

Back In Business

Planning Document for teachers

Section 1 – 2 year teaching plan by week

Section 2 – 2 year teaching plan broken down by chapter / learning intention / learning outcome.

This is intended to support by T&L as well as planning for school inspections, and a downloadable and editable version in both word and excel is available for departments to modify and use.

**Back In
Business
2025/2026**

2 Year Planner

5th Year

	Date	Other Info	Strand / Chapter	Topic	Projected time
Term 1	25-Aug	Option to open with a case study on the cross cutting themes	Strand 2 Chapter 6	Enterprise in its broadest sense	2 weeks
16 weeks	01-Sep	Sample project theme released	Strand 2 Chapter 6 & 7	Enterprise in its broadest sense / Idea development	1.5 weeks
	08-Sep		Strand 2 Chapter 7	Idea development	1.5 weeks
	15-Sep		Strand 2 Chapter 8	Business planning	2.5 weeks
	22-Sep		Strand 2 Chapter 8	Business planning	2.5 weeks
	29-Sep		Strand 2 Chapter 8	Business planning	2.5 weeks
	06-Oct		Strand 1 Chapter 1	Key stakeholders in business	2 weeks
	13-Oct		Strand 1 Chapter 1	Key stakeholders in business	2 weeks
	20-Oct		Strand 2 Chapter 9	The Target Market	3 weeks
	27-Oct	Midterm Break			
	03-Nov		Strand 2 Chapter 9	The Target Market	3 weeks
	10-Nov		Strand 2 Chapter 9	The Target Market	3 weeks
	17-Nov		Strand 2 Chapter 10	Operations and finance	2 weeks
	24-Nov		Strand 2 Chapter 10	Operations and finance	2 weeks
	01-Dec		Strand 2 Chapter 12	Managing risk	1.5 weeks
	08-Dec		Strand 2 Chapter 12	Managing risk	1.5 weeks
	15-Dec	House exams			
22-Dec	Christmas holidays				
29-Dec	Christmas holidays				

Term 2	05-Jan	LC Project Theme released in term 2 fifth year	Strand 2 Chapter 11	Growth, development, and expansion	2 weeks
11 weeks	12-Jan		Strand 2 Chapter 11	Growth, development, and expansion	2 weeks
	19-Jan		Strand 3 Chapter 16	The rationale for planning	2 weeks
	26-Jan		Strand 3 Chapter 16	The rationale for planning	2 weeks
	02-Feb		Unifying Strand	Use sample theme to go through U1 - U5	2 weeks
	09-Feb		Unifying Strand	Set up a sample project to be worth 50% of summer exam	2 weeks
	16-Feb		Midterm Break		
	23-Feb		Strand 4 Chapter 17	Making informed decisions as a consumer	2.5 weeks
	02-Mar		Strand 4 Chapter 17	Making informed decisions as a consumer	2.5 weeks
	09-Mar		Strand 4 Chapter 17 & 18	Making informed decisions as a consumer & Making informed financial decisions	2.5 weeks
	16-Mar		Strand 4 Chapter 18	Making informed financial decisions	2.5 weeks
	23-Mar		Strand 4 Chapter 18	Making informed financial decisions	2.5 weeks
	30-Mar	Easter			
	06-Apr	Easter			
Term 3	13-Apr		Strand 1 Chapter 2	Forms of business, business regulation and governance	2.5 weeks
7 weeks	20-Apr		Strand 1 Chapter 2	Forms of business, business regulation and governance	2.5 weeks

27-Apr		Strand 1 Chapter 2 & 3	Business and the economy & Forms of business, business regulation and governance	1.5 weeks
04-May		Strand 1 Chapter 3	Business and the economy	1.5 weeks
11-May		Strand 1 Chapter 4	The influence of national and EU policy	2 weeks
18-May		Strand 1 Chapter 4	The influence of national and EU policy	2 weeks
25-May	Summer exams			

2026/2027

6th Year

Term 1
16 weeks

24-Aug		Strand 3 Chapter 13	Leading and managing an organisation	1.5 weeks
31-Aug		Strand 3 Chapter 13	Leading and managing an organisation	1.5 weeks
07-Sep		Strand 3 Chapter 14	Leading and managing people	3 weeks
14-Sep		Strand 3 Chapter 14	Leading and managing people	3 weeks
21-Sep		Strand 3 Chapter 14	Leading and managing people	3 weeks
28-Sep		Strand 3 Chapter 15	The importance of communication	1.5 weeks
05-Oct		Strand 3 Chapter 15 & Strand 4 Chapter 19	The importance of communication & Being an informed employee	2.5 weeks
12-Oct		Strand 4 Chapter 19	Being an informed employee	2.5 weeks
19-Oct		Strand 4 Chapter 19	Being an informed employee	2.5 weeks
26-Oct	Midterm Break			
02-Nov		Strand 1 Chapter 5	Irish business globally and internationally	3 weeks
09-Nov		Strand 1 Chapter 5	Irish business globally and internationally	3 weeks
16-Nov		Strand 1 Chapter 5	Irish business globally and internationally	3 weeks
23-Nov		AAC		
30-Nov		AAC		
07-Dec		AAC		

	14-Dec	House exams			
	21-Dec	Christmas holidays			
	28-Dec	Christmas holidays			
Term 2	04-Jan	LC Project to be submitted in term 2 sixth year	AAC		
10 weeks	11-Jan		AAC		
	18-Jan		AAC		
	25-Jan		AAC		
	01-Feb	Mock Exams	Mock Exams		
	08-Feb				
*Date not confirmed	15-Feb	Midterm Break			
	22-Feb	LC Project to be submitted in term 2 sixth year	Strand 2 Revision		
	01-Mar		Strand 2 Revision		
	08-Mar		Strand 2 Revision		
15-Mar	Strand 4 Revision				
	22-Mar	Easter			
	29-Mar	Easter			
Term 3	05-Apr		Strand 4 Revision		
8 weeks	12-Apr		Strand 4 Revision		
	19-Apr		Strand 3 Revision		
	26-Apr		Strand 3 Revision		
	03-May		Strand 3 Revision		
	10-May		Strand 1 Revision		
	17-May		Strand 1 Revision		
	24-May		Strand 1 Revision		

For this planner, I've tried to outline the likely minimum time needed to cover each Learning Outcome, to help create a suggested time to allocate for each chapter. I used a rule of thumb that 3 hours is 1 week, but then also allowed for additional time per topic for chapter introduction, worksheets, assessments etc.. This overall plan will move through the course quick enough to have time in 6th year for both the project and revision, but can be adapted based on your teaching style/speed.

Strand 2 Chapter 6		Enterprise in its broadest sense		1.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the range of different reasons for starting an enterprise; how enterprise and innovation are present in, and important for, government, society, business, the community, and their own lives.	6.1 Identify examples of innovation, intrapreneurship, and entrepreneurship in their local community, nationally and internationally, and explain the importance of innovation for business, the economy and society.	102-104	60	Q1, Q2, Q3	Q1, Q2				OL2 Q5 (a)
the competencies that support innovation and enterprise development.	6.2 Identify the competencies* of innovators and outline why these are significant when starting a business.	105-107	40	Q4	Q3, Q7	HL1Q2 (a) (i)			OL2 Q1 (b)
the role of the Irish government in supporting business and enterprise in Ireland both locally and nationally.	6.3 Investigate the role of government in fostering enterprise and supporting business development and growth.	108-111	60	Q5, Q6	Q4, Q5, Q6, Q8		HL2 Q4 (e)	OL1 Q5 (c)	OL2 Q3 (b)
		Total Time:	160	Hours:	2.7				

Strand 2 Chapter 7		Idea development		1.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
how business ideas are developed	7.1 Determine the factors that impact on the development of business ideas.	115-117	40	Q1	Q1,Q2				
the significance of design thinking* (including the four phases of clarify, ideate, develop, and implement) to support idea development and the importance of evaluating a business idea to determine the potential future viability of the business.	7.2 Outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution- and person-centred.	118-120	100	Q2,Q3	Q3,Q4	HL1 Q1 (d)			
the significance of design thinking* (including the four phases of clarify, ideate, develop, and implement) to support idea development and the importance of evaluating a business idea to determine the potential future viability of the business.	7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.	121,	30	Q4	Q5			OL1 Q5 (b)	
		Total Time:	170	Hours:	2.8				

Strand 2 Chapter 8		Business planning		2.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the importance of a coherent business plan at different stages of business development and how it supports business start-up, operations, funding and development, and the need to consider both ethical and sustainability factors.	8.1 Appreciate the importance of having a business plan and outline the key functions of a business plan.	125-127	80	Q1	Q1,Q2				OL2 Q1 (c)
the importance of a coherent business plan at different stages of business development and how it supports business start-up, operations, funding and development, and the need to consider both ethical and sustainability factors.	8.2 Outline the importance of ethics and sustainability when planning in business.	128-129	40	Q2	Q3				OL2 Q3 (d)
the role of business models* in generating income and creating, delivering, and capturing value for both the enterprise and its customers.	8.3 Explain what is meant by a business model and appreciate its role within the business plan.	130,	30	Q3	Q5				
the importance of the business model and the elements of the business model canvas*.	8.4 Identify the key elements of the business model canvas and outline the role of business models in successful enterprises.	131-132	30	Q4	Q4				
a range of business models including retail, manufacturing, subscription, franchise, and affiliate.	8.5 Identify and compare the most common business models.	133-134	60	Q5	Q5, Q6				

