

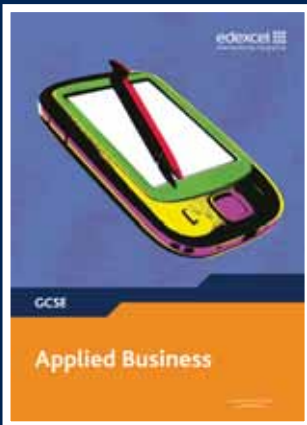
# Business & Economics 2009

International





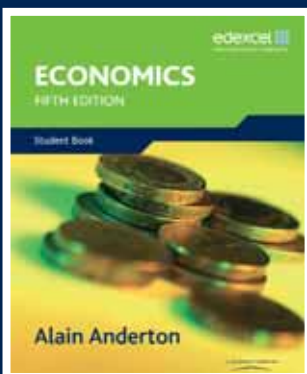
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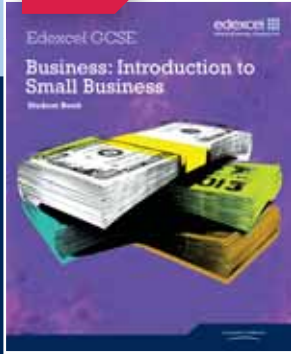
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# 2009 Highlights

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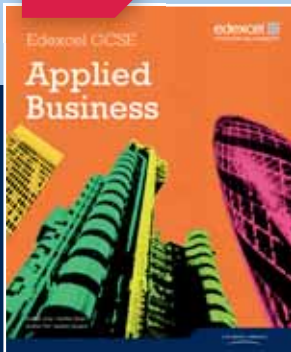


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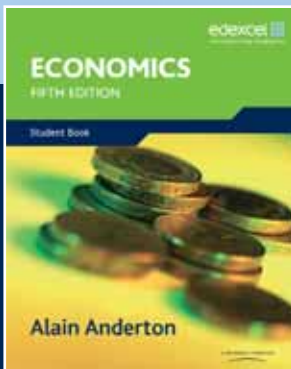


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ActiveTeach Screen shot

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#### March 2009 update

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## Newsletter

**newsletter**

### BTEC First Business

Compiled by David Knowles

**Greetings to all our readers!**

Colleagues from schools, colleges, employers and training providers will be setting in to the new Business specifications, and making good use of the variety of resources provided by BTEC in a Box Business. It would be good to receive some feedback from centres on their first impressions of the materials (as well as our first newsletters) and how they have used them to best effect.

This edition includes the editor's experiences when visiting a large BTEC centre during the autumn term. This involved interviews with staff, interviews with learners, looking at learning materials and looking for examples of good practice: all designed to find out how the new qualification is progressing.

If you would like me to visit your centre so that I can share your different delivery methods and good practice with other centres, please let me know by email, giving me details of what you would like me to cover.

Please remember to keep sending me your experiences from your centre - news stories, student-related matters, good ideas for assignments, any questions you may have, any good visits your students have been on, etc.

We need your input!! Remember to email me on [businessbox2@edexcel.co.uk](mailto:businessbox2@edexcel.co.uk).

**What's in this newsletter?**

- Messages from lead verifiers/BTEC sector manager **Page 2**
- Unit content - some useful advice for centres **Page 2**
- The South Tyneside experience **Page 3**
- Attention all centres - a very useful website **Page 3**
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- The EV cometh **Page 4**
- The new BTEC Firsts in Business (part 2) **Page 5**

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Newsletter from BTEC in a Box for BTEC Firsts in Business

## Delivery plan

**delivery plan**

**Topic:** The purpose of communications in business contexts: 1

**Learning Objectives:** Describe the importance of effective communication and identify problems in doing it well.

Topic information	Delivery methods	Duration	Assessment
<p>Communication is the most basic essential element for any organisation.</p> <p>Various media are used in business to inform, to promote, to persuade and to instruct. These include written, oral, telephone and email communications.</p> <p>Learners need to consider what it means to communicate. In theory, messages are sent or transmitted (T) and received (R).</p> <p>But there are many barriers to effective communication.</p>	<p>Ask learners to speak to the person next to them in class, informing the other person about themselves, perhaps describing an interest, hobby, sport, drink, work, and so on. This should just be a conversation, with no notes allowed. Then ask each learner who has received information to report to the group about the person who has described themselves in this way. Discuss the accuracy of these reports.</p>	<p>At this early stage in the unit it is important to stress the crucial importance of communication in any Business organisation.</p> <p>Discuss the notion that communication is easy by identifying the many barriers preventing messages being received. Get the group to consider the sort of barriers that exist. To illustrate this point, perhaps try talking to the group while constantly scratching your head; or talk one-to-one with a learner in front of the whole group while eyeing them up and down.</p> <p>Effective communication is a tough skill to master. Case studies 1 and 2 show two situations in which people are struggling to communicate well.</p>	<p>Case study 1: The Prince's Trust</p> <p>Case study 2: The Primary Care Trust - a disastrous meeting</p>

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Delivery Plan from BTEC in a Box for BTEC Firsts in Business

## Case study

**case study**

### 2. Sekura Group Ltd - Ownership

The Sekura Group Ltd is a private limited company. Private limited companies are owned by their shareholders and are 'limited by shares'. This means that shareholders who paid in full for their shares are not liable for the company's debts; shareholders who part paid for their shares are liable for any outstanding amount owing to the company for their shares.

