HAYDOCK HIGH SCHOOL

	R061 - Introduction to business	R062 - Planning for work	R063 - Setting up and running an enterprise
Level 2 Distinction *	*The student is securely meeting all of the Distinction Criteria*	*The student is securely meeting all of the Distinction Criteria*	*The student is securely meeting all of the Distinction Criteria*
Level 2 Distinction	*The student is securely meeting the Distinction Criteria* **Learning Outcome 1: Understand business ownership** Learners have secure knowledge and understanding of the following and are able to apply this to a range real world contexts : • the characteristics of each form of business ownership • the benefits and drawbacks of each form of business ownership • reasons for changing from one form of business ownership to another	*The student is securely meeting the Distinction Criteria* **LO1 : Be able to assess the requirements of job roles** Demonstrates a **comprehensive** and **detailed** understanding of the main reasons for, and methods of, business recruitment. 8 Makes reasoned and **fully realistic** decisions when choosing suitable employment area, identifying a **wide** range of roles within it, demonstrating understanding of most types of roles and working practices. Selects job role with **reasoned** and **thorough** rationale. Identifies **many relevant** skills and competencies from	*The student is securely meeting the Distinction Criteria* **LO1: Be able to select viable enterprise activities** **Describes most** of the factors that might influence the viability of an enterprise activity. **Describes** factors **thoroughly** and **accurately**. Gives a **thorough** explanation of the implications for running own enterprise activity. Generates **many** original ideas. Identifies strengths, weaknesses, opportunities or threats which are **wholly relevant** to the activity. Makes a highly **effective** contribution to selection of an

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	• the suitability of each form of business ownership for trading locally, nationally and internationally. **Learning Outcome 2: Understand business objectives** Learners have secure knowledge and understanding of the following and are able to apply this to a range real world contexts: • the purpose of business objectives • different types of business objective • why business objectives may change over time • the importance of business planning • the impact of change on business	a job description and a person specification. **LO2: Be able to take part in the recruitment process as an applicant** Assesses self **critically** and **thoroughly** to produce a **comprehensive** and meaningful self-assessment. Demonstrates **thorough** self-reflection during self-assessment and interprets findings using well-argued, **reasoned** rationale. Produces application documents (produces a CV, completes an application form and writes an application cover letter which are wholly **relevant** to chosen job role, addressing **comprehensively** all **relevant** points from the job description and person specification. **Most** of the skills, experience, behaviours, and attitudes needed to meet requirements in the job description and person specification are highlighted with **detailed** accuracy.	enterprise activity. **LO2: Be able to plan enterprise activities** Contributes to **most** elements of the business planning process, providing **many relevant**, **clear** and **reasoned** contributions to the overall business plan. **Clearly** draws upon **relevant** skills/knowledge/ understanding from other units in the specification. **LO3: Be able to implement enterprise activity plans** Contributes to the organisation and running of meetings in a way that is highly **effective** and provides support to others. Uses written, verbal and remote communication methods used within business, demonstrating a **thorough** understanding of when it is appropriate to use each method. Demonstrates fluent verbal skills and **effective**

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	objectives.	Content is **relevant**, **clear**, and **presented** in a **structured** and **coherent** format. Uses specialist terminology **accurately** and **appropriately**. Contains few, if any, errors in spelling, punctuation and grammar.	remote communication skills for specific business purposes.
	Learning Outcome 3: Understand key functional areas of business		Produces business documents which use **appropriate** structural formats and conventions. Contains few, if any, errors in spelling, punctuation and grammar. Uses specialist terminology **appropriately** and **accurately**.
	<u>Learners have secure knowledge and understanding of the following and are able to apply this to a range real world contexts :</u>	Prepares **comprehensive** plan for job interview, showing **many clear** links to the job vacancy. Research includes **detailed** and **relevant** information on the employer, and question preparation is both **extensive** and has **full** relevance to the vacancy.	Produces a **comprehensive** and **appropriate** project plan, which **clearly outlines** the key phases and responsibilities within the activity. Applies the **most appropriate** project planning tools and techniques **effectively** and **efficiently**.
	• finance • marketing • production and operations • human resources management	**LO3: Be able to plan for a career** **Evaluates** in detail own performance at the end of the application process, demonstrating a balanced view of own performance. Identifies **many relevant** strengths and weaknesses during the review of self-assessment, completion of application documents and plan for job interview.	**LO4: Be able to contribute to the running of enterprise activities** Collaborates with others where **appropriate** and advises others **clearly** when necessary. Performs **many** tasks **independently**, working **effectively** and **efficiently** with others where required.
	<u>Learners have secure knowledge and understanding of the following and are able to apply this to a range real world contexts :</u> • the external factors which impact		

