

BTEC level 3 Extended certificate in Business

YEAR 12

BTEC NATIONALS SOW 2025-2026

Created by J Rose

Topics by term	Topic overview for Year 12					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Unit 1: Assignment 1	Unit 2: Assignment 2	Unit 2: Assignment 2	Assignment 3	Assignment 3 – Post may examination	Unit 3 – Personal finance

Exam Board Pearson BTEC

Specification o References	Big questions	Topic area: main Items and learning objectives All: Pass Most: Merit Some: Distinction	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources
Term 1 1st September to 15th October (27hours)						
Week 1	Topic 1: Learning aim A: Explore the features of different businesses and analyse what makes them successful					
A1 Features of businesses	<p>Lesson 1 - Can you explain the importance of not plagiarising your work?</p> <p>1 - Can you describe the different business ownership types?</p> <p>Lesson 2 - Can you analyse the different ownership types?</p> <p>Lesson 3 – Can you describe the different liability for different ownership types?</p> <p>Lesson 4 – Can you explain the different sectors, scopes and sizes of businesses.</p>	<p>Lesson 1 must focus on structure, delivery, student handbook and plagiarism</p> <p>Explore the features of different businesses and analyse what makes them successful</p>	<p>All students are aware of the expectations of the BTEC course and have signed the student handbook</p> <p>Learners identify local businesses in the locality into private, public and not for profit</p> <p>Learners can recognise the different ownership types that exist in the local market</p> <p>Learners can explain what the different ownership types are including the advantages and disadvantages</p>	<p>Plagiarism</p> <p>Ownership and liability: private, e.g. sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability</p> <p>Public, e.g. government department</p> <p>Not-for-profit, e.g. charitable trust, voluntary</p> <p>Purposes</p> <p>Scope of business activities</p> <p>Sectors</p> <p>Size</p>	<p>Students are to research different local businesses that they know of and explain their ownership type including their liability and features</p>	<p>Tutor presentation and notes</p> <p>BTEC student book</p> <p>Computers</p> <p>Internet</p>

Week 2	Topic 2: Learning aim A: Explore the features of different businesses and analyse what makes them successful					
<p>Topic A2 Stakeholders and their influence</p>	<p>Lesson 1 – Can you explain the influence of different internal and external stakeholders on a business?</p> <p>Lesson 2 – How does a business assess and manage stakeholder relationships and expectations?</p> <p>Lesson 3 – What is meant by effective business communications and why are some more effective than others?</p> <p>Lesson 4 – Can you describe the appropriate methods of communication for different stakeholders</p> <p>Lesson 5 – Describe how a business communicates with different stakeholder and how this supports their success</p>	<p>Stakeholders and their influence</p> <p>Internal and External stakeholders</p> <p>Topic A3 Effective business communications</p>	<p>Identify stakeholders to a business.</p> <p>Explain the influence of stakeholders on a business.</p> <p>Assess the importance of managing stakeholder relationships and expectations.</p> <p>Describe what is meant by effective business communications.</p> <p>Explain the appropriate methods to present and deliver information to a given audience.</p> <p>Learners can assess the effectiveness of a business's communications.</p>	<p>Stakeholder Internal External</p> <p>The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups).</p> <p>Written communication</p> <p>Oral Communications</p>	<p>Students are to research the different stakeholders of an organisation and discuss the following:</p> <ol style="list-style-type: none"> 1. How do they influence the business? 2. How does the business communicate with them? 3. Is the relationship a positive or negative one? How do you know? 	<p>Tutor presentation and notes</p> <p>BTEC student book</p> <p>Computers</p> <p>Internet</p>
Week 3	Topic Learning aim B: Investigate how businesses are organised					
<p>B1 Structure and organisation</p> <p>B2 Aims and objectives</p>	<p>Lesson 1 – Can you describe the different organisational structures and identify a business that uses this?</p> <p>Lesson 2 – Can you describe the functional areas for a business and their impact on a business?</p>	<p>Structure and organisation</p> <ul style="list-style-type: none"> Organisational structures Functional/ operational areas <p>Aims and objectives</p> <ul style="list-style-type: none"> Aims of businesses in the private, public and not-for-profit sectors: 	<p>To be able to describe different organisational structures and functional areas.</p> <p>To be able to explain the impact different organisational structures and functional areas on a business.</p>	<p>Organisational structure, e.g. hierarchical, flat, matrix, holacratic.</p> <p>Span of control</p> <p>Chain of command</p> <p>Functional/operational areas</p> <p>Aims mission</p>	<p>Abbey School Aims and objectives:</p> <p>To improve the achievements of their learners to ensure that all have the opportunities to</p>	<p>Tutor presentation and notes</p> <p>BTEC student book</p> <p>Computers</p> <p>Internet</p>

