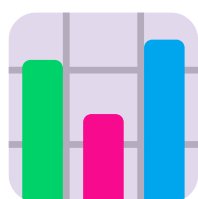


Business and Economics Department

Year 12 BTEC Business
Pearson
2026 – 2027



Name.....

Teacher.....

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Welcome to Edexcel BTEC Business

Key Rules:

- Never miss out on a lesson without letting your subject teacher know.
- You must complete any homework given and hand it in on time.
- Develop your knowledge with wider reading outside of the lesson.
- Have a positive attitude. Mentality is everything!

Key Information:

You will be provided with:

- Course Handbook
- Folder, dividers, plastic wallet
- All lesson resources for each topic
- You will be required to read the topic chapter prior to every lesson.
- Lessons will include a variety of active and written activities, discussions and exam practice.
- Homework will be given every week and will either be chapter notes, exam questions or revision.
- You will have a 'Key Word' and 'End of Topic' test at the end of every unit.
- Scheduled folder checks will take place every half-term.
- Self-assessment and progress checks will be planned for you to assess your progress and set targets for your development.

Recommended Resources

The recommended textbook and revision workbook for completing your BTEC Business course are the Pearson BTEC National Business Student Book, and the Pearson Revise BTEC National Business Revision Workbook.

Class Notes

You will be supplied with lesson slides for each lesson in electronic format that you will be able to access from home. You will spend little time in class taking notes, but you will be expected to make your own notes from your reading.

Chapter Notes

You will be required to make brief notes for each chapter which will help with your revision during the exam period. Chapter notes can either be bullet points, mind maps, tables or brief points. Feel free to use different colours, highlighters or methods that best support the way you learn. Remember these are just notes to support your learning so you will not need to spend hours writing pages and pages. Chapter notes will be signed off by your teacher. As this forms part of your home learning, you are expected to complete these if you do not, suitable consequences will be taken.

Home Learning

You will be set written home learning once a fortnight but must complete the online e-learning home learning you have been set each week, and will normally be given a week to complete it. Your home learning will take six hours per week. Home learning is set to help you check your understanding of business concepts and to prepare you for your exams.

Important Details About the Course

Assessment Procedure

We will provide some internally devised assignments against which learners can produce evidence for assessment. Except where specified in the criteria, assessment instruments may make use of a variety of methods for evidencing achievement. A unit may be assessed through one or more assignments. When devising assignment briefs, the criteria to be achieved in each will be specified and criteria are identified against the tasks.

Assessment Criteria and Evidence

We will assess learner work solely against the assessment criteria, and associated unit content, for the published unit. No additional or alternative criteria will be included. The evidence for assessment will be available in such a way as to enable persons other than the assessor to confirm achievement. The evidence must demonstrate authentic achievement by the specified learner; normally the learner should attest that their work is their own.

Feedback to Learners

We will provide feedback to the learner on which criteria have or have not been achieved. There are no assignment grades, and an overall grade should only be indicated once assessment for a unit is final. In order to be awarded a grade, all the criteria related to that grade must be achieved. There is no concept of 'averaging' across assessments or of 'best fit'.

Planning of Internal Assessment

We have planned internal assessment coherently across the whole programme so as not to overburden learners at particular times. Internal assessment will be in sizeable blocks appropriate for the level of the learner in order to encourage achievement.

Assignments will provide for the unit content. Learners need to evidence coverage of the obligatory content. Content is obligatory for assessment unless it is prefixed with 'e.g.' or the coverage is specifically limited by the relevant assessment criterion.

Your teacher will make provision for learners needing to improve their evidence in order to fully satisfy criteria, provided that it is feasible to do so, and that the learner is able to provide authentic work that would fully meet the requirements of the criteria.

Internal Assessment Feedback

The feedback sheet will be signed and dated by the assessor. The feedback sheet will also be signed and dated by the learner.

Assessment and Grading Criteria

School will observe the rules for application of criteria in final grading of internally assessed units: in order for a learner to achieve a pass in any unit, the learner must achieve all of the pass criteria specified for that unit; to achieve a merit, the learner must achieve all of the pass and all of the merit criteria; and to achieve a distinction, the learner must achieve all of the pass, all of the merit and all of the distinction criteria for that unit.

A learner who has not achieved all the pass criteria for a unit, but has attempted the assessment and has evidenced appropriate knowledge, skills and understanding across the pass criteria, is awarded a grade U.