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	on a business, • external factors impact on business objectives	Justifies **comprehensively** the suitability of chosen job role, with **clear** and **reasoned** rationale. Produces **comprehensive** plan for personal career development, showing **clear** reference to self-assessment and subsequent evaluation. Plan contains **detailed** list of achievements, skills gaps and training needs which are **wholly relevant** to chosen employment area. Identifies targets which are **realistic**, highly **relevant** to future personal development and which appear in a logical and achievable sequence.	Regularly monitors progress of activities against plans throughout the duration of the overall activity, recognising and reacting **effectively** when deviation from planned activities may cause an issue. Addresses **most** issues as they arise, demonstrating a **comprehensive** understanding of the issues involved. **LO5: Be able to review the success of enterprise activities** Carries out a **comprehensive and detailed** review of the implementation and running of the activity, using a **wide** and varied **range** of evidence to justify findings. Compares activity outcomes to activity objectives in a **comprehensive** way, demonstrating a **thorough** understanding of the implications of findings. Identifies and sets a **range** of **appropriate** targets for improvement, all of which are **justified** clearly by the findings of own review

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			and by SMART principles. Assesses own contribution to the success of the activity in a **critical** and **considered** way, based on **detailed**, **appropriate** and **relevant** evidence.
Level 2 Distinction (-)	*The student is meeting some of the Distinction Criteria*	*The student is meeting some of the Distinction Criteria*	*The student is meeting some of the Distinction Criteria*
Level 2 Merit (+)	*The student is securely meeting all of the Merit Criteria*	*The student is securely meeting all of the Merit Criteria*	*The student is securely meeting all of the Merit Criteria*
Level 2 Merit	*The student is securely meeting the Merit Criteria* **Learning Outcome 1: Understand business ownership** Learners have sound knowledge and understanding of the following and are able to apply this to real	*The student is securely meeting the Merit Criteria* **LO1 : Be able to assess the requirements of job roles** Demonstrates a **sound** understanding of the main reasons for, and methods of, business recruitment. Makes **mostly realistic** decisions when choosing suitable employment area, identifying a range of roles	*The student is securely meeting the Merit Criteria* **LO1: Be able to select viable enterprise activities** **Describes many** of the factors that might influence the viability of an enterprise activity. **Describes** factors in a **clear** and **mostly accurate** way. Gives a **sound** explanation of the implications for running own enterprise activity.

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	world context: • the characteristics of each form of business ownership • the benefits and drawbacks of each form of business ownership • reasons for changing from one form of business ownership to another • the suitability of each form of business ownership for trading locally, nationally and internationally. **Learning Outcome 2: Understand business objectives** Learners have sound knowledge and understanding of the following and are able to apply this to real world context:	and working practices within it. Selects job role with **sound** rationale. Identifies **some relevant** skills and competencies from a job description and a person specification. **LO2: Be able to take part in the recruitment process as an applicant** Assesses self in detail to produce a **considered** self-assessment. Demonstrates **some** self-reflection during self-assessment and interprets findings using **sound** rationale. Produces application documents (produces a CV, completes an application form and writes an application cover letter) which show **some relevance** to chosen job role, addressing in detail **many relevant** points from the job description and person specification. **Some** of the skills, experience, behaviours, and attitudes needed to meet	Generates **some** original ideas. Identifies strengths, weaknesses, opportunities and threats which are **mostly relevant** to the activity. Makes a **competent** contribution to selection of an enterprise activity. **LO2: Be able to plan enterprise activities** Contributes to **many** of the elements of the business planning process, providing **some relevant** contributions to the overall business plan. Draws upon **some relevant** skills/knowledge/ understanding from other units in the specification. **LO3: Be able to implement enterprise activity plans** Contributes to the organisation and running of formal and

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	• the purpose of business objectives • different types of business objective • why business objectives may change over time • the importance of business planning • the impact of change on business objectives. **Learning Outcome 3: Understand key functional areas of business** Learners have sound knowledge and understanding of the following and are able to apply this to real world context: • finance, i.e.: raising finance, costs, revenue and profit, cash flow,	requirements in the job description and person specification are highlighted, with **some** accuracy. **Most** content is **relevant** and **presented** in a structured and coherent format. Uses specialist terminology showing a general understanding and with **reasonable** accuracy. Occasional errors in spelling, punctuation and grammar will not affect the overall meaning. Prepares **sound** plan for job interview, showing **some** links to the job vacancy. Research includes **some relevant** information on the employer, and question preparation has **some relevance** to the vacancy. **LO3: Be able to plan for a career** **Evaluates** own performance at the end of the application process with **some** detail. Identifies **some relevant** strengths and weaknesses during the review of self-assessment, completion of application	informal meetings, in a way that is generally **effective**. Uses written, verbal and remote communication methods used within business, demonstrating a **sound** understanding of when it is appropriate to use each method. Demonstrates **competent** use of verbal and remote communication skills for specific business purposes. Produces business documents which mostly use **appropriate** structural formats and conventions. Occasional errors in spelling, punctuation and grammar will not affect the overall meaning. Uses specialist terminology in broadly **appropriate** ways. Produces a **sound** project plan of a broadly **appropriate** nature, **outlining most** facets of the activity. Applies **sound** project planning tools and techniques with **mostly effective** results. **LO4: Be able to contribute to the running of enterprise**

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break-even • marketing, • production and operations, • human resources management **Learning Outcome 4: Understand how external factors impact on businesses** <u>Learners have sound knowledge and understanding of the following and are able to apply this to real world context:</u> • the external factors which impact on a business • external factors impact on business objectives	documents and plan for job interview. Justifies with **detail** the suitability of chosen job role, with **some clear** rationale. Produces **detailed** plan for personal career development, showing **some** reference to self-assessment and subsequent evaluation. Plan contains **some** achievements, skills gaps or training needs relevant to chosen employment area. Identifies targets which have **some relevance** to future personal development and which appear in a logical sequence.	**activities** Collaborates with others where **appropriate**, performing **some** tasks **independently** and able to give **brief** advice. Monitors progress of activities against plans on a regular basis, recognising and reporting when deviation from planned activities may cause an issue. Addresses **many** issues as they arise, demonstrating a **sound** understanding of the issues involved. **LO5: Be able to review the success of enterprise activities** Carries out a **sound** review of the implementation and running of the activity, using a **range** of evidence to justify findings. Compares activity outcomes to activity objectives in a **reasoned** way, demonstrating a **sound** understanding of

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			the implications of findings. Identifies and sets **some relevant** targets for improvement, **most** of which are **justified** based on the findings of own review. Assesses own contribution to the success of the activity in a **reasoned** way, based on evidence which is mostly **appropriate** and **relevant**.
Level 2 Merit (-)	*The student is meeting some of the Merit Criteria*	*The student is meeting some of the Merit Criteria*	*The student is meeting some of the Merit Criteria*
Level 2 Pass(+)	*The student is securely meeting all of the Pass Criteria*	*The student is securely meeting all of the Pass Criteria*	*The student is securely meeting all of the Pass Criteria*
Level 2 Pass	*The student is securely meeting the Pass Criteria* **Learning Outcome 1: Understand business ownership** <u>Learners have basic knowledge and understanding of the most following and are sometimes able</u>	*The student is securely meeting the Pass Criteria* **LO1 : Be able to assess the requirements of job roles** Demonstrates **basic** understanding of some of the main reasons for, and methods of, business recruitment. Makes loosely **informed** decisions when choosing	*The student is securely meeting the Pass Criteria* **LO1: Be able to select viable enterprise activities** **Describes some** of the factors that might influence the viability of an enterprise activity. **Describes** factors with **some** accuracy. Gives a **limited** explanation of the implications for running own enterprise activity.

