



Yr hanner tymor hwn: Sgiliau, Gwybodaeth a Dealltwriaeth i'w ddatblygu;
During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS – learners will develop their knowledge of business activity, be able to use a range of data to understand business activity in the context of Wales and the UK. Learners will use mathematical techniques to calculate data in a business context, interpret data to solve problems and justify business decisions. Learners will be able to distinguish between consumer and producer goods, recognise the purpose and types of goods and services provided by the public and private sectors. Learners will be aware of the role of entrepreneurs in business activity and their characteristics. Learners will develop their communication skills by working in small groups and form discussions on topical business news on a regular basis. Learners will also develop autonomous working skills and make effective use of the VLE Business course to aid learning and to make continual progress.

GWYBODAETH / INFORMATION – The nature of business activity, providing goods and services, business enterprise, business aims and objectives, business location and site (see learning outcomes for specific detail)

DEALLTWRIAETH / UNDERSTANDING – Learners need to understand the nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit. At the heart of business activity is enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives. These objectives often adapt as businesses grow and as the market and competitive environment in which they operate changes. Business organisations vary in size and ownership and operate in local, national and global contexts. Businesses have many stakeholders who are affected by business activity and can also impact on business behaviour.

Geiriau / Termau Allweddol;

Key Terms / Words;

Persuasion, initiative, determination, planning, leadership, decision-making, risk-taking, lots, things, people, ~~money, you~~. (=banned words) overtime, customer, supplier. Producers, consumers, single use goods, durable, services, direct services, commercial services, resources. Opportunity cost. Employment sectors - primary, secondary, tertiary. Raw materials, scarce. Public and private Sector, government, finance, profit, privatisation, nationalisation, organisations. Business Location – labour market, transport networks, grants, land, premises, site, geographical, foot-fall. Inward investment – balance of payments, multinational, corporation tax, environment, pollution, benefits. Aim, business, survival, profit maximisation, growth, consumer customer, external, goods, identity, internal, objective, organisation, private sector, privatised, product, public sector, SMART, voluntary. Bankrupt, business plan, capital. Debt, deed of partnership, entrepreneurship, factors of production, Inland revenue, Multinational, partner, partnership, sole trader, sleeping partner, unlimited liability. Articles of Association, AGM, consumer co-operative, company, Companies House, directors, franchise, franchisee, franchisor, limited liability, memorandum of association, partnerships, private sector, public sector, shares, share capital, shareholder, sole trader, stock exchange, take-over, workers' co-operative. Business Plan. Market, resources, revenue and costs, suppliers, cash flow, sources of finance

Deilliannau Dysgu / Learning Outcomes

Asesiad / Assessment

Meini Prawf Llwyddoant / Success Criteria

Gwaith Cartref / Homework

Deilliannau Dysgu / Learning Outcomes	Asesiad / Assessment	Meini Prawf Llwyddoant / Success Criteria	Gwaith Cartref / Homework
<p>Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes</p> <p>Ice-breaker – 2 truths and 1 lie (post-its) activity for students and teacher Course explanation (Powerpoint) – Specification requirements explained briefly with faqs and distribution of course check-list / Revision check-list. Details of WJEC text book provided as optional acquisition to assist in revision long-term.</p> <p>Schoology log-in codes and re- familiarisation lesson focusing on Business course content on school VLE. Demonstration how to send messages to teacher outside lesson time and expectations. Students undertake 'tour' online and faqs. Students to respond electronically to the task in Schoology VLE 'Reasons for choosing Business Studies'. Opportunities to respond to others with observations and comments.</p> <p>Pair-share work using laminated activity to acquire and demonstrate new knowledge on 'characteristics of entrepreneur. Students to match characteristics to key terminology. Students share learning and understanding with others and feedback to class. Distribution of Unit booklet 'Business Activity' for use from Week 2 > Students to demonstrate understanding in unit booklet page 2 'characteristics of entrepreneur'.</p>	<p>Informal review of progress by teacher Q&A</p>	<ul style="list-style-type: none"> - Basic understanding of 2 year course structure - Successful access to VLE and navigation - Understanding of role of entrepreneur in business activity and their usual characteristics - To work successfully in pairs and to communicate using business terminology 	<p>A4 file for course notes</p> <p>Optional: text book acquisition</p>
<p>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</p> <p>Ice-breaker – music extract for student entry to class: 'I get back up again...' and to prepare students for learning. Short faqs on raison d'être and discussion on resilience (dyncwch)</p>		<ul style="list-style-type: none"> - Learners to decipher meaning of ice-breaker and graduate to discussion on merits of resilience 	



Deiliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes (continued)	Asesiad / Assessment	Meini Prawf / Llwyddoant / Success Criteria	Gwaith Cartref / Homework
<p>Pack of A4 printouts with images of stages of production (primary, secondary, tertiary) distributed to all students. Teacher does not provide instructions so as to entice problem solving skills regarding task requirements. Students attempt individually and in pairs to identify task and relevant success criteria. Task involves understanding the differences between the 3 stages of production and allocating relevant images to the 3 stages of production and creating a 'collage' onto A3 paper.</p> <p>Ice-breaker – introduction to 'Producers and Consumers' activity. Variety items produced by teacher on student entry e.g. lollipops, books etc. Students engaged to deduce business topic of the lesson. (Durable and non-durable goods) Pages 3&4 booklet. Students to undertake individual work in booklet followed by class review and discussion of choices.</p> <p>Commercial Services Homework task (page 5) undertaken on PC (Word) by students to demonstrate individual understanding. Task uploaded to Schoology with feedback by students following WWW and EBI standard (What went well and Even Better If...). Assessment Task</p>	<p>Teacher verbal feedback on examples provided</p> <p>Learner and Teacher verbal feedback</p> <p>Assessment task = Commercial Services</p>	<ul style="list-style-type: none"> - Learners able to identify the different stages of production and provide real-world examples within Wales economy - Learners to communicate with partner to share ideas and brainstorm - Learners to identify new topic by problem solving from clues and share ideas verbally 	<p>-Learners to ensure all images allocated and task complete</p> <p>-Commercial Services homework task > Schoology VLE with www and ebi feedback</p>
<p>Deiliannau Dysgu Wythnos 4 / Week 2 Learning Outcomes</p> <p>Ice-breaker – Projector / Monitor screens with Powerpoint image of range of Welsh businesses and activities. Students to try and deduce topic for today's lesson Welsh economy awareness introduction. Class to form 2 groups. Fox thinking tool 'circle' segments distributed. Students to received individual segments of the 'circle' and to skim/scan read text and data for relevant information from Welsh Economy booklet. Time-set task.</p> <p>Individual students to transfer information on their topic onto segment and feedback verbally to their group their findings. Segments form finished circle of information on Welsh Economy. The 2 groups to rotate and share ideas. Whole class discussion on what they have learnt. Booklet written activity 'Employment Sector' to demonstrate understanding = homework on Schoology (page 8)</p> <p>Apply understanding to relate changing trends in employment within the different sectors of the Welsh economy. (page 9) (-1 lesson due to Year 10 BAC Activity conflict with 1 x lesson)</p>	<p>Fox thinking tool segments completed and group discussion reviewed by teacher</p> <p>VLE Task set – 250 words.</p>	<ul style="list-style-type: none"> - Learners problem solving task of the lesson - Learners use data to identify areas of Welsh economy for further investigation and debate (segments) - Pair-share and group sharing - Learners to demonstrate understanding of knowledge gained (250 word task) 	<p>Homework = Employment Sector (250 words summary) & www and EBI feedback</p>
<p>Deiliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <p>Public and Private sector – introduction. Short video clip to elicit responses. Teacher introduction to 'interactive Powerpoint' resource S1: Business Activity ppt1. Students to individually interact with information in order to demonstrate understanding using Drag and Drop and electronic annotation tools provided.</p> <p>Students self-assessment in last section with interactive quiz to demonstrate understanding 'Who wants to be an A* student). Students to save work in user spaces and print on completion. Pair-share information and class review on completion.</p> <p>Page 9 booklet exercise – employment patters in primary, secondary and tertiary sectors. Individual feedback to class.</p>	<p>VLE feedback update to class ref Homework</p> <p>Teacher faqs Individual and whole class A* challenge on topics – ppt.</p>	<ul style="list-style-type: none"> - Learners understand: What is a business? What do businesses sell? Why do businesses have aims and objectives? What is the difference between private sector and public sector? How can setting aims and objectives help a business? - Employment trends in the sectors 	

Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes	Asesiad / Assessment	Meini Prawf Llwyddoant / Success Criteria	Gwaith Cartref / Homework
<p>Images starter – Business names / images. Students to problem solve the connection (privatised businesses)</p> <p>Video awareness starter – Miners strike, Winter of discontent, recent industrial action linking to FAQs and class discussion on privatisation.</p> <p>Booklet Pages 11-12 – Students to provide written responses to short-answer questions and undertake Internet research on businesses which have been privatised to complete task.</p>	<p>Introduction to Exam style questions. To be uploaded onto schoology for feedback</p> <p>Students to review and revise on receiving feedback</p>		<p>Fish Fingers for Tea – Homework VLE upload</p>
<p>Deilliannau Dysgu Wythnos 7 / Week 7 Learning Outcomes</p> <p><i>Interactive Powerpoint for self-learning and pair-work review. S1: Business Activity 'Business Ownership' ppt2. respond to Bonnie's Ice Cream Case Study scenario written tasks. Individually design logo (paper) for Bonnie's Ice Cream Case Study.</i></p> <p><i>Continuation S1: ppt2 Group work – groups 4 or 5. ' new small business scenario provided to students. Anagram small task for key words. Hot seat activity – to answer questions about partner's business.</i></p> <p>Whole class discussion to review learning and reinforce understanding. Questions from ppt and discussions whole class. Whole class undertake Team Quiz.</p>	<p>Peer assessment of Case Study www and EBI</p> <p>Also Discussion stamp</p>	<p>What is a sole trader? What is involved in this type of business ownership? What is a partnership business? What is involved in this type of business? How do different types of ownership affect decision-making within a small business? What are the advantages and disadvantages of different forms of small business ownership?</p>	<p>Students to read booklet notes on pages 13-14 and answer Pages 15-16 'Location' task electronically and upload to Schoology</p>
<p>Deilliannau Dysgu Wythnos 8 / Week 8 Learning Outcomes</p> <p>Ice-breaker – Collage of images for students to review on entering class. Students to discuss the common thread between them (investment in Wales from overseas companies). Students to use mini whiteboards in pairs to research and note names of overseas companies which have invested in Wales over last 20 years. Students to present findings to class.</p> <p>Students to undertake individual task to reinforce understanding and to use appropriate writing frame for report layout on their next Assessment Tash called 'Inward Investment' from booklet pages 13-16. Work to be uploaded to Schoology for assessment and feedback. WWW and EBI format for student feedback</p> <p>(-1 lesson due to Year 10 BAC Activity conflict with 1 x lesson)</p>	<p>Evaluation of progress by learners – verbal feedback to individuals</p> <p>Teacher: Formal Assessment task 'Inward Investment' report with learners reflecting and revising work when needed (VLE)</p>	<p>As above</p>	<p>Detailed www and ebi to be undertaken as homework on completion of final draft of classwork 'Targeted Assignment'</p>



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During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS – learners will develop their knowledge of business finance, be able to interpret suitable sources of funding for various business scenarios, able to calculate and interpret business financial data, use a range of data to understand business finance activity in the context of business scenarios, Learners will use mathematical techniques to calculate inflows and outgoings for business (cash flow, break-even and profit & loss accounts) . Learners will develop their communication skills by working in pairs and small groups . Learners will improve independent learning and gain confidence in applying basic math to business finance situations. Learners will improve communication skills and use of financial key terms when providing both written and verbal feedback and discussions on the activities. Learners will continue to develop autonomous working skills and make effective use of the VLE Business course to aid learning and to make continual progress.