<p>the digital economy including marketplace, subscription, crowdfunding and advertising-supported models; the similarities and differences when compared to non-digital business models, and how businesses have adapted to or developed based on the digital economy and other internal or external drivers.</p>	<p>8.6 Outline how digital technology is a driver of change in business.</p>	<p>135-136</p>	<p>40</p>	<p>Q6</p>					
<p>the digital economy including marketplace, subscription, crowdfunding and advertising-supported models; the similarities and differences when compared to non-digital business models, and how businesses have adapted to or developed based on the digital economy and other internal or external drivers.</p>	<p>8.7 Identify and compare a number of technology-driven business models and outline the key characteristics of each model.</p>	<p>137-138</p>	<p>60</p>	<p>Q7</p>	<p>Q6</p>	<p>HL1 Q2 (b)</p>	<p>HL2 Q3 (d)</p>	<p>OL1 Q2 (d)</p>	
		<p>Total Time:</p>	<p>340</p>	<p>Hours:</p>	<p>5.7</p>				

Strand 1 Chapter 1		Key stakeholders in business		2 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
key stakeholders in business (including business owners, investors, employees, consumers, suppliers, local community, and government), their importance in business and their interdependencies, including the needs and wants of different stakeholders at different stages of business development.	1.1 Outline the key internal and external stakeholders in a business and demonstrate their importance in the business environment.	2--7	100	Q1, Q2	Q1, Q2	HL1 Q2 (a)			OL2 Q1 (a)
	1.2 Demonstrate how stakeholders interact and identify potential conflict between stakeholders.	8--9	40	Q3, Q4	Q3, Q4				
	1.3 Suggest appropriate ways of avoiding and resolving conflict between stakeholders.	10--13	60	Q4	Q5				
	1.4 Conduct stakeholder mapping and explain the importance of prioritising different stakeholder interests.	14-16	40	Q5	Q6		HL2 Q1 (b)		
		Total Time:	240	Hours:	4.0				

Strand 2 Chapter 9		The Target Market		3 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the marketing mix and the importance of identifying the target market; conducting market research and marketing for a business including product/service, pricing, promotion, people, packaging, process, and place.	9.1 Appreciate the importance of market research in identifying the target market and discuss how businesses conduct market research.	143-147	60	Q1	Q1,Q2			OL1 Q1 (d)	OL2 Q2 (g) (i)
the marketing mix and the importance of identifying the target market; conducting market research and marketing for a business including product/service, pricing, promotion, people, packaging, process, and place.	9.2 Outline the elements of the marketing mix and explain their significance for a business and how they are influenced by the target market.	148-164	210	Q2,Q3	Q3,Q4,Q5			OL1 Q4 (e)	OL2 Q2 (g) (ii), OL2 Q3 (a)
identifying the Unique Selling Point (USP), developing and modifying the marketing mix.	9.3 Develop a marketing mix for a product and a service of choice and provide a USP analysis for each.	165,	30	Q3 (ii)					
identifying the Unique Selling Point (USP), developing and modifying the marketing mix.	9.4 Evaluate and suggest ways of improving an existing marketing mix.	166,	40	Q4	Q6				
how technology changes market research and marketing.	9.5 Demonstrate an understanding of the disruptive impact* and influence of digital technology on market research and marketing.	167,	30	Q5				OL1 Q1 (b)	
the importance of ethics and sustainability in marketing including its influence on marketing companies and on different marketing strategies.	9.6 Evaluate the influence of ethics and sustainability on marketing.	168,	30	Q6,Q7	Q7	HL1 Q5 (b)	HL2 Q1 (c)		
the potential of a range of analytical tools to analyse customer interest and the external environment.	9.7 Use a power interest grid* to analyse customer interest and adjust the marketing mix as necessary.	169,	40	Q8					

<p>the potential of a range of analytical tools to analyse customer interest and the external environment.</p>	<p>9.8 Conduct a STEEPLE analysis* to develop greater understanding of the external environment and identify issues of concern for a business.</p>	<p>170-171</p>	<p>40</p>	<p>Q9</p>	<p>Q9</p>				<p>OL2 Q3 (a) (ii)</p>
		<p>Total Time:</p>	<p>480</p>	<p>Hours:</p>	<p>8.0</p>				

Strand 2 Chapter 10		Operations and finance		2 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the elements of the operational aspect of the business including the key partners a business may have, the key activities of the business and the key resources, while also understanding how these may evolve over time.	10.1 Outline the main elements that are key to the operational model of a business and explain why these may change over time.	177-181	60	Q1	Q1,Q2				
the financial aspect of a business including the key costs incurred (variable costs, fixed costs) and the potential revenue streams (single transactions or recurring sales) for the business, understanding that these may evolve over time and that the business may need to take action to address issues that arise.	10.2 Identify the key costs and sources of finance for a business and explore why these may change over the lifecycle of the product or service.	182-189	120	Q2-Q4	Q3-Q6			OL1 Q1 (f)	
	10.3 Analyse the cashflow of a business and recommend a suitable course of action for the business to address the issues arising from the analysis.	190-193	80	Q5, Q6	Q7				OL2 Q4 (a)
		Total Time:	260	Hours:	4.3				