Appeals Procedure

- Students will be informed about the appeals procedure and have access to a copy of the written procedure.
- A member of the Senior Management Team will be responsible for the management of internal appeals.
- The Head of the Centre will be provided with any appeals and their outcome.
- Appeals will be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision).
- A clear timescale for the student getting a response to the appeal is laid out on the appeals form.
- Students will be allowed representation by a parent/guardian/friend if requested.
- Written records of all appeals will be kept by the school, including the outcome and reasons.
- A copy of the appeals record will be given to the student.

- Edexcel will be informed by the school if any outcome of an appeal has implications for the conduct of assessments or the issue of results at the school.
- Full details of any appeal must be made available to Edexcel on request.

Students can only appeal on the following grounds:

- If they feel the grading criteria is not being met.
- If they feel that they have not been supported during the assessment of the unit.
- If the teacher is not willing to accept alternative evidence as meeting the evidence requirement.

Important Notice to Students

The BTEC Level 3 National course is based upon a portfolio of internally and externally assessed learner work. It is therefore essential that students produce work that is completely their own and not copied or 'pasted' from other sources.

To include work from such sources is deemed plagiarism. There are procedures for incorporating other people's ideas or work into portfolio evidence you produce, ensuring that you make it very clear that it is not your original work and giving credit to the actual author. Your teacher will cover these procedures during the Induction Period of the course. Below is some clarification on what is deemed as plagiarism.

What is Plagiarism?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

I have read and understood this document

Name of Student:

Signature:

Date:

Department Policies

Pen Policy

You must follow the pen policy of the department. No doodling in your books — this is not showing PRIDE in your work.

Blue and black pen	must be used for classwork and home learning.
Green pen	must be used for self-assessment and peer assessment.
Red pen	will only be used for teacher assessment.
Yellow highlighter	will only be used for extracting information from extracts or case studies.
Purple pen	must be used for redrafting work.

Oracy Policy

In order to develop your oracy skills, you will be required to use sentence stems to enhance the quality of your verbal responses and develop the academic rigour required for the subject.

Business and Economics Department sentence stems: Year 10–13

Listen and Mark <i>Pay close attention to other and point out important moments</i> • I notice you used the key term/phrase ____, which implies ____. • Did anyone notice what said about ____? This seems important because ____.	Introduce and Invite <i>Begin your contribution and encourage others to participate.</i> • I suggest that ____ because ____ • We should discuss because ____ • What is your perspective on ____, and why?	Challenge and Verify <i>Disagree and ask others to prove or clarify information</i> • You said _____. How do you know this would be a suitable policy/recommendation? • I disagree with what you said about _____ because in the short term _____ however in the long term _____.
Defend and Unpack <i>Defend your perspective and explain your thought process.</i> • I understand your perspective on ____, but have you thought about how this alternative policy/objective could ____? • Actually, [evidence from the article or extract] suggests that ____.	Build and Support <i>Add to others' ideas and bolster points by giving evidence.</i> • Your point about ____ implies ____, and I would like to add to this by saying ____. • [Evidence from the article or extract] supports the idea that ____.	Summarise and Map <i>Draw together big themes and track the discussion.</i> • I notice you used the key term/phrase ____, which implies ____. • Overall, I recommend that firms/businesses _____. This is important because ____.

Unit 1: Exploring Business

Learning aim A: Explore the features of different businesses and analyse what makes them successful

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
A1 Features of businesses					
A2 Stakeholders and their influence					
A3 Effective business communications					

Notes:

Learning aim B: Investigate how businesses are organised

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
B1 Structure and organisation					
B2 Aims and objectives					

Notes:

Learning aim C: Examine the environment in which businesses operate

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
C1 External environment					
C2 Internal environment					
C3 Competitive environment					
C4 Situational analysis					

Notes:

Learning aim D: Examine business markets

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
D1 Different market structures					
D2 Relationship between demand, supply and price					
D3 Pricing and output decisions					

Notes:

Learning aim E: Investigate the role and contribution of innovation and enterprise to business success

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
E1 Role of innovation and enterprise					
E2 Benefits and risks associated with innovation and enterprise					

Notes:

Unit 2: Developing a Marketing Campaign

A Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
A1 The role of marketing					
A2 Influences on marketing activity					

Notes:

B Using information to develop the rationale for a marketing campaign

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
B1 Purpose of researching information to identify the needs and wants of customers					
B2 Market research methods and use					
B3 Developing the rationale					

Notes:

C Planning and developing a marketing campaign

Subject content	What have you learned?	Notes done Y/N	Red	Amber	Green
C1 Marketing campaign activity					
C2 Marketing mix					
C3 The marketing campaign					
C4 Appropriateness of marketing campaign					

Notes:
