NEW TO TEACHING BUSINESS?

THE NON-SPECIALIST SURVIVAL PACK

GCSE + A-LEVEL | AQA + EDEXCEL | FREE

For everyone handed a Business class this September

without a Business degree, a scheme of work, or any warning

5 READY LESSONS

TEACH IT MONDAY

WHAT IS INSIDE

- **The course at a glance**
  AQA 7132, Edexcel 9BS0 and GCSE 8132 - papers, units and the marks that matter
- **Five complete first lessons**
  minute-by-minute plans, worksheets and full answers - no subject background needed
- **The 40-term glossary**
  every definition in the plain sentence an examiner accepts
- **The traps, named**
  the seven misconceptions students form in week one if nobody stops them
- **Five questions for your HOD**
  that get you everything you need without looking lost

WRITTEN FOR THE TEACHER THE TIMETABLE SURPRISED

Sakari Laajoki

READ THIS FIRST

TWO MINUTES

Being handed a Business class without a Business background is one of the most common quiet panics in UK schools every September. A timetable had a gap, you are good at your job, and now Year 10 Business is yours. Nobody asked whether you wanted it, and there is a reasonable chance nobody has given you a scheme of work either.

Here is the honest position: you are better placed than you feel. Business rewards exactly what experienced teachers already have - structure, questioning, and the ability to run a discussion. Every student in the room has bought something, worked somewhere, or watched a shop close on their high street. The raw material walks in the door with them. The subject knowledge gap is real, but it is narrow and it closes fast; being one page ahead is genuinely enough in September.

What this pack is: your first month. The shape of the course you have been given, five complete lessons you can teach without any subject background, the 40 terms with definitions an examiner accepts, the misconceptions to stop in week one, and the five questions that get you everything else from your head of department.

What this pack is not: a full scheme of work, or a replacement for the specification PDF - which is the one document you should get hold of this week (question 1 on the last page gets it for you).

NOTES AND ADAPTATIONS

THE COURSE AT A GLANCE - A-LEVEL

AQA 7132 + EDEXCEL 9BS0

Find out which board you have (question 1 to your HOD) and read only that column. Structures below are the established pattern - confirm the details against the spec PDF once you have it.

AQA 7132	Edexcel 9BS0
Content: ten numbered sections, 3.1 to 3.10. Year 12 is broadly 3.1-3.6: what business is, managers and decision making, then decision making to improve marketing, operations, finance and HR performance. Year 13 is 3.7-3.10: strategy - analysing position, choosing direction, pursuing strategies, managing change.	**Content:** four themes. Theme 1 Marketing and people; Theme 2 Managing business activities (mostly Year 12); Theme 3 Business decisions and strategy; Theme 4 Global business (mostly Year 13).
Exams: three papers at the end of Year 13, two hours each, 100 marks each, and all content can appear on any paper. Paper 1 mixes multiple choice and short answers with essays; Paper 2 is data response; Paper 3 is one long case study.	**Exams:** three papers at the end of Year 13, two hours each, 100 marks each. Paper 1 covers Themes 1 and 4, Paper 2 covers Themes 2 and 3, and Paper 3 is based on a pre-released context - students research an industry in advance.
The tariffs that matter: 9-mark analyse, 12-mark, 16-mark and 25-mark essays. The 25-marker is the summit and everything trains towards it.	**The tariffs that matter:** the big evaluative questions are 12 and 20 marks, marked in levels. The 20-marker rewards a chain of reasoning and a supported judgement.

WHAT THIS MEANS FOR YOUR TEACHING

Both boards reward the same four moves: precise definitions, confident calculation, application to the business in the question, and chained reasoning that ends in a judgement. That is why the five lessons in this pack teach those moves rather than racing through content - the moves transfer to every unit you teach afterwards.

NOTES AND ADAPTATIONS

THE COURSE AT A GLANCE - GCSE

AQA 8132

Content	Six units: 3.1 Business in the real world - 3.2 Influences on business - 3.3 Business operations - 3.4 Human resources - 3.5 Marketing - 3.6 Finance.
Exams	Two papers, 1 hour 45 minutes each, 90 marks each, both sat at the end of Year 11. Paper 1 draws on units 3.1-3.4; Paper 2 draws on 3.1, 3.2 plus Marketing (3.5) and Finance (3.6).
Question shape	Papers climb from multiple choice and short answers to 9-mark and 12-mark extended responses. The 9 and 12-markers are where grades separate - and they are marked in levels, not points.
The quiet rule	Case material is everything. The extended questions name a real-feeling business, and answers that ignore it hit a ceiling. Lesson 5's chain frame is the antidote, from the first week.