Strand 2 Chapter 12		Managing risk		1.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the nature of risk within entrepreneurship and the importance of risk management in business.	12.1 Outline the challenges and risks associated with enterprise and entrepreneurship.	217-220	60	Q1,Q2	Q1,Q2		HL2 Q1 (b) (ii)	OL1 Q5 (e)	
the nature of risk within entrepreneurship and the importance of risk management in business.	12.2 Outline the importance of assessing and managing risks in business.	221-223	40	Q3	Q3		HL2 Q3 (a)		
a range of risk management strategies including avoidance, spread, prevention and the importance of choosing suitable insurance products.	12.3 Analyse a range of risk management strategies that can be used to respond to the challenges and risks in business.	224-226	80	Q4,Q5,Q6	Q4,Q5	HL1 Q3 (e)			OL2 Q1 (f)
		Total Time:	180	Hours:	3.0				

Strand 2 Chapter 11		Growth, development, and expansion		2 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the importance of identifying potential competition and competitors and the significance of a business' competitive advantage and how a business can capitalise on this.	11.1 Demonstrate an understanding of the importance of identifying competition in the market.	197-198	40	Q1	Q1,Q2	HL1 Q1 (e)			
the importance of identifying potential competition and competitors and the significance of a business' competitive advantage and how a business can capitalise on this.	11.2 Use Porter's five forces model* to identify and analyse competition in the market and use these findings to identify the competitive advantage of a business.	199-204	80	Q2	Q3	HL1 Q1 (e)	HL2 Q1 (d)		OL2 Q2 (d)
the importance of identifying potential competition and competitors and the significance of a business' competitive advantage and how a business can capitalise on this.	11.3 Outline the strategies employed by a business to adapt or expand.	205-208	60	Q4	Q4				
how enterprise is not static and how a business may develop and may use technology to support growth.	11.4 Appreciate the potential of technology to support adaption and expansion.	209,	20	Q3					
the importance of considering both potential benefits and potential costs when making business decisions.	11.5 Conduct a cost-benefit analysis to analyse the implications of business expansion.	210-211	30	Q5	Q5		HL2 Q5 (b)		

<p>how a business may have to adapt to external drivers (including customer demographics, competition, and economic factors) to enhance financial sustainability, and how the business can address issues through considering their product/service, pricing, promotion, people, packaging, process, and place and/or business model.</p>	<p>11.6 Outline strategies that a business may employ to adapt based on their marketing mix and/or business model.</p>	<p>212-213</p>	<p>40</p>	<p>Q6</p>	<p>Q6</p>				
		<p>Total Time:</p>	<p>270</p>	<p>Hours:</p>	<p>4.5</p>				

Strand 3 Chapter 16		The rationale for planning		2 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the internal and external changes that impact on an organisation, how resistance to change can arise, and how to foster innovation and approach resistance to change.	16.1 Outline the internal and external changes that organisations encounter through their lifetime.	287-288	30	Q1	Q1				
	16.2 Analyse the reasons for resistance to change in an organisation.	289,	30	Q2	Q2	HL1 Q5 (d)			
	16.3 Identify the practices that promote innovation and entrepreneurial/intrapreneurial thinking.	290,	20		Q3				
	16.4 Outline a range of approaches which may help to overcome resistance to change.	291,	20	Q2	Q4		HL2 Q3 (b)		
the significance of strategic planning as an ongoing process in an organisation, how it supports leading and managing change in an organisation, and how a force field analysis can be used to support strategic decision-making.	16.5 Outline what is meant by strategic planning and appreciate the importance of strategic planning as an ongoing process.	292-294	40	Q3	Q5				
	16.6 Describe the benefit of strategic planning for an organisation.	295,	20	Q3	Q5				
	16.7 Explain the importance of planning for change and discuss how a force-field analysis* could support strategically planning for change in an organisation.	296-300	60	Q4			HL2 Q1 (d)	OL1 Q1 (c)	OL2 Q2 (e)
the importance of contingency planning for effective crisis management which may arise locally or nationally, and the need to consider a range of factors including cost, time and risk when developing a contingency plan.	16.8 Explain what is meant by contingency planning in terms of crisis management in an organisation.	301,	20	Q5	Q6				OL2 Q4 (e)
	16.9 Discuss the factors that should be considered when developing a contingency plan.	302,	20	Q6	Q6				OL2 Q4 (f)
		Total Time:	260	Hours:	4.3				