	<p>Lesson 3 – Can you identify and explain the different aims and objectives for a business?</p> <p>Lesson 4 – Can you describe what makes a business successful?</p>	<ul style="list-style-type: none"> • Mission, vision and values • SMART objectives 	<p>To be able to compare and contrast different organisational structures and functional areas.</p> <p>To be able to identify a business’s aims and objectives.</p> <p>To be able to describe the importance of aims and objectives</p> <p>To be able to assess whether an objective is SMART.</p>	<p>vision values</p> <p>Profit Maximisation</p> <p>Survival Growth</p> <p>Quality service</p> <p>Cost control</p> <p>Education</p> <p>Housing</p> <p>SMART</p>	<p>achieve their targeted grade</p> <p>To ensure that all students take ownership in their learning from year 7 through to year 13</p> <p>To increase the number of students securing places at university by 10%</p> <p>Reflecting on these objectives describe how the school’s structure supports them achieving them</p>	
Week 4	Assignment 1 write-up Features contributing to the success of contrasting businesses					
	<p>P1 - Explain the features of two contrasting businesses.</p> <p>P2 - Explain how two contrasting businesses are influenced by stakeholders.</p> <p>P3 - Explore the organisation structures, aims and objectives of two contrasting businesses.</p>	<p>ALL:</p> <p>P1 - Explain the features of two contrasting businesses.</p> <p>P2 - Explain how two contrasting businesses are influenced by stakeholders.</p> <p>P3 - Explore the organisation structures, aims and objectives of two contrasting businesses.</p>	<p>A: Explore the features of different businesses and analyse what makes them successful</p> <p>B: Investigate how businesses are organised</p>	All of the above	<p>Students are to use in dependent learning time and private study time to complete their assignment</p>	<p>Assignment brief</p> <p>Computers</p>
Week 5	Assignment 1 write-up Features contributing to the success of contrasting businesses					
	M1 - Assess the relationship and communication with	MOST:	A: Explore the features of different businesses and	All of the above	Students are to use in dependent	Assignment brief

	<p>stakeholders of two contrasting businesses using independent research.</p> <p>M2 - Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.</p> <p>D1 - Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.</p>	<p>M1 - Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.</p> <p>M2 - Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.</p> <p>SOME</p> <p>D1 - Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.</p>	<p>analyse what makes them successful</p> <p>B: Investigate how businesses are organised</p>		<p>learning time and private study time to complete their assignment</p>	Computers
Week 6	Topic					
Term 2 Assignment 2						
Week 1-2	Topic					
	<p>Topic C1</p> <p>External environment</p> <ul style="list-style-type: none"> Political Economic, fiscal, monetary and other government policies Social attitudes to saving, spending and debt; social responsibility requirements; change Technological change Environmental factors and ethical trends Legal environment 	<p>Identify external factors affecting business activity.</p> <p>Analyse how businesses respond to external pressures.</p>	<p>Tutor presentation: Explain the concept of the external environment in which businesses operate.</p> <p>Small group activity/group discussion: Learners consider how a business should respond to influences.</p> <p>Learners should create two tables to list some possible factors that could indicate important influences – one for a large business and one for a small business.</p>	<p>Key Terms:</p> <p>PESTLE, economy, regulation, policy, sustainability</p>	<p>Table of influences for a small vs large business.</p>	