IF YOU HAVE BEEN GIVEN EDEXCEL GCSE OR BTEC INSTEAD

The teaching in this pack transfers - added value, revenue and costs, stakeholders, the answer chain - because the underlying business ideas are board-neutral. But get the right spec PDF before you plan a fortnight ahead: unit orders and question styles differ, and your HOD will have last year's materials for the exact course you are on.

SIX THINGS STUDENTS MUST BE ABLE TO DO (BOTH LEVELS, ALL BOARDS)

1. Define precisely	Half of low-tariff marks are definitions. The glossary in this pack is written in the plain sentences an examiner accepts - one line, no waffle.
2. Calculate confidently	Revenue, costs, profit, percentages. The formulas are few and they repeat all course. Lesson 4 covers the core set with answers.
3. Apply to THE business in the question	The single biggest mark-loser: generic answers about 'a business'. Train the habit early - every answer names the bakery, the truck, the salon.
4. Build chains of reasoning	Point - because - which means - so. This is what 'Analyse' means in practice. Lesson 5 teaches it as a writing frame.
5. Weigh, then commit	Top-band answers at both GCSE and A-Level argue both sides and then JUDGE - 'on balance X, and it depends on Y'. Fence-sitting caps the mark.
6. Use real businesses	Students who can reach for Greggs, Aldi or Gymshark as evidence write with confidence. Every lesson in this pack runs on recognisable UK examples.

HOW A BUSINESS LESSON RUNS

THE SHAPE

There is nothing exotic here - a Business lesson is a lesson. The shape that works, and that all five plans in this pack follow: a five-minute retrieval starter, one idea taught through one recognisable business, a meaty application task, answers checked out loud, a two-minute exit. The one genuinely Business-specific habit: never teach an idea without a named business attached. 'A bakery' beats 'a firm' every single time, and students who hear real examples start using them in answers - which is exactly what the top bands reward.

THE SEVEN TRAPS - MISCONCEPTIONS TO CATCH IN WEEK ONE

'Revenue is profit'	Revenue is the money in the till; profit is what is left after ALL costs. Catch it in week one or you will re-teach it in exam season.
'Cash is profit'	A profitable business can run out of cash - money tied up in stock or owed by customers cannot pay today's bill.
'Price is cost'	Price is what the customer pays; cost is what the business pays. Students swap the words constantly in written answers.
'Limited liability means the business cannot lose money'	It protects the OWNER'S personal assets. The business itself can still fail.
'Market share means how much you sell'	It is a share - your sales as a percentage of the whole market. Sales can grow while share falls.
'A good product sells itself'	Distribution, promotion and price decide whether anyone ever finds it. Use any high-quality product that flopped.
'The cheapest price always wins'	Undercutting cuts the margin on every sale and can signal poor quality. Premium brands are the counter-example students already know.

Every one of these seven will appear in your classroom in September. That is not a warning about your students - it is the normal starting state of the subject. The difference between a smooth year and a hard one is whether they get corrected in week one or discovered in the mock.

NOTES AND ADAPTATIONS

LESSON 1 - WHAT DOES A BUSINESS ACTUALLY DO? 60 MINUTES

Concept: Adding value

Objective: Students can explain what a business does with inputs, and calculate added value. **You need:** Worksheet 1 (one per student). Nothing else.

0-5	**Starter (pairs)**	Write on the board: 'A bottle of water costs about 20p to produce. Festivals sell it for £2.50. Why do people pay?' Take three answers. You are fishing for: convenience, no alternatives, being hot and thirsty - the situation changes what it is worth.
5-20	**Teach**	Draw three boxes: INPUTS -> THE BUSINESS -> OUTPUT. Use a bakery: flour, labour, ovens in; bread out. Then the key line: ADDED VALUE = selling price minus the cost of the bought-in materials. A sausage roll's ingredients cost pence; it sells for over a pound. The gap is added value - and wages, rent and marketing all have to be paid OUT of that gap.
20-45	**Apply**	Worksheet 1. Students pick a product they own, map its inputs, then do the four calculation questions. Circulate; the answers are below so you can check on the spot.
45-55	**Check**	Go through Q1-Q4 out loud. Ask the misconception question directly: 'Is added value the same as profit?' (No - see answers.)
55-60	**Exit**	One line each, book shut: two ways any business could raise its added value. (Raise what people will pay - branding, quality, convenience - or cut the cost of materials.)