Strand 4 Chapter 17		Making informed decisions as a consumer		2.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
how different pieces of legislation set out both rights and responsibilities that consumers should be aware of regarding products, services and digital services and their promotion; and how these rights change when buying outside the EU.	17.1 Investigate the rights and responsibilities of consumers using current relevant consumer legislation.	306-314	150	Q1, BW Q1	Q1,Q2			OL1 Q2 (ii)	OL2 Q5 (b)
the importance of ethics and sustainability including the consequences of participation in shadow economy for the consumer, the business, and the economy, and how consumers contribute to the circular economy*.	17.2 Demonstrate how consumer behaviour might be informed by ethical and sustainability concerns.	315-318	80	Q2,Q3, BW Q2	Q3,Q4,Q5		HL2 Q5 (c) (ii)	OL1 Q4 (d)	OL2 Q1 (g) & OL2 Q2 (a)
how technology impacts both positively and negatively on the consumer.	17.3 Investigate how digital technology impacts on consumer behaviour.	319,	20	Q4, BW Q3	Q6	HL1 Q3 (d)	HL2 Q3 (e)		
how European regulation provides protection for personal data.	17.4 Investigate how personal data is protected by European regulation.	320-321	40	Q5, BW Q4	Q7			OL1 Q5 (f)	
how their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.	17.5 Appreciate the importance of making informed consumer decisions and use this understanding to discuss consumer-related stories in the news and media.	322,	30						
		Total Time:	320	Hours:	5.3				

Strand 4 Chapter 18	Making informed financial decisions	2.5 weeks							
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the importance of informed decision making in relation to saving and investing; considering factors including inflation, risk, interest rates, taxes and charges, and short/medium and long term and return on investment.	18.1 Examine the factors to be considered with saving, investing, and borrowing.	328-333	80	Q1,Q2, BW Q1	Q1		HL2 Q2 (c)	OL1 Q4 (a) & (b)	
the importance of analysing potential risks when acquiring financial products/services and why consumers should consider switching between product providers.	18.2 Explain risk tolerance from a consumer perspective and investigate the range of risks facing consumers of financial products and how consumers can identify reliable sources of financial information.	334-335	40	Q3, BW Q2	Q2,Q3				
	18.3 Outline the importance of considering switching between financial product providers.	336,	20	Q4, BW Q1	Q5				
the opportunities and challenges of fintech* for consumers.	18.4 Explain how technology impacts the provision of financial products and outline the benefits and challenges of fintech.	337,	20	Q5	Q4			OL1 Q4 (c)	OL2 Q2 (b)
the criteria used to determine credit worthiness and credit ratings, what can cause a poor credit rating and how a person's credit rating travels with them over time.	18.5 Outline how a person's credit rating is established, the factors that can impact on credit rating, and the consequences of a poor credit rating.	338-339	40	Q6, BW Q3		HL1 Q3 (c)			
regulation of the financial products market both by the Irish government and the EU, and how to manage risk including those related to pensions, mortgages, credit-based products, and crypto-finance.	18.6 Investigate how the financial services industry is regulated and discuss the potential consequences of under-regulation.	340,	20		Q6				
	18.7 Outline a range of financial fraud activities and discuss how consumers can protect themselves.	341-343	40	Q7	Q7			OL1 Q2 (i)	

<p>the advantages and disadvantages of Central Bank Digital Currency (CBDC)* as an electronic equivalent to cash, and how it differs from stablecoins and crypto assets.</p>	<p>18.8 Describe Central Bank Digital Currency and examine the potential impact of digital currency on consumers and businesses.</p>	<p>344-347</p>	<p>80</p>	<p>Q8, BW Q2</p>	<p>Q8</p>		<p>HL2 Q3 (c)</p>		
<p>how their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.</p>	<p>18.9 Appreciate the importance of making informed financial decisions and use this understanding to discuss finance- related stories in the news and media.</p>	<p>348,</p>	<p>30</p>	<p>BW Q1</p>					
		<p>Total Time:</p>	<p>370</p>	<p>Hours:</p>	<p>6.2</p>				