			These should contain the following headings: political economic, fiscal, monetary and other policies social change.			
Week 3	Topic					
	Topic C2 Internal environment <ul style="list-style-type: none"> • Corporate culture • Corporate Social Responsibility (CSR) • Ethics 	<ul style="list-style-type: none"> • Explain CSR and ethics. • Analyse how internal values influence success 	Tutor presentation: Explain the concept of the internal environment in which businesses operate. Individual practical activity: Learners research a number of high profile businesses to investigate their approach to corporate culture, CSR and ethics and share their findings with the class. Small group practical activity: Learners choose one business and select either corporate culture, CSR, ethics or a mixture of these to prepare an appropriate presentation with speaker notes. Example presentation titles might be 'Is Company X a responsible business?' or 'Does CSR pay?'.	CSR, ethics, corporate culture, sustainability, behaviour.	Presentation: "Is Company X a responsible business?"	Online research, business case studies, tutor presentation.
Week 4	Topic					
	Topic C3 Competitive environment <ul style="list-style-type: none"> • Competition (local, national and international) • Factors influencing competitive advantage 	<ul style="list-style-type: none"> • Identify types of competition. • Analyse strategies for gaining and maintaining competitive advantage 	Tutor presentation: Explain the concept of the competitive environment. Individual practical activity/class discussion: Learners investigate the current and possible future local, national and	Competition, advantage, market share, differentiation	Case study analysis of competitive advantage.	Business Case Studies, tutor notes, internet

	<ul style="list-style-type: none"> Benefits and importance of establishing and maintaining a competitive advantage 		<p>international competition for a chosen business.</p> <p>Tutor presentation: Using topical case studies, explain what is meant by competitive advantage.</p> <p>Group discussion: Why is it important for a business to gain competitive advantage?</p>			
Week 5	<p>Topic C1 External environment</p> <p>Topic C2 Internal environment</p> <p>Topic C3 Competitive environment</p>		<p>Lead in (15 min): Recap the concepts of the external, internal and competitive environments already covered.</p> <p>Small group discussions: Small groups research and become 'experts' on either the external, internal and competitive environments. They should consider current trends and the impact of these on businesses. Learners can then be redistributed into new groups, so that each new group has an 'expert' on each subject who can then share their knowledge with their new group.</p> <p>Knowledge quiz: Quiz learners to check their knowledge of the concepts taught by the group 'experts'.</p>			
Week 6	<p>Topic C4 Situational Analysis</p>		<p>Tutor-led discussion: Discuss the use of techniques to</p>			

	<ul style="list-style-type: none"> Using various techniques to assess the business environment PESTLE analysis SWOT analysis 5C's analysis Porter's Five Forces 		<p>assess the business environment.</p> <p>Knowledge quiz: Learners complete a quiz on PESTLE analysis to examine the internal and external business environment.</p> <p>Small group activity: Give learners a case study business as a basis to carry out one or more forms of analysis.</p>			
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Term 3 Assignment 2

Week 1

	<p>Topic D1: Different market structures</p> <ul style="list-style-type: none"> Perfect competition, imperfect competition Number of firms Freedom of entry <p>Nature of product</p>		<p>Tutor presentation: Explain the different types of competitive structures – perfect and imperfect competition.</p> <p>Class discussion: Lead a discussion on competition using examples such as competition and monopoly in the airline industry or the lack of competition in a particular market.</p> <p>Individual practical activity: Ask learners to show their understanding of perfect and imperfect competition by producing a visual representation of this, perhaps as a mind map.</p> <p>Tutor presentation: Explain the different features of markets (e.g. the number of firms, freedom of entry and nature of the product).</p>			<p>Tutor presentations and notes</p> <p>Whiteboard</p> <p>PC or laptops with internet connection for research</p> <p>Online resources from Biz/Ed about market structures: www.bized.co.uk/learn/index.htm</p> <p>Go to Economics > Firms ></p>
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			Class discussion: Discuss features of the market.			Market Structure
Week 2						
	<p>Topic D2: Relationship between demand, supply and price</p> <ul style="list-style-type: none"> • Influences on demand • Influences on supply <p>Elasticity</p>		<p>Tutor presentation: Consider the level of demand and the relationship between demand and price, the relationship between supply and price and elasticity.</p> <p>Paired practical activity: Learners use a case study to look at how these concepts are linked (try to use a topical issue such as fracking).</p> <p>Individual practical activity: Learners complete questions (perhaps from an online economics question bank) to check their understanding.</p>			<p>PC or laptops with internet connection for individual activity</p> <p>Case studies and online articles</p>
Week 3						
	<p>Assignment writing: Learners work independently on their assignments. in different market structures.</p>		<p>Tutor presentation: Consider pricing and output decisions.</p> <p>Paired practical activity: Learners use case studies (preferably about a topical/current issue) to consider these concepts and feed back to peers.</p>			