ANSWERS AND MODEL RESPONSES (TEACHER COPY)

Q1	Coffee shop cup of coffee: cup, lid, beans, milk cost about 38p; sells at £3.40. Added value = 3.40 - 0.38 = £3.02.
Q2	T-shirt: blank shirt and print cost £4.50; sells at £22. Added value = £17.50.
Q3	No. Added value is not profit. Wages, rent, energy and marketing still have to be paid out of it. Added value is the pot those costs come out of; profit is what is left after ALL costs.
Q4	Any two of: build a brand people trust, improve quality or design, sell where it is more convenient, add a service (delivery, fitting) - or pay less for materials without losing quality.

NOTES AND ADAPTATIONS

WORKSHEET 1 - WHAT DOES A BUSINESS ACTUALLY DO?

NAME: ______________ DATE: ________

1. Pick one product you own. In the three boxes, list its INPUTS (materials and people needed), the BUSINESS that made it, and the OUTPUT (the product as you bought it).

INPUTS		THE BUSINESS		OUTPUT
	→		→	

Q1. A coffee shop pays about 38p for the cup, lid, beans and milk in one coffee, and sells it for £3.40. Calculate the added value.

Q2. A printing business buys blank T-shirts for £4.50 including the print cost, and sells them for £22. Calculate the added value.

Q3. A student says: 'That T-shirt business makes £17.50 profit per shirt.' Explain why they are wrong.

Q4. Suggest two ways a business could increase its added value.

NOTES AND ADAPTATIONS

LESSON 2 - RISK, REWARD AND THE ENTREPRENEUR

60 MINUTES

Concept: Why people start businesses - and why they think twice

Objective: Students can describe the risks and rewards of starting a business and use the term opportunity cost. **You need:** Worksheet 2. Groups of three or four.

0-5	**Starter (whole class)**	Ask: 'Would you quit a £28,000 a year job to open a cafe? Hands up yes.' Then: 'What could you lose? What could you gain?' Collect answers on the board in two columns - you have just taught risk and reward without naming them.
5-15	**Teach**	Name the columns RISK and REWARD. An entrepreneur is a person who takes the financial risk of starting and running a business. Risks: savings lost, no salary, stress, reputation. Rewards: profit, independence, satisfaction. Then the exam term: OPPORTUNITY COST - the next best alternative given up. Quitting the job means the £28,000 salary is the opportunity cost of the cafe.
15-45	**Apply**	Groups get one scenario each from Worksheet 2 (dog-walking app, vintage clothing resale, tutoring agency). They fill the risk/reward grid, then each group gives a 60-second pitch: would you do it? Class votes after each pitch - but a vote only counts if the voter gives a reason.
45-55	**Check**	Model grids are below. Push one question per group: 'What is the opportunity cost in YOUR scenario?'
55-60	**Exit**	Book shut: define opportunity cost in one sentence. (The next best alternative given up when a choice is made.)

ANSWERS AND MODEL RESPONSES (TEACHER COPY)

Dog-walking app	Risks: build costs and time, few users at launch, established rivals. Rewards: low running costs once built, subscription income, can scale beyond one town. Opportunity cost: the wage from the hours spent building it.
Vintage resale	Risks: money tied up in stock that may not sell, fashion shifts, fees on selling platforms. Rewards: low start-up cost, high margins on good finds, flexible hours. Opportunity cost: the same hours worked in a paid job.
Tutoring agency	Risks: income depends on exam seasons, reputation is everything and slow to build. Rewards: very low costs, price rises with reputation, repeat customers. Opportunity cost: the founder's own tutoring hours given up to manage others.

NOTES AND ADAPTATIONS

WORKSHEET 2 - RISK, REWARD AND THE ENTREPRENEUR

NAME: ______________ DATE: ________

1. Your group's scenario (circle it): A. Dog-walking app B. Vintage clothing resale C. Tutoring agency

2. Fill the grid: three RISKS of starting this business, three possible REWARDS.

3. What is the OPPORTUNITY COST for the person starting it? Write one sentence.

4. Prepare a 60-second pitch: what the business is, the biggest risk, the biggest reward, and whether your group would do it.

5. After the votes: which scenario won, and what reason came up most?

NOTES AND ADAPTATIONS

LESSON 3 - STAKEHOLDERS IN CONFLICT

60 MINUTES

Concept: Who has a stake in a business - and why they disagree

Objective: Students can identify stakeholder groups, state their objectives, and explain one conflict between them. **You need:** Worksheet 3. Six role cards written on the board (or cut from the worksheet).

0-5	**Starter**	Ask: 'A supermarket chain wants to build a big new store on the edge of a small town. Who cares?' List every group the class names on the board - you will get most of the six.
5-15	**Teach**	Define STAKEHOLDER: anyone with an interest in what a business does. Distinguish from SHAREHOLDER: a shareholder OWNS part of it - so shareholders are one stakeholder group among many. Assign the six roles: shareholders, employees-to-be, local residents, existing small shop owners, customers, the local council.
15-40	**Apply**	Each group writes their stakeholder's two main objectives (what they want from this decision), then the town meeting: each group gets 60 seconds to argue for or against the store. Chair it like a debate - no interruptions, then open floor.
40-55	**Check**	Vote: should the store be built? Then the exam move: each student writes one CONFLICT sentence using the frame 'X wants ... but Y wants ... because ...'. Model answers below.
55-60	**Exit**	One line: why is a shareholder a stakeholder, but a stakeholder not always a shareholder?

ANSWERS AND MODEL RESPONSES (TEACHER COPY)

Objectives	Shareholders: profit and a return on the money invested. Employees-to-be: jobs, fair pay, security. Residents: less traffic and noise, maybe convenience. Small shop owners: survival - they fear lost trade. Customers: choice, lower prices, parking. Council: jobs and business rates, balanced against planning objections.
Model conflict	'Shareholders want the store open fast because every month of delay costs revenue, but residents want restrictions on delivery hours because lorries at 5am affect their sleep.' Any pairing with a reason on both sides earns it.
Exit answer	A shareholder owns part of the business, which gives them an interest - so they are automatically a stakeholder. But most stakeholders (staff, customers, neighbours) own no shares.

NOTES AND ADAPTATIONS

WORKSHEET 3 - STAKEHOLDERS IN CONFLICT: THE FAIRWAY FOODS DECISION

NAME: ____________ DATE: ________

1. Scenario: Fairway Foods, a national supermarket chain, wants planning permission for a large new store on the edge of Milbrook, a town of 9,000 people with a small high street.

2. Your stakeholder group: ________________________ Write TWO things your group wants from this decision, with a reason for each.

3. Town meeting: prepare a 60-second statement for or against the store. Every claim needs a reason.

4. After the vote: write one conflict sentence: 'X wants ... but Y wants ... because ...'

5. Stretch: suggest one compromise that gives two conflicting groups part of what they want.

NOTES AND ADAPTATIONS

LESSON 4 - THE NUMBERS THAT RUN EVERY BUSINESS

60 MINUTES

Concept: Revenue, costs and profit

Objective: Students can calculate revenue, total costs and profit, and explain why revenue is not profit. **You need:** Worksheet 4. Calculators optional but useful.

0-5	**Starter**	Board: 'A food truck sells 90 burritos in a day at £6 each. A student says it made £540 profit. True?' Take votes. (False - that is revenue. The difference is the whole lesson.)
5-20	**Teach**	Four lines, built up one at a time with the class: REVENUE = price x quantity. VARIABLE COSTS rise with every unit (ingredients: £2.10 per burrito). FIXED COSTS stay the same however many are sold (pitch fee, insurance, van: £120 a day). PROFIT = revenue - total costs. Work the truck on the board: revenue 540, variable 90 x 2.10 = 189, total costs 309, profit £231 a day.
20-45	**Apply**	Worksheet 4: three scenarios that step up in difficulty. Answers below - check scenario A quickly before letting them run at B and C.
45-55	**Check**	Go through B and C. C ends at the idea that there is a number of sales where the truck stops losing money - name-drop that A-Level and GCSE both call it BREAK-EVEN, coming later in the course.
55-60	**Exit**	Book shut: revenue £800, total costs £650 - profit? (£150.) And the trap: if revenue is £540, why is profit not £540?