Strand 1 Chapter 2		Forms of business, business regulation and governance		2.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the different types of business that operate, including both public, private, semi-state and not for profit enterprises*.	2.1 Distinguish between public, private, and not for profit enterprises and analyse the contribution of each of these types of enterprise both locally and nationally.	20-22	60	Q1,Q2	Q1	HL1 Q1 (a)	HL2 Q1 (e)	OL1 Q5 (g)	
the nature of business ownership and how this may evolve over the lifecycle of a business (including nationalisation and privatisation). The types of organisations explored should include sole traders, partnerships, private limited companies, public listed companies, franchises, co-operatives and public sector organisations.	2.2 Outline how business ownership differs between different types of organisations and how ownership can change over time.	23-31	120	Q3,Q4,Q5, BW Q1	Q2,Q3			OL1 Q1 (a) (i), OL1 Q2(a)	OL2 Q4 (c)
how organisations are regulated both internally and externally including audit, risk management and compliance.	2.3 Outline the purpose of regulation in business and investigate how organisations are regulated both internally and externally.	32-34	40	Q6	Q4				
	2.4 Explain what is meant by governance in an organisation.	35-36	40	BW Q4	Q5				
the significance of Environmental, Social and Governance (ESG) factors* in business governance.	2.5 Outline the three factors considered in an ESG report.	37-38	40	Q7, BW Q2, BW Q3	Q6	HL1 Q3 (a)		OL1 Q3 (a)	
		Total Time:	300	Hours:	5.0				

Strand 1 Chapter 3		Business and the economy		1.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the relevance of specific economic indicators including inflation, employment rates, interest rates, economic growth and development, exchange rates, and consumer confidence for business development and growth.	3.1 Explain how economic indicators can impact on business development and growth.	44-51	140	Q1 - Q5	Q1 - Q5	HL1 Q2 (d)	HL2 Q5 (c) (i)	OL1 Q5 (d)	OL2 Q2 (c)
The value of the business economy in Ireland including turnover and employment patterns.	3.2 Outline the value of the business economy in Ireland.	52	30	Q6					
		Total Time:	170	Hours:	2.8				

Strand 1 Chapter 4		The influence of national and EU policy		2 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
how Irish government policy* impacts across different sectors of the economy, how policy and legislation differ, and how stakeholders in business can inform and influence policy development (including interest groups and lobbying).	4.1 Outline three Irish government policies that impact on three different sectors of the economy in Ireland*.	56-59	80	Q1	Q1			OL1Q4 (f) (ii)	
	4.2 Explain the difference between government policy and legislation.	60	20	Q2	Q2			OL1Q4 (f) (i)	
	4.3 Outline the role played by business in the development of national policy.	61	30	Q3	Q3				
the key actors in EU policy development (including the Council of the European Union, the European Commission, the European Parliament, and the European Central Bank).	4.4. Identify the key decision-makers in European policy development.	62-63	40	Q4	Q4			OL1 Q3 (f) (i)	
The difference between EU regulations, directives and opinions based on how the Irish government must respond at national level.	4.5 Distinguish between European regulations, directives, and opinions.	64	30	Q5	Q5			OL1 Q3 (f) (ii)	
how the EU impacts on business activity in Ireland with a focus on the purpose of the directive/legislation, how it has been implemented in Ireland, how it can impact both positively and negatively on different stakeholders, and whether it fosters ethical and sustainable business practice and/or the use of technology. (*The regulation and directive evaluated here must be different to any legislation explored in section one and section three of Strand Four)	4.6 Evaluate the effect of one EU regulation of their choice and one EU directive of their choice on business activity in Ireland.	65-66	40	Q6	Q6, Q7	HL1 Q5 (c)	HL2 Q5 (d)		
		Total Time:	240	Hours:	4.0				

Strand 3 Chapter 13		Leading and managing an organisation		1.5 weeks						
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs	
the role of leaders and managers in organisations.	13.1 Distinguish between leadership and management in organisations.	230-231	40	Q1, BW Q1	Q1, BW Q1		HL2 Q4 (d) (ii)			
the significance of organisational culture and applying innovative approaches within organisations.	13.2 Analyse the significance of organisational culture and innovation in successful organisations.	232-234	40	Q2, BW Q2	Q2, BW Q2	HL1 Q1 (c)				
how leadership styles influence organisations.	13.3 Outline how leadership styles foster organisational culture and organisational innovation.	235-236	30	Q3	Q3		HL2 Q4 (d) (i)			
the reasons that conflict may arise in the workplace and how it impacts on the workplace; different approaches to conflict resolution; conciliation, and arbitration as external approaches to conflict resolution.	13.4 Appreciate the range of reasons for conflict in the workplace and demonstrate an understanding of how conflict may impact on the workplace.	237-238	30	Q4, BW Q3	Q4,Q5, BW Q3			OL1 Q2 (b)		
the reasons that conflict may arise in the workplace and how it impacts on the workplace; different approaches to conflict resolution; conciliation, and arbitration as external approaches to conflict resolution.	13.5 Analyse how both employees and employers may deal with conflict internally.	239,	20	Q4, BW Q4	Q5			OL1 Q2 (c)		
the reasons that conflict may arise in the workplace and how it impacts on the workplace; different approaches to conflict resolution; conciliation, and arbitration as external approaches to conflict resolution.	13.6 Outline different external approaches to conflict resolution.	240,	20	Q5	Q6					
		Total Time:	180	Hours:	3.0					