GWYBODAETH / INFORMATION – Business Finance – Sources of Finance (interna;/external); Cash Flow forecast and analysis, Costs, Break-even – chart diagram and contribution calculation, Profit & Loss account. Ratio analysis

DEALLTWRIAETH / UNDERSTANDING - Learners will be introduced to the main internal and external sources of finance to both new and established businesses. Learners will become aware of the advantages and disadvantages of the different sources of finance. Learners will need to understand the suitability of different sources of finance in different contexts . What is meant by revenue, costs and profit? Learners will aim to be able to calculate and interpret fixed , variable, total costs and revenue and profit. Learners are expected to understand the purpose fo break-even and how it helps a busienss understand its financial situation to make informed business decisions. Learners are also expected to draw a break-even chart, plot the necessary data and also calculate break-even using contribution formula. Learners are also expected to be aware of the impact of changing financial data using 'what if' scenarios. The understanding that profit is the main motive for investment will be discussed and learners will be expected to apply understanding of financial constructs to different business contexts, Learners will be taught the main components of a profit & loss account and aim to be able to construct and interpret a P&L account. Some students will be able to know, understand and use the GPM and NPM ratio formula in order to make informed business decisions on how to improve profit/ reduce costs.

Geiriau / Termau Allweddol;

Key Terms / Words;

Sources of finance: internal (owner's capital, retained profit, selling assets), external (family/friends, bank loans, overdrafts venture capitalist and business angels, new partners, share issue, trade credit, leasing, hire purchase, grants). Revenue, costs and profit. Fixed costs, variable costs, total costs, total revenue, profit. Break-even, contribution, profit & loss account, sales turnover, cost fo sales, gross profit, expenses, net profit, gross profit (GPM/NPM ratios) Cash flow, cost, fixed cost, variable cost, total costs, net cash flow, opening balance, closing balance, total expenses, overdraft, credit, wages

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Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes

Lesson 1: (INSET Day)

Lessons 2: Starter – Business finance video on whiteboard as student enter class. To create stimulus for learning. (Goats balancing video)

Distribution of new Business Finance Unit booklet.

"It's Saturday Morning" – activity (reading and problem solving) – students to form pairs to problem solve / skim-scan reading in order to complete (with accuracy) the 'student template' cash flow activity.

Review of 'studernt template' activity Q&A session

Lesson 3: "Beat the Teacher" challenge – Cash flow with errors to be identified.

Individual work. Pair/share and review solutions

Informal
 Pair review
 Whole class accuracy Q&A

 Teacher whole class feedback + individual assessment

Reading accuracy, interpret data accurately, identify relevant information to make accurate calculation