The Sekura Group Ltd was established in 1996 to manufacture windows, doors, conservatories and double glazing for the building industry and commercial contracts. The Sekura Group is now one of the largest independent fabricators in the North East of England and recently invested over £1 million in state-of-the-art production facilities. Its location allows the Sekura Group to efficiently cover the whole of the North East, with production able to top 5,500 frames per week.

In the last few years the Sekura Group has established itself as the leading supplier to the new build housing market in the North East and has gained vast experience in partnering numerous social housing replacement programmes.

Sekura Group Ltd has two directors: Charlie Hill (the original founder) and Michelle Ayre; these are the people formally appointed to run the business - they are both company directors and Michelle Ayre also acts as company secretary.

By law, companies must have officers in place at all times, and their names and addresses must be on the company's registration documents. If officers resign or new ones are appointed, or if their personal details change, the Registrar of Companies must be informed straightaway.

**activities**

- Sekura Group Ltd is described in the case study as a 'private' limited company. How does this differ from a 'public' limited company?
- Charlie Hill and Michelle Ayre are co-directors of the company. As the study says, Sekura Group is 'the leading supplier to the new build housing market'. Discuss with a class colleague the main aims and objectives of the company in supplying this market.
- Create a diagram showing the main stakeholders in Sekura Group Ltd and explain why they are stakeholders.
- Write out a clear statement explaining the difference between a 'shareholder' and a 'stakeholder'. Is a 'shareholder' also a 'stakeholder'?

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Case Study page from BTEC in a Box for BTEC Nationals in Business

## Assignment task

**assignment task**

### 1 Purposes of organisations

**WHAT YOU WILL LEARN IN THIS ASSIGNMENT**

Organisations have a number of different purposes and forms of ownership. They have a range of different levels of stakeholders within and outside them. Stakeholders have different points of view and can try to influence what the organisation does.

**ASSIGNMENT OBJECTIVES**

In this assignment you will write a report to demonstrate that you:

- understand why different types of business exist and can describe different types of business organisations and their ownership
- can identify the stakeholders of a business, their influence on its operation and their requests when trying to influence business strategy
- can outline the strategic aims and objectives of different types of business.

**WHAT YOU WILL DO IN THIS ASSIGNMENT**

You will investigate two different kinds of organisation. Two contrasting organisations from different sectors would be ideal; one public sector and one private sector organisation could be used. You are required to prepare some written materials that describe the organisations, include their overall purpose, aims, strategies and form of ownership as well as the stakeholders of the organisations. You can extend your work to explain the points of views of stakeholders in order to reach the world goals.

**SCENARIO**

You work within an important functional unit of your local council, the Economic Development Unit. This important unit deals with the planning and analysis of employment trends in your area, as well as promoting the area as a good place to do business. In short, the aim is to encourage new businesses to locate there, so that jobs are created and the local economy grows. The unit is developing its work and is keen to recruit the most able young staff.

One of the strategies of the unit is to encourage a wide range of types of organisation, from a range of sectors (both public and private) to consider relocating to a new business park.

You are required to investigate some organisations and create a well-structured report about them, so that the staff of your unit, as well as local councillors, will know about possible new businesses on the park. You are to focus your work on 'two contrasting organisations'.

**TASK 1(1)**

Business organisations exist for many different purposes and have a range of aims and objectives. Privately owned businesses usually aim to make a profit for the owners; publicly owned organisations work to deliver services and there are many organisations working for a common cause or service rather than for profit. All these businesses employ staff and use other resources and are important to the economy of a region.

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Assignment Task page from BTEC in a Box for BTEC Nationals in Business

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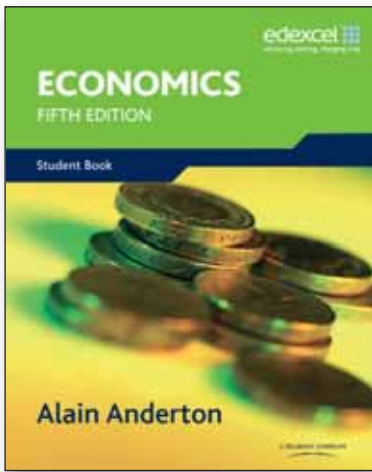
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**Question 1**

Scarcity of resources are scarce and are called economic goods. A free good, on the other hand, is one which is not scarce.

Competition is an indication that there is a scarce resource. There are not many cars on the road to allow all individual incomes to purchase a good which he or she wants. Equally, to avoid pollution, there is a limit on the amount of cars that can be driven in any one area of the city without causing a traffic jam. Road tolls are a means of discouraging the use of cars in an area where there is a scarce resource. Road tolls are a means of discouraging the use of cars in an area where there is a scarce resource.