Strand 3 Chapter 14		Leading and managing people		3 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the significance of human capital* management, induction, training and professional development for organisations and employees, and how employees can learn from their experiences.	14.7 Explain what is meant by human capital management and outline how the organisational environment is a factor in its development.	245-246	40	Q1	Q1				
the range of factors that impact on workforce planning in an organisation, the key stages in recruitment including identification, application and selection, and the significance of ethics in workforce planning (including equality, diversity, and inclusion).	14.1 Discuss the internal and external factors that impact on workforce planning.	247-248	30	Q2	Q2				
the range of factors that impact on workforce planning in an organisation, the key stages in recruitment including identification, application and selection, and the significance of ethics in workforce planning (including equality, diversity, and inclusion).	14.2 Outline the key stages in the recruitment process and suggest how organisations might adopt ethical approaches to recruitment.	249-251	40	Q3	Q3				
how digital developments change the process of recruitment and selection	14.3 Evaluate how digital technologies influence the process of recruitment and selection.	252,	20	Q4	Q3	HL1 Q4 (c)			

<p>motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees.</p>	<p>14.4 Investigate the factors that impact on employee motivation.</p>	<p>253-254</p>	<p>30</p>	<p>Q5</p>	<p>Q4</p>			<p>OL1 Q3 (e)</p>	
<p>motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees.</p>	<p>14.5 Describe what is meant by effective employee appraisal.</p>	<p>255,</p>	<p>20</p>	<p>Q5</p>	<p>Q4</p>		<p>HL2 Q2 (b)</p>		<p>OL2 Q5 (e)</p>
<p>motivation and the importance of appraisal in the workplace, and how organisations may adapt different approaches to appraisal including self-appraisal, formative and summative appraisal and the 360-degree approach to review employee performance and motivate employees.</p>	<p>14.6 Identify a number of approaches to appraisal and analyse how these approaches might contribute to employee motivation.</p>	<p>256,</p>	<p>20</p>	<p>Q6</p>	<p>Q4</p>				
<p>the significance of human capital* management, induction, training and professional development for organisations and employees, and how employees can learn from their experiences.</p>	<p>14.8 Investigate the different types of training and professional development that may be offered to employees and outline why ongoing training and professional development is an important aspect of human capital management.</p>	<p>257-258</p>	<p>40</p>	<p>Q7</p>	<p>Q6</p>				<p>OL2 Q1 (d)</p>
<p>teamwork and how collaboration impacts on both the employee and the organisation</p>	<p>14.9 Appreciate the opportunities and challenges associated with working in teams for both employees and employers.</p>	<p>259-260</p>	<p>40</p>	<p>Q8</p>	<p>Q7</p>				<p>OL2 Q4 (d)</p>

how both employers and employees can contribute to more sustainable workplaces	14.10 Outline how employers and employees can work together to create a more sustainable workplace.	261,	20	Q9	Q8				
the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work.	14.11 Investigate how digital technology impacts on the workplace.	262-263	30	Q10			HL2 Q2 (e)		
the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work.	14.12 Identify the opportunities and challenges associated with remote and blended working arrangements for both employees and employers.	264,	20	Q10	Q9	HL1 Q1 (b)		OL1 Q3 (b)	
the disruptive impact of digital technology with a particular focus on how diverse ways of working including remote and blended work practices impact on both employers and employees and the world of work.	14.13 Analyse the ethical and sustainability issues associated with remote and blended working.	265,	20	Q10	Q9				
the importance of maintaining a focus on wellbeing in the workplace and the key role of the leader in fostering corporate wellbeing.	14.14 Outline the importance of corporate wellness* and investigate the impact of corporate wellness on employee motivation and organisational culture.	266-268	50	Q11		HL1 Q4 (d)			OL2 Q1 (e)
the importance of maintaining a focus on wellbeing in the workplace and the key role of the leader in fostering corporate wellbeing.	14.15 Identify the role of leadership in promoting corporate wellness.	269,	20	Q11	Q9			OL1 Q3 (c)	
		Total Time:	400	Hours:	6.7				

Strand 3 Chapter 15		The importance of communication		1.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the significance of communicating effectively in an organisation including supporting collaboration, avoiding conflict, increasing engagement, promoting positive culture, managing change, and promoting innovation.	15.1 Explain the importance of communication in an organisation.	275-276	30	Q1, Q6	Q1,Q2		HL2 Q4 (c)		
the parameters around different modes of communication (verbal and non-verbal) and the impact of technology on communication (including modes, speed, cost, access, collaboration, sustainable business practices, productivity, and security).	15.2 Identify different modes of communication and analyse the efficacy of each mode as an approach within an organisation.	277-280	60	Q2	Q3,Q4		HL2 Q5 (a) (i)		OL2 Q5 (c)
	15.3 Discuss how technology enables communication in organisations.	281-282	40	Q3,Q5	Q5			OL1 Q1 (g)	
how to improve communication (including setting clear goals, listening actively, ensuring ongoing engagement, and choosing the correct mode of communication).	15.4 Discuss how communication might be improved in an organisation.	283,	30	Q4, Q6			HL2 Q5 (a) (ii)		
		Total Time:	160	Hours:	2.7				