ANSWERS AND MODEL RESPONSES (TEACHER COPY)

A - candles	Revenue = 40 x 8 = £320. Variable = 40 x 3 = £120. Total costs = 120 + 90 = £210. Profit = £110 a week.
A stretch	At £9 she sells 34: revenue = 306, variable = 102, total = 192, profit = £114. Slightly MORE profit from FEWER sales - price and volume pull against each other. Let them argue about which they would do.
B - food truck bad week	50 sold: revenue = 300, variable = 105, total costs = 225, profit = £75. Still profitable - but a 44 percent fall in sales cut profit by two thirds. Fixed costs do not shrink on quiet days.
C - the floor	Each burrito brings in 6 - 2.10 = £3.90 towards fixed costs. 120 / 3.90 = 30.8, so 30 burritos is not quite enough (30 x 3.90 = 117) and 31 covers it (120.90). Below about 31 burritos a day the truck loses money.

NOTES AND ADAPTATIONS

WORKSHEET 4 - THE NUMBERS THAT RUN EVERY BUSINESS

NAME: ______________ DATE: ________

SCENARIO A. Maya makes candles at home. Price £8, sells 40 a week. Materials cost £3 per candle. Fixed costs (market stall, insurance, packaging supplier minimum) are £90 a week. Calculate: revenue, variable costs, total costs, profit.

A stretch: Maya tries a price of £9 and sells 34. Recalculate profit. Should she keep the higher price? Give one reason each way.

SCENARIO B. The food truck from the board sells only 50 burritos on a rainy Tuesday (price £6, variable £2.10 each, fixed £120). Calculate the day's profit and explain why the fall in profit is bigger than the fall in sales.

SCENARIO C. Roughly how many burritos does the truck need to sell in a day before it stops losing money? Show your working.

Exit line: in one sentence, why is revenue not the same as profit?

NOTES AND ADAPTATIONS

LESSON 5 - WRITING AN ANSWER THAT SCORES

60 MINUTES

Concept: The chain of reasoning

Objective: Students can build a chained explanation (point - because - which means - so) applied to the business in the question.
You need: Worksheet 5. This lesson pays rent for the whole course - every written answer uses it.

0-5	**Starter**	Board both answers to the same question - 'Explain one benefit to a small bakery of using social media marketing.' WEAK: 'It is cheaper and reaches more people so it is good.' STRONG: below. Ask which scores and why.
5-20	**Teach**	Name the chain: POINT - BECAUSE - WHICH MEANS - SO. The strong answer: 'Social media posts cost little or nothing (point), because the bakery can post photos of today's bakes without paying for advertising space (because), which means it reaches local customers repeatedly without adding to its fixed costs (which means), so weekend footfall and revenue rise while costs barely change, lifting profit (so).' Two rules: every link must FOLLOW from the last, and the answer must name THE business in the question - a bakery, not 'a business'.
20-45	**Apply**	Worksheet 5: students pick one of two questions and build the chain in the writing frame, then swap and peer-mark against the four-point checklist.
45-55	**Check**	Read two aloud. Mark them against the checklist as a class - students see the difference between a list of points and a chain.
55-60	**Exit**	Copy the chain frame into the back of their book. It gets used every week from now on.

ANSWERS AND MODEL RESPONSES (TEACHER COPY)

Checklist	1. Names the actual business from the question. 2. Starts with one clear point (not three). 3. At least two linked steps - because / which means - where each follows from the last. 4. Ends with the effect on the business: revenue, costs, profit, reputation or survival. Bonus: uses a number if the question gives one.
Question 1 model	Delivery for the pizza takeaway: 'Offering delivery widens the customer base (point), because people who will not walk in on a cold evening will still order online (because), which means orders arrive from streets the shop never reached before (which means), so revenue rises with only the marginal cost of a driver, so profit grows (so).'
Question 2 model	Hiring a second groomer: 'A second groomer doubles the appointments the salon can take (point), because grooming time is the bottleneck, not demand - there is a two-week waiting list (because), which means the waiting list turns into booked slots instead of turned-away customers (which means), so revenue roughly doubles while rent stays fixed, so profit per month rises (so).'

NOTES AND ADAPTATIONS

WORKSHEET 5 - WRITING AN ANSWER THAT SCORES

NAME: ______________ DATE: ________

1. Choose ONE question: Q1. Explain one benefit to a busy pizza takeaway of starting home delivery. Q2. Explain one benefit to a dog-grooming salon with a two-week waiting list of hiring a second groomer.

2. Build your answer in the frame: POINT (one clear idea) -> BECAUSE (the reason it is true for THIS business) -> WHICH MEANS (what follows) -> SO (the effect on revenue, costs or profit).