 Identify relevant errors, use key terminology in communicating information

n/a



<p>Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes</p> <p>Lesson 1: Sources of Finance – introduction to internal and external sources. Reading to partner initial activity. Problem solving activity for whole class to “find your partner” – matching key term to theory activity.</p> <p>Lesson 2: Each pair to explain their previous key term and definition to others in class Q+A session. Learners to complete www and ebi section in unit booklet</p> <p>Lesson 3: Individual progression through booklet – Melin Pumps (shares, dividend calculation, percentages) – learners allowed 2 opportunities to ask Qs (permission cards distributed) – written responses.. Opportunity to work independently and with others..</p>	<p>Informal Pair review Whole class accuracy Q&A</p> <p>Teacher whole class feedback + individual assessment of Melin pumps. Teacher assessment to confirm accuracy and understanding.</p>	<p>Reading and listening to obtain necessary information., can match key terms to theory, communicate with others using appropriate behaviour and business language. Calculate financial data accurately and independently of others. Improve confidence of math, calculate percentages accurately, learners to become more resilient and confident user of financial accounting , use key terminology in communicating information</p>	<p>Revise: Sources of finance key terms (test – week + weekend)</p>
<p>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</p> <p>Lesson 1: Continuation Lesson 3 activity with www and ebi feedback</p> <p>Lesson 2: Completion of homework task > Key terms test 'sources of finance' and review *Assessment task*</p> <p>Lesson 3: 6 month cash flow exercise 'Carol Palmer + review and revise work in class</p>	<p>Key term test = Assessment Task</p> <p>Teacher whole class feedback + individual assessment of Melin pumps. Formal teacher assessment to confirm accuracy and understanding.</p>	<p>Student can use key terms accurately Effort applied to homework Understanding shown in test (revisit with individuals) Cash flow created accurately and independently</p>	<p>Jenny's bank statement</p> <p>Parinder Patel cashflow – 6 months calculations (weekend)</p>
<p>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</p> <p>Lesson 1: Continuation of Lesson 3. feedback to teacher on individual basis – verbal feedback provided. on progress</p> <p>Lesson 2: Revise and Reflect Parinder Patel – opportunity for students to provide feedback on progression thus far</p> <p>Lesson 3: Targeted Assignment (STEMS) *Assessment Task*</p>	<p>Informal Pair review Whole class accuracy Q&A</p> <p>Verbal feedback by teacher (revise and reflect comments)</p> <p>STEMS – formal teacher assessment + student feedback (www and ebi)</p>	<p>Cash flow created accurately and independently Relevant and purposeful feedback feed back Identification of progress and issues of concern Learners are able to complete exemplar GCSE task independently with confidence to target grade.</p>	<p>n/a</p>
<p>Deilliannau Dysgu Wythnos 5/ Week 5 Learning Outcomes</p> <p>Lesson 1: Managing Cash flow – scenarios in different business contexts – ‘what if and possible solutions – card matching activity in pairs and group discussion opportunities. Scenarios to be glued into table in finance unit booklet.</p> <p>Lesson 2 & 3 Cash flow Clue-doh! Challenge activity. Powerpoint presentation and additional resources . Learners in role of financial ‘detective’ to receive challenge to analyse financial situation of “United Plastics” teacher brief introduction. Main role thereafter to facilitate learning activity as learners work in pairs through the various challenges (2 week activity). Pair work – competitive. Prizes.</p> <ul style="list-style-type: none"> - 5 x Q cards distributed to each pair - Each of correct cards answered = 5 clues max distributed (choice of 7 clues) - Teacher distributes clues to each pairs 	<p>General feedback – verbal and targeted questions</p> <p>Informal assessment Peer assessment of group work role and performance represented graphically</p>	<p>Group work Communication skills Problem solving Understanding and application of finance in a business context Improved communication skills Use of key terms</p>	<p>Glue finished work into finance unit booklet and complete www and ebi self-assessment</p>



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Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes			
<p>Lessons 1-3 Pairs to work together to meet challenge '3 main reasons why United Plastics' went bust. Challenge evidence gathering tasks to be passed onto the Accountant (teacher!) for review and forensic analysis. (Communication task) Presentations from 3 x pairs of detective agencies to rest of class. Q&A when appropriate Students to be provided opportunity to comment in Revise & reflect section of financial unit for the Cash Flow activities. Opportunity also to review previous work and improve with increased understanding.</p>	<p>Informal Group-assessment (pie chart representation) Self-reflection</p>	<p>Group work Communication skills Problem solving Understanding and application of finance in a business context Improved communication skills Use of key terms Revision to work due to improved understanding – progression</p>	<p>Revise: Sources of finance and cash flow key terms (test – week + weekend)</p>
<p>Deilliannau Dysgu Wythnos 7 / Week 7 Learning Outcomes Lesson 1&2 – Introduction to Revenue and Costs – problem solving group work activity 'wooden burger' and variable costs.. Groups of 4 to solve given problems (separate resource to finance booklet – laminated sheets) Lesson 3 – Key term test (Cash flow and sources of finance, costs) – Assessment and review.</p>	<p>Informal Self-assessment and peer-assessment Verbal feedback by teacher</p>	<p>Understands and can apply concept of variable cost in relation to output variance Can applying solutions to various business concepts</p>	<p>n/a</p>
<p>Deilliannau Dysgu Wythnos 8 / Week 8 Learning Outcomes Lesson 1: Review and recap previous learning (quiz) . Powerpoint quiz and competition for word matching (bell + scores) Lesson 2&3: Finance booklet – Sali Huws individual calculations (costs, revenue, variable costs, profit) activity – paced learning and teacher check of calculations. 2 'passes' for asking peer questions distributed and 1 pass for teacher advice.</p>	<p>Informal peer feedback Self-evaluation of activity</p>	<p>Able to recall information over period of weeks and demonstrate understanding Can work independently of peers and teachers Able to recall previous information to apply to business scenario. Make informed decisions and calculate different costs accurately</p>	<p>n/a</p>
<p>Deilliannau Dysgu Wythnos 9 / Week 9 Learning Outcomes Lesson 1: Exam style question to assess understanding and review progress (Kitchen Supreme) – quiet environment. Lesson 2: Teacher feedback on activity (Kitchen Supreme) – *Assessment task* Q&A and 'mind the gap' opportunity for further teaching to enhance understanding (revise and reflect calculations) Lesson 3: Break-even starter activity key terms 'competition' with ppt and resources. Resources to be added to finance e unit on completion.</p>	<p>Formal assessment / self-assessment Assessment Task Informal review and verbal feedback Can work to timed deadlines</p>	<p>Can understand command words and apply key terms to exam style questions Can work independently to solve business problems accurately</p>	<p>Read notes from WJEC on break-even Practice break-even calculations GCSE Bitesize website</p>