Strand 4 Chapter 19		Being an informed employee		2.5 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the rights and responsibilities of employees set out in different pieces of legislation (including pay, conditions, health and safety, discrimination, security of employment and dismissal) and how employees have both legislative and non-legislative protection.	19.1 Examine how employees are protected both legislatively and non-legislatively in the workplace.	353-355	60	Q1, BW Q3	Q1				
the rights and responsibilities of employees set out in different pieces of legislation (including pay, conditions, health and safety, discrimination, security of employment and dismissal) and how employees have both legislative and non-legislative protection.	19.2 Investigate how the rights and responsibilities of both employees and employers are set out in current relevant employment legislation.	356-361	80	Q2, BW Q1, Q2	Q2,Q3,Q4		HL2 Q4 (a)	OL1 Q3 (d)	OL2 Q2 (f)
the function of trade unions in supporting employees in the workplace.	19.3 Describe the role of trade unions in the workplace.	362-364	60	Q3, BW Q3	Q5				OL2 Q3 (c)
the impact of on-demand, freelance jobs where workers are paid 'per piece' on employees.	19.4 Discuss the role of the gig-based economy* and identify the associated opportunities and challenges for workers.	365-366	40	Q4	Q6	HL1 Q5 (a)		OL1 Q1 (e)	
how government decisions can have an effect on those in employment.	19.5 Investigate how the annual government budget impacts on workers.	367-369	60	Q5	Q7		HL2 Q1 (a)		OL2 Q4 (b)
how their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.	19.6 Appreciate the importance of making informed decisions as employee and use this understanding to discuss workplace-related stories in the news and media.	370,	30						
		Total Time:	330	Hours:	5.5				

Strand 1 Chapter 5		Irish business globally and internationally		3 weeks					
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.	5.1 Explain what is meant by a trading bloc and discuss why these are important for businesses in the Irish economy.	70-72	40	Q1	Q1		HL2 Q4 (b) (i)	OL1 Q1 (a) (ii)	
the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.	5.2 Identify the trading blocs most relevant for Irish businesses.	72,	10	Q1	Q1		HL2 Q4 (b) (ii)		
the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.	5.3 Evaluate Ireland's membership of the EU from the perspective of the economy, businesses, and consumers.	73-75	40	Q2,Q3	Q2,Q3			OL1 Q3 (g)	OL2 Q3 (e)
the international business market and why organisations based in Ireland may choose to expand internationally and the factors to be considered including taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture.	5.4 Outline the factors to be considered when trading internationally.	76-77	40	Q4	Q4	HL1 Q2 (c)			
the international business market and why organisations based in Ireland may choose to expand internationally and the factors to be considered including taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture.	5.5 Explain why Irish businesses trade globally with reference to Ireland's open economy and compare the challenges and benefits of trading in an international environment.	78	30	Q5	Q5				

the significance of the balance of payments and balance of trade.	5.6. Distinguish between balance of payments and balance of trade and calculate both based on figures given.	79-82	40	Q6	Q6			OL1 Q1 (a)	
the social and environmental consequences of globalisation* including political risks, financial risks, and cultural barriers.	5.7. Evaluate the impact of Irish organisations trading internationally, with a focus on both positive and negative impacts and the social and environmental impact of globalisation.	83-85	60	Q7	Q7				
the social and environmental consequences of globalisation* including political risks, financial risks, and cultural barriers.	5.8. Explain how globalisation can increase interdependence* and evaluate the consequences of this for both businesses and consumers.	86-89	60	Q8	Q8			HL2 Q2 (d)	
the role played by technology in globalisation including trade, work practices, and how the business operates.	5.9. Evaluate the role of technology in globalisation.	90-91	40	Q9					
the concept of Foreign Direct Investment (FDI) and how Ireland attracts FDI (including human capital* development, pro-enterprise policy, access to markets, and research).	5.10 Explain what is meant by Foreign Direct Investment and investigate how the Irish government promotes Foreign Direct Investment.	91-94	60	Q10, Q11	Q9,Q10			HL1 Q4 (a)	
the opportunities and challenges of FDI for Ireland in terms of employment, revenue, research, infrastructure, and innovation.	5.11 Outline the contribution of Foreign Direct Investment to the Irish economy.	95-96	40	Q12	Q11			HL1 Q4 (b) & Q3 (b)	
		Total Time:	460	Hours:	7.7				