3. Swap with a partner. Mark against the checklist: names the business / one clear point / two linked steps / ends on the effect. Score out of 4.

4. Rewrite your weakest link - the one place the chain jumps.

5. Copy the frame into the back of your book.

NOTES AND ADAPTATIONS

COMMAND WORDS AND THE ANSWER CHAIN

STICK IN PLANNER

State / Give / Identify	Name it. A word or a phrase. No explanation - there are no marks for one.
Define	The meaning of the term, one precise sentence. The glossary in this pack is written at exactly this register.
Calculate	Show the working, give the unit or the percent sign. Working earns marks even when the final number slips.
Explain	A reason, followed through: because ... which means ... so ...
Analyse	A chain of at least three linked steps, applied to the business in the question.
Justify / Evaluate / Recommend / Assess	Argue both sides, commit to a judgement, and say what it depends on. Fence-sitting caps the mark at both GCSE and A-Level.

THE CHAIN, ON ONE LINE

POINT one clear idea	**BECAUSE** why it is true for THIS business	**WHICH MEANS** what follows	**SO** effect on revenue, costs, profit

Photocopy this page once per student in week one. Lesson 5 teaches the chain; this page keeps it in front of them for the rest of the course.

NOTES AND ADAPTATIONS

THE 40-TERM GLOSSARY (1-20)

EXAMINER REGISTER

One line per term, written the way a mark scheme accepts it. Print one for your desk and one per student.

Business	An organisation that provides goods or services, usually to make a profit.
Good	A physical product you can touch - trainers, bread, a phone.
Service	Something done for you - a haircut, streaming, a taxi ride.
Entrepreneur	A person who takes the financial risk of starting and running a business.
Enterprise	Another word for a business - or the skill of spotting and acting on opportunities.
Added value	The difference between the selling price and the cost of the bought-in materials.
Opportunity cost	The next best alternative given up when a choice is made.
Revenue	The money coming in from sales: price x quantity sold.
Fixed costs	Costs that stay the same however much is produced - rent, insurance, salaries.
Variable costs	Costs that rise with every extra unit made - ingredients, packaging.
Total costs	Fixed costs plus variable costs.
Profit	Revenue minus total costs. The word students will misuse most in week one.
Loss	When total costs are bigger than revenue.
Cash flow	Money moving in and out over time. Profit on paper cannot pay a bill due today.
Break-even	The level of sales at which revenue exactly covers total costs.
Sole trader	A business owned by one person, who has unlimited liability.
Partnership	A business owned by two or more people who share profits and responsibility.
Private limited company (Ltd)	A company whose shares are sold privately; owners have limited liability.
Public limited company (plc)	A company whose shares anyone can buy and sell on the stock market.
Limited liability	Owners can only lose what they invested; their personal assets are protected.

NOTES AND ADAPTATIONS

THE 40-TERM GLOSSARY (21-40)

EXAMINER REGISTER

Unlimited liability	The owner is personally responsible for all the business's debts.
Shareholder	Someone who owns a share of a company.
Stakeholder	Anyone with an interest in what a business does - owners, staff, customers, suppliers, the community.
Dividend	The part of profit paid out to shareholders.
Market	All the buyers and sellers of a product, wherever they meet - a high street or a website.
Market share	One business's sales as a percentage of the whole market's sales.
Market research	Collecting information about customers and competitors before deciding.
Primary research	New information collected first-hand: surveys, interviews, observation.
Secondary research	Information that already exists: reports, statistics, competitors' websites.
Target market	The specific group of customers a product is aimed at.
Market segment	A group of customers with similar needs - students, families, retired people.
Marketing mix	The four decisions that must fit together: product, price, promotion, place.
Brand	The name, image and reputation that make a product recognisable and trusted.
USP	Unique selling point - the thing that makes a product clearly different from rivals.
Supply chain	Every stage a product passes through from raw material to the customer.
Productivity	Output per worker (or per machine) in a given time.
Quality assurance	Building checks into every stage so faults are prevented, not just found at the end.
Recruitment	Finding and choosing new staff.
Motivation	How willing staff are to work well - affected by pay, and by how the work feels.
Training	Teaching staff the skills the job needs, on the job or away from it.

NOTES AND ADAPTATIONS

FIVE QUESTIONS FOR YOUR HEAD OF DEPARTMENT

ASK THIS WEEK

Asked together, these five get you everything this pack cannot give you - and they read as organised, not lost. Take them to your first conversation.