			Tutor-led discussion: Using examples, such as the price of festival or concert tickets, show the relationship between demand, supply and price. Explain how the availability of products affects how the demand from consumers interacts with the supply offered by producers.			
Week 4						
	<ul style="list-style-type: none"> Assignment writing: Learners work independently on their assignments 					
Week 5						
	<ul style="list-style-type: none"> Assignment writing: Learners work independently on their assignments 					
Week 6						
	<ul style="list-style-type: none"> Assignment writing: Learners work independently on their assignments 					
Term 4 Assignment 3						
Week 1						
	Topic E1 Role of innovation and enterprise <ul style="list-style-type: none"> Innovation Enterprise 		Tutor presentation: Consider pricing and output decisions. Paired practical activity: Learners use case studies (preferably about a topical/current issue) to consider these concepts and feed back to peers.		Tutor presentations and notes Whiteboards	

	<p>Topic E2 Benefits and risks associated with innovation and enterprise</p> <ul style="list-style-type: none"> • Benefits Risks 		<p>Tutor-led discussion: Using examples, such as the price of festival or concert tickets, show the relationship between demand, supply and price. Explain how the availability of products affects how the demand from consumers interacts with the supply offered by producers.</p>		<p>PC or laptops with internet connection for research and presentation Online articles or case studies about risks and benefits of enterprise and innovation</p>	
Week 2						
	<p>Assignment writing: Learners work independently on their assignments.</p>					
Week 3						
	<ul style="list-style-type: none"> • Assignment writing: Learners work independently on their assignments 					
Week 4						
	<ul style="list-style-type: none"> • Assignment writing: Learners work independently on their assignments 					
Week 5						
	<ul style="list-style-type: none"> • Assignment writing: Learners work 					

	independently on their assignments					
Week 6						
	<ul style="list-style-type: none"> Assignment writing: Learners work independently on their assignments 					
Term 5						
Week 1						
Week 2						
Week 3						
	Unit introduction Topic A.1 Functions and role of money <ul style="list-style-type: none"> Functions of money and associated factors: unit of account means of exchange store of value legal tender. Role of money is affected and influenced by a number of factors: 		Tutor presentation: Issue specifications to discuss the unit, the learning outcomes, and the mode of assessment. Small-group activity; class discussion: Ask learners to collaborate in small groups to come up with examples of what money is, and to develop a definition. Class activity: Make notes on the different functions of money.			

	<ul style="list-style-type: none"> • personal attitudes towards risk and reward, borrowing, spending and saving • life stages (childhood, adolescence, young adult, middle age, old age), key features of each stage, financial needs and implications at each stage • culture including religious and ethical beliefs • life events can vary the personal life cycle from individual to individual • external influences/trends and the financial-related effects • interest rates, cost of borrowing versus reward of saving. 					
Week 4						
	Topic A.1 Functions and role of money <ul style="list-style-type: none"> • Functions of money and associated factors: • unit of account • means of exchange • store of value • legal tender. • Role of money is affected and influenced by a number of factors: 		Tutor presentation: Go through the different stages of the life cycle with the class. Paired practical activity: Split the group into pairs and give each pair a blank timeline to fill in. Every five years is a good guide. Get them, in pairs, to think about what products or services they may need to buy during the timeline. For			