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to apply this to real world context: • the characteristics of each form of business ownership • the benefits and drawbacks of each form of business ownership • reasons for changing from one form of business ownership to another • the suitability of each form of business ownership for trading locally, nationally and internationally. **Learning Outcome 2: Understand business objectives** Learners have basic knowledge and understanding of the most following and are sometimes able to apply this to real world context:	suitable employment area, identifying a narrow range of roles and working practices within it. Selects job role with **limited** rationale. Identifies a **few relevant** skills and competencies from a job description and a person specification. **LO2: Be able to take part in the recruitment process as an applicant** Assesses self in a **limited** way to produce **basic** self-assessment. Demonstrates cursory self-reflection during self-assessment and interprets findings using **limited** rationale. Produces application documents (produces a CV, completes an application form and writes an application cover letter), which show **limited** relevance to chosen job role, addressing in a **superficial** way **some** points from the job description and person specification. A **few** of the skills, experience, behaviours, and attitudes needed to meet	Generates a **few** original ideas. Identifies strengths, weaknesses, opportunities or threats of **limited** relevance to the activity. Makes a **limited** contribution to selection of an enterprise activity. **LO2: Be able to plan enterprise activities** Contributes to **some** of the elements of the business planning process, providing a **limited** contribution to the overall business plan. Draws upon **limited** skills/knowledge/understanding from other units in the specification. **LO3: Be able to implement enterprise activity plans**

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	• the purpose of business objectives • different types of business objective • why business objectives may change over time • the importance of business planning • the impact of change on business objectives.	requirements in the job description and person specification are highlighted, with **limited** accuracy. **Some** content is **relevant**, though with a **basic** use of the **appropriate** structures and format. Makes use of specialist terminology with **limited relevance** and accuracy. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning.	Contributes to the organisation and running of formal and informal meetings, with **limited** involvement and **effectiveness**. Uses written, verbal and remote communication methods used within business, demonstrating a **basic** understanding of when it is appropriate to use each method. Demonstrates **basic** competency in the use of verbal and remote communication skills for specific business purposes.
	Learning Outcome 3: Understand key functional areas of business <u>Learners have basic knowledge and understanding of the most following and are sometimes able to apply this to real world context:</u> • finance, i.e.: raising finance, costs, revenue and profit, cash flow,	Prepares **basic** plan for job interview, showing **limited** links to the job vacancy. Research is **limited** and includes **basic** information on the employer. Any question preparation has **limited** relevance to the vacancy. **LO3: Be able to plan for a career** **Evaluates** own performance at the end of the application process with **limited** amount of detail. Identifies a **few relevant** strengths and weaknesses	Produces business documents using **some** of the **basic** structural formats and conventions. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning. Makes use of specialist terminology, with **limited appropriateness** of usage. Produces a **basic** project plan with **limited relevant** application to the activity. Applies **basic** project planning tools and techniques with **limited effectiveness**.

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	break-even • marketing, i.e.: market segmentation, market research (primary market research, secondary market research), the activities carried out within marketing to create the marketing mix, (product , price, promotion, place) • production and operations, i.e.: producing goods and services, quality control, resource control, logistics • human resources management, i.e.: recruitment, training, retention, pay, working conditions, performance management. **Learning Outcome 4: Understand how external factors impact on**	during the review of self-assessment, completion of application documents and plan for job interview. Justifies **briefly** the suitability of chosen job role, with **limited** rationale. Produces **basic** plan for personal career development, showing **limited** reference to self-assessment and subsequent evaluation. Plan contains a **few** achievements, skills gaps or training needs relevant to chosen employment area. Identifies targets which have **limited relevance** to future personal development, and appear in a sequence showing **limited** logical reasoning.	**LO4: Be able to contribute to the running of enterprise activities** Collaborates with others in a **limited** way, performing a **few** tasks competently under instruction. Monitors progress of activities against plans from time to time, advising others when deviation from planned activities occur. Addresses **some** issues as they arise, with the support of others. Demonstrates a **basic** understanding of the issues involved. **LO5: Be able to review the success of enterprise activities** Carries out a **basic** review of the implementation and running of the activity, using a **limited range** of evidence to justify findings.

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	businesses Learners have basic knowledge and understanding of the most following and are sometimes able to apply this to real world context: • the external factors which impact on a business, • external factors impact on business objectives		Compares activity outcomes to activity objectives in a **basic** way, demonstrating a **limited** understanding of the implications of findings. Identifies and sets a **few basic** targets for improvement, with **limited** justification based on the findings of own review. Assesses own contribution to the success of the activity in a **basic** way, using **limited** evidence to support this.
Level 2 Pass (-)	*The student is meeting some of the Pass Criteria*	*The student is meeting some of the Pass Criteria*	*The student is meeting some of the Pass Criteria*
Level 1 Distinction (+)	*The student is not yet meeting enough of the Pass Criteria to be awarded a Level 2 Pass*	*The student is not yet meeting enough of the Pass Criteria to be awarded a Level 2 Pass*	*The student is not yet meeting enough of the Pass Criteria to be awarded a Level 2 Pass*