QUESTION 1

'Which specification exactly - and can I have the spec PDF and the two most recent past papers with mark schemes?'

Board and level first: AQA or Edexcel, GCSE or A-Level. The spec PDF is the single document that answers most future questions. The past papers show you the destination before you plan the journey.

QUESTION 2

'Where is the scheme of work and the shared resource drive - and which unit is each of my classes in right now?'

You are almost never starting from a blank page. Someone taught these classes last year and their materials exist somewhere. Mid-course classes especially: you need to know what has been covered, not just what comes next.

QUESTION 3

'Are any assessment or mock dates already fixed this term?'

Work backwards from these. If Year 11 mocks are in November, your autumn is revision-shaped whether you planned it or not.

QUESTION 4

'How does marking work in this department - what gets marked, how often, and is there a feedback code?'

Departments differ wildly. Twenty minutes on this now saves you a half-term of marking the wrong things in the wrong colour.

QUESTION 5

'Who can I grab for five minutes a week with subject questions?'

The disarming one - every head of department says yes, and it turns 'I do not know this yet' from a secret into a system. Asking it early reads as organised, not lost.

THE FIRST-WEEK CHECKLIST

- The spec PDF saved where you plan (question 1 above gets it).
- One past paper read - just read it, questions 1 to 3, with the mark scheme beside it. Twenty minutes, and the course stops being abstract.
- Class lists with prior grades or targets, so you know who is in front of you.
- The scheme of work for this term, even if you only read this fortnight's rows.
- Lesson 1 of this pack printed for your first teaching day - it needs no subject background and it works for any first Business lesson.
- The glossary printed and kept on YOUR desk. Being one page ahead of the students is enough in week one - that is not a joke, it is how every career changer starts.
- The exam structure page of this pack stuck inside your planner.

YOUR FIRST MONTH, WEEK BY WEEK

PRINT AND TICK OFF

A plan beats a panic. Four weeks, three columns: what to teach, what to sort out behind the scenes, and what done looks like by Friday.

Week	Teach	Sort out	By Friday
WEEK 1	Lessons 1 and 2 (add Lesson 3 if you have three hours with the class).	Ask the five HOD questions. Save the spec PDF. Print the glossary for your desk.	You know which board you are on, and you have taught added value and risk without incident.
WEEK 2	Lessons 3 and 4.	Read one past paper, questions 1-3, with the mark scheme beside it. Find this half-term's rows in the scheme of work.	You can say 'stakeholder' and 'variable cost' without checking, and you have seen what the exam actually looks like.
WEEK 3	Lesson 5, then your first topic from the scheme of work - using the lesson shape from page 5.	Set the first homework (worksheet questions you already have answers for). Mark one set against the chain checklist from Lesson 5.	First marking done - with a system, not an invention. The chain checklist IS your mark scheme for now.
WEEK 4	On the scheme of work, one idea per lesson, one named business per idea.	First mini-assessment: ten definitions from the glossary. Reread the seven traps - which ones have appeared in your room?	You are through the steep part. Month two is content, not survival.

WHEN A STUDENT ASKS SOMETHING YOU DO NOT KNOW

It will happen in week one, and it is the moment non-specialists fear most. Specialists get asked things they do not know too - the difference is a system. Four moves that keep your credibility intact:

The parking space	'Good question - park it.' Corner of the board, labelled. You open the next lesson with the answer. Students see follow-through, which builds more trust than any bluffed answer ever has.
Reason it out loud	'Let us work it out from what we know.' Start from the definitions and chain forward - you are modelling exactly the reasoning the exam rewards, and half the time the class gets there with you.
Turn it into homework	'Great question - find out and give us two minutes on it next lesson.' The asker becomes the expert, curiosity becomes work, and you get an evening.
Never bluff	One confidently wrong answer costs more than fifty honest 'let us find out's. Your backstop is two documents: the glossary in this pack and the spec PDF from question 1.

NOTES AND ADAPTATIONS

ONE QUESTION BEFORE YOU GO

This pack is free, and it stays free. The follow-up - month two: your first data lesson, your first marked assessment, and teaching the units you have not read yet - is being built now.

What is the one thing nobody told you when you picked up your first Business class? Tell me, and the next pack answers it. That is genuinely how these get planned.

Free packs like this one - and the live classroom business simulation behind them - are at **thebusiness.school**

Author: Sakari Laajoki - TBS Education Ltd Oy (company number 3614159-3)