	<ul style="list-style-type: none"> • personal attitudes towards risk and reward, borrowing, spending and saving • life stages (childhood, adolescence, young adult, middle age, old age), key features of each stage, financial needs and implications at each stage • culture including religious and ethical beliefs • life events can vary the personal life cycle from individual to individual • external influences/trends and the financial-related effects • interest rates, cost of borrowing versus reward of saving. 		<p>example, buying a car, buying a house, going to university, pension or retirement. You could also encourage them to think about the financial products they may need to use. Just let the group show what prior knowledge they have on financial products. These will be covered in more detail later.</p> <p>Class discussion: Learners should feed back the results from the paired activity onto the whiteboard. Get the class to discuss key findings. Highlight differences in personal attitudes to buying a house and how religion can impact on your financial choices.</p>			
Week 5						
	<p>Topic A.1 Functions and role of money</p> <ul style="list-style-type: none"> • Planning expenditure, common principles to be considered in planning personal finances: • to avoid getting into debt • to control costs • avoid legal action and/or repossession • remain solvent 		<p>Class discussion: Ask learners to think about the positive and negative consequences of planning or not planning your finances. Try and pick out the key words such as solvent, bankruptcy, repossession, and credit rating.</p> <p>Individual activity: Ask learners to research the key terms and start making a glossary for revision purposes.</p>			

	<ul style="list-style-type: none"> • maintain a good credit rating • avoid bankruptcy • to manage money to fund purchases • generate income and savings • set financial targets and goals • provide insurance against loss or illness • counter the effects of inflation. 		<p>Guest Speaker: Ask a guest speaker from the local Citizens Advice Bureau to come and explain the different consequences of poor financial management.</p> <p>Tutor-led discussion: Programmes like <i>Panorama</i> or <i>Bank of Mum and Dad</i> can be a useful medium to stimulate class discussion on personal finance.</p>			
Week 6						
	<p>Topic A.2 Different ways to pay</p> <ul style="list-style-type: none"> • The use of money as a payment method, advantages and disadvantages of: <ul style="list-style-type: none"> • cash • debit card • credit card • cheque • electronic transfer • direct debit • standing order • pre-paid cards • contactless cards • charge cards • store cards • mobile banking • Bankers' Automated Clearing Services (BACS) • Faster Payments Service (FPS) 					

	<ul style="list-style-type: none"> Clearing House Automated Payment System (CHAPS). 					
Term 6						
Week 1						
	Topic A.3 Current accounts <ul style="list-style-type: none"> Different types, features, advantages and disadvantages, different services offered: standard packaged, premium basic student. 					
Week 2						
	Topic A.4 Managing personal finance <ul style="list-style-type: none"> Different types of borrowing, features, advantages and disadvantages: overdraft personal loans hire purchase mortgages credit cards payday loans. 					
Week 3						
	Topic A.4 Managing personal finances <ul style="list-style-type: none"> Different types of saving and investment features, advantages and disadvantages: individual savings accounts (ISAs) 					

	<ul style="list-style-type: none"> • deposit and savings accounts • premium bonds • bonds and gilts • shares • pensions. • Risks and rewards of saving versus investment. 					
Week 4						
	Topic A.4 Managing personal finances <ul style="list-style-type: none"> • Different types of insurance products, features, advantages and disadvantages: • car • home and contents • life assurance and insurance • travel • pet • health. 					
Week 5						
	Topic B.1 Features of financial institutions <ul style="list-style-type: none"> • Types of organisations and their advantages and disadvantages: • Bank of England • banks • building societies • credit unions • National Savings and investments • insurance companies • pension companies 					

	<ul style="list-style-type: none"> • pawnbrokers payday loans. 					
Week 6						
	Topic B.2 Communicating with customers <ul style="list-style-type: none"> • Methods of interacting with customers, advantages and disadvantages: • branch • online banking • telephone banking • mobile banking • postal banking. 					
Week 7						
	Topic B.3 Consumer protection in relation to personal finance <ul style="list-style-type: none"> • Function, role and responsibilities of: • Financial Conduct Authority (FCA) 					