**Question 2**

Human needs are not infinite. In the UK today, most people have a car. In the UK today, most people have a car. In the UK today, most people have a car.

**Question 3**

Opportunity costs are the benefits foregone when a choice is made. When a choice is made, people have to give up on the benefits from other sources of action. Therefore, there is a cost associated with any choice. The opportunity cost to parents of spending £7 000 a year on fees and maintenance might be the benefits that could be gained from buying a digital television set, such as entertainment and relaxation. Alternatively, they could have invested the £7 000 and so the benefits lost might have been the interest or rental gain that could have been earned.

**Figure 1**

**Figure 2**

**Figure 3**

**Data question**

**i.** A production possibility frontier shows the different combinations of goods that an economy could produce if all resources were fully employed in the economy. It therefore shows the maximum amount of output that could be produced with the resources available.

**ii.** For instance, in Figure 2, we assume that the production possibility frontier for the economy is PQ. It could therefore produce no military services at all and devote all its scarce resources to producing CP of all other products. Alternatively, it could be at A, producing CP of all other products and QR of military services. Other possible combinations of products include those at point B and producing CQ of military services and no other products.

**iii.** In most circumstances, military economies give rise to inefficiencies because more resources are used than are necessary to produce the same amount of output. Technological progress increases the productivity of

Sample pages from the Teaching and Assessment Pack

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# MyEconSpace

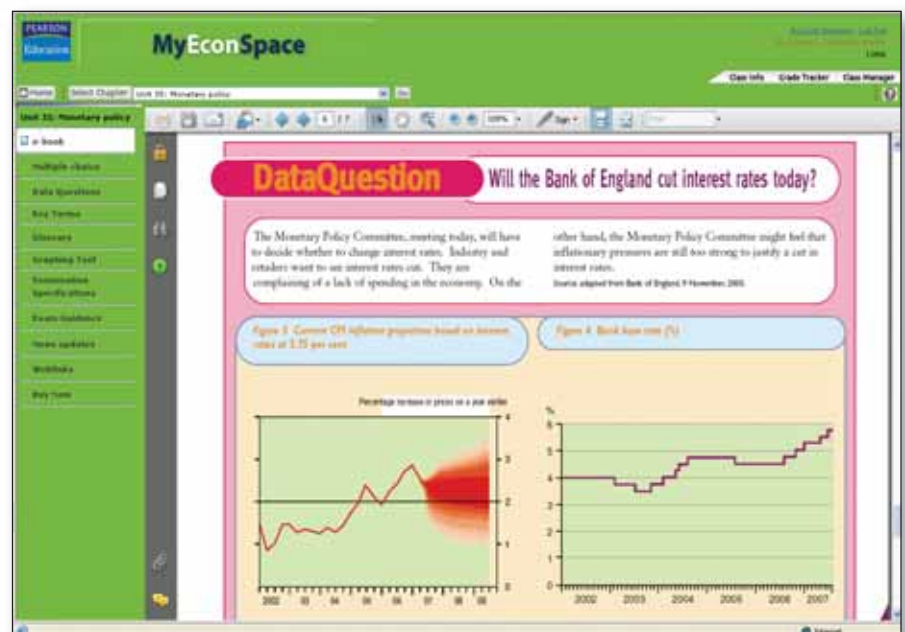
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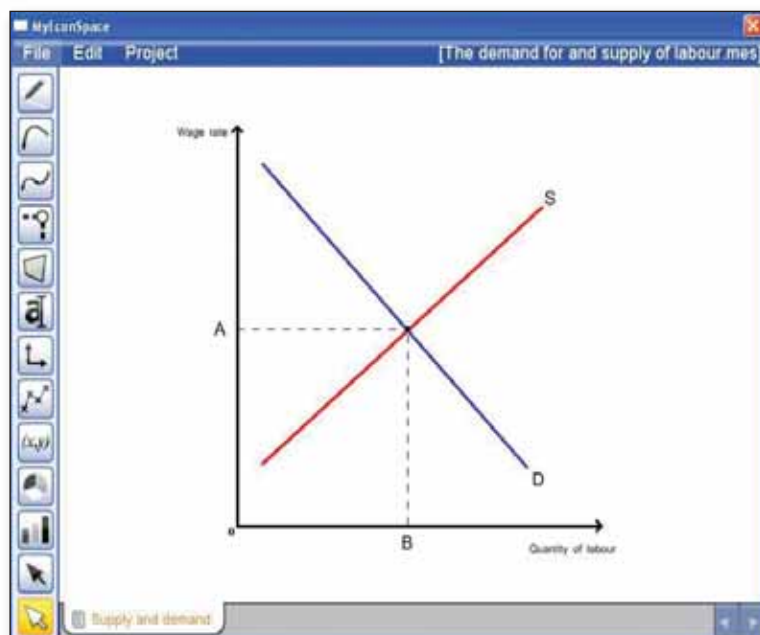
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