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Deilliannau Dysgu Wythnos 10 / Week 10 Learning Outcomes	Aseiad / Assessment	Meini Prawf Llwyddoant / Success Criteria	Gwaith Cartref / Homework
<p>Lesson 1 and 2: Break-even - Dice Game 'fickle' rules explained and resources distributed. Q&As. Game begins (groups of 3-4 = 4 or 5 groups)</p> <p>Lesson 3: Recap of key terms and understanding at start of lesson. Q&As Starter activity – Break-even chart and labelling key areas. Pairwork. Information glued into finance booklet.</p>	<p>Informal</p> <p>Teacherfeedback</p>	<p>Group work Communication skills Problem solving Finance in business context Key term Can create break-even graph and label accurately</p>	n/a
<p>Deilliannau Dysgu Wythnos 11 / Week 11 Learning Outcomes</p> <p>Lesson 1 – 3: Individual work . Challenging > Calculations and construction for break-even tables and charts x 2 activity (Seaview and Constructio)</p> <p>Teacher review and verbal feedback on accuracy of calculations and graph accuracy, labelling.</p>	<p>Self-assessment Teacher feedback Peer feedback (verbal)</p>	<p>Problem solving Finance in business context Key term Can create break-even graph and label accurately</p>	Constructio – construct – break-even + questions
<p>Deilliannau Dysgu Wythnos 12 / Week 12 Learning Outcomes</p> <p>Lesson 1-3</p> <p>Past examination paper exercises 'Revision Assessment Sheets' (*Assessment Task*) and introduction to mark scheme explanation / assessment (context issue) <i>Teacher / learner interview and performance appraisal with agreement for individual learning action plan (finance) to improve areas of weakness.</i></p>	<p>Formal assessment Self-assessment</p>	<p>Can work independently to answer range of business finance challenges Use of examination technique to fulfil marking scheme criteria Use correct terminology and good use spg</p>	n/a
<p>Deilliannau Dysgu Wythnos 13 / Week 13 Learning Outcomes</p> <p>Lesson 1-3 – Review and Reflect (corrections and improvements) – opportunity for additional support from teacher. <i>Teacher / learner interview and performance appraisal with agreement for individual learning action plan (finance) to improve areas of weakness.</i></p>	<p>Self assessment, peer review, teacher feedback (verbal)</p> <p>Monitoring sheet with focus areas details if relevant – subject target group</p>	<p>Can work independently to answer range of business finance challenges Use of examination technique to fulfil marking scheme criteria Use correct terminology and good use spg</p>	Correction / Catch-up with missing / additional work as needed prior to end of financial unit for Year 10