages and disadvantages of each.
	• Understanding the recruitment process including the purpose and content of a variety of recruitment documents including job advert, job description, person specification, curriculum vitae, application forms and letters of application.
	• Understanding the selection process, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews and tests at interviews.
	• Understanding why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are.
		Learners will use the knowledge they gained in Learning aim A to:
		
		• Identify and select a job role within a chosen business to prepare the relevant application documents for including: a job advertisement giving suitable examples of where it could be placed, job analysis, job description, person specification, application form, personal CV, letter of application.
		
		• Plan for and take part in the interview process as an interviewer and interviewee by completing activities such as:
		    ○ Designing interview questions.
		    ○ Designing and completing an Interview feedback form.
		    ○ Reviewing applications from peer group.
		    ○ Submitting applications to peer group.
		    ○ Demonstration of a work-related competence (interviewing and being interviewed)
		    ○ Analyse how the activity worked
		    ○ Evaluation of documentation produced for the process

Homework	Coursework related tasks.	Coursework related tasks.
Assessment	Unit 3 External Exam: 12/01/2026 – 2 hours AM Unit 8 - Learning Aim A will be internally assessed by the teacher at the end of term 4.	Unit 8 - Learning Aim B will be internally assessed by the teacher at the end of term 4.
Disciplinary Literacy Vocab	Recruitment, job advertisement, job analysis, job description, person specification, CV, application form, letter of application, interview, protocol, selection process, panel, psychometric, equal opportunities, shortlisting, legislation, observation, ethical, SWOT.	Recruitment, job advertisement, job analysis, job description, person specification, CV, application form, letter of application, interview, protocol, selection process, panel, psychometric, equal opportunities, shortlisting, legislation, observation, ethical, SWOT.
Texts/ Resources	Pearson BTEC National Business Student book 1 Assignments/resources set on TEAMS	Pearson BTEC National Business Student book 1 Assignments/resources set on TEAMS
Revision Material Sources	Pearson BTEC National Business Student book 1 Resources on Teams Examiner reports	Pearson BTEC National Business Student book 1 Resources on Teams

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<tr><th rowspan="2"></th><th colspan="2">Cycle 3</th></tr>
<tr><th>Term 5</th><th>Term 6</th></tr>
<tr><td>Focus & Skills (Inc paper/ unit focus)</td><td>Unit 8: Recruitment and Selection Process
Learning aim C: Reflect on the recruitment and selection process and your individual performance.</td><td>N/A – Students will have completed the course at the end of term 5.</td></tr>
<tr><td>Links to Catholic Social Teaching</td><td>Preferential option for the poor and vulnerable:

In completing Unit 8, students reflect on how their skills and future employment can be used to support people experiencing poverty or disadvantage. The Preferential Option for the Poor encourages them to recognise unfairness, challenge exclusion, and contribute to workplaces that offer dignity, opportunity, and support to those most in need. Reflection sessions help students identify how their individual gifts can be used in the service of others, particularly the vulnerable, so that their future careers contribute to a fairer and more compassionate society rather than focusing only on personal or material success.</td><td></td></tr>
<tr><td>Explicit Skill Content</td><td>C: Reflect on the recruitment and selection process and your individual performance.
Review and analyse own performance in the following areas:
Being interviewed
Interviewing and observing others.
Communication skills.
Organisational ability.
Development of employability skills.
Create a SWOT analysis and Action plan on own individual performance.
Self-critique the prepared documentation and how it supported the activity.
Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively.
Create an action plan to highlight how to address any weaknesses in skill set.</td><td></td></tr>
<tr><td>Homework</td><td>Coursework related tasks.</td><td></td></tr>
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Assessment	Unit 8 - Learning Aim C will be internally assessed by the teacher and grades awarded to learner before the final submission of grades on 10th May 2026	
Disciplinary Literacy Vocab	Recruitment, job advertisement, job analysis, job description, person specification, CV, application form, letter of application, interview, protocol, selection process, panel, psychometric, equal opportunities, shortlisting, legislation, observation, ethical, SWOT.	
Texts/ Resources	Pearson BTEC National Business Student book 1 Assignments/resources set on TEAMS	
Revision Material Sources	Pearson BTEC National Business Student book 1 Resources on Teams	