



# Back In Business

## Teacher Webinar Series #1

Gavin Duffy

[www.backinbusinesshub.com](http://www.backinbusinesshub.com)



# **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**

Term 1  
16 weeks

Date	Other Info	Strand / Chapter	Topic	Projected time
25-Aug	Option: open with case studies on cross cutting themes	Strand 2 Chapter 6	Enterprise in its broadest sense	2 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

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

**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		

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

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.

<b>Strand 2 Chapter 6</b>		<b>Enterprise in its broadest sense</b>		<b>1.5 weeks</b>						
<b>Learning Intention</b>	<b>Learning Outcome</b>	<b>Page</b>	<b>Time - mins</b>	<b>HL Qs</b>	<b>OL Qs</b>	<b>HL P1 Qs</b>	<b>HL P2 Qs</b>	<b>OL P1 Qs</b>	<b>OL P2 Qs</b>	
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)	
		<b>Total Time:</b>	<b>160</b>	<b>Hours:</b>	<b>2.7</b>					

<b>Strand 2 Chapter 7</b>		<b>Idea development</b>		<b>1.5 weeks</b>					
<b>Learning Intention</b>	<b>Learning Outcome</b>	<b>Page</b>	<b>Time - mins</b>	<b>HL Qs</b>	<b>OL Qs</b>	<b>HL P1 Qs</b>	<b>HL P2 Qs</b>	<b>OL P1 Qs</b>	<b>OL P2 Qs</b>
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)	
		<b>Total Time:</b>	<b>170</b>	<b>Hours:</b>	<b>2.8</b>				

<b>Strand 2 Chapter 8</b>		<b>Business planning</b>		<b>2.5 weeks</b>					
<b>Learning Intention</b>	<b>Learning Outcome</b>	<b>Page</b>	<b>Time - mins</b>	<b>HL Qs</b>	<b>OL Qs</b>	<b>HL P1 Qs</b>	<b>HL P2 Qs</b>	<b>OL P1 Qs</b>	<b>OL P2 Qs</b>
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><b>Total Time:</b></p>	<p><b>340</b></p>	<p><b>Hours:</b></p>	<p><b>5.7</b></p>				

<b>Strand 1 Chapter 1</b>		<b>Key stakeholders in business</b>		2 weeks					
<b>Learning Intention</b>	<b>Learning Outcome</b>	<b>Page</b>	<b>Time - mins</b>	<b>HL Qs</b>	<b>OL Qs</b>	<b>HL P1 Qs</b>	<b>HL P2 Qs</b>	<b>OL P1 Qs</b>	<b>OL P2 Qs</b>
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)		
		<b>Total Time:</b>	<b>240</b>	<b>Hours:</b>	<b>4.0</b>				

# Learning Outcome 6.1

Textbook Pages: 101–104

Activity Book: HL Q1, Q2, Q3 | OL Q1, Q2

Time Allocation: 60 minutes

<b>Learning Outcome</b>	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.
<b>Students Learn About</b>	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.
<b>Sample Paper Qs</b>	OL P2 Q5 (a) Tick box, story about intrapreneur, tick that or circular economy or entrepreneur

## Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

**Explain:** Give a detailed account including reasons or causes

## Learning Outcome 6.2

Textbook Pages: 105–107

Activity Book: HL Q4 | OL Q3

Time Allocation: 40 minutes

<b>Learning Outcome</b>	6.2 Identify the competencies of innovators and outline why these are significant when starting a business.
<b>Students Learn About</b>	The competencies that support innovation and enterprise development.
<b>Sample Paper Qs</b>	HL1 Q2 (a) (i) Identify four key competencies that innovators such as Gráinne Mullins possess.  OL2 Q1 (b) Identify one of those competencies and outline its importance when starting or expanding a business.

### Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

**Outline:** Give the main points; restrict to essential points of information

**Competencies (of entrepreneurs)** The integration of knowledge, skills, values and dispositions that support and foster innovation.

## 6.2 Identify the competencies of innovators and outline why these are significant when starting a business.

HL Paper 1 Q2 (a) (i)

<b>Identify</b>	Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
-----------------	---



### Question 2

(70 marks)

Grá Chocolates was founded in Galway by Gráinne Mullins. Handmade in small batches, the exquisite artisan confections blend the finest raw ingredients with native Irish flavours.

- (a) (i) Identify **four** key competencies that innovators such as Gráinne Mullins possess.

1
2
3
4

### Solution

For higher level, even with only one line to write an answer, based on the outcome verb saying "...recognise and state briefly a distinguishing fact or feature..." I think it would be good to state and briefly explain rather than list.

1. <b>Risk Taker</b> – take financial and personal risks
2. <b>Creative</b> – think differently, generate new ideas, think outside the box
3. <b>Decision-making</b> – able to analyse data, consult, make good choices under pressure
4. <b>Proactive</b> – use initiative to seize opportunities, doesn't wait to respond
<b>Being Realistic</b> – see things clearly without bias
<b>Resilient</b> – Determined to overcome failure, keep pushing forward
<b>Human Relations</b> – build relationships, communicate effectively
<b>Independent</b> – trust their own judgement, act without needing constant help and direction
<b>Time Management</b> – prioritise tasks and organise resources efficiently to reach goals

## OL Paper 2 Q1 (b)

### Question 1

### The Business World

(90 marks)

PJ Maher, an electrical contractor, employs six qualified electricians. He has recently expanded his business model. He saw an opportunity to source his own electrical materials for a better price and to also act as a wholesaler to other electricians around the area. This additional business complements his existing electrical contracting business.

PJ has built a state-of-the-art showroom and warehouse on his premises with an impressive display of light fittings and other materials. He is happy for electricians to bring potential customers to the showroom so that they can view the range of products.



PJ has a strong credit-rating, and after much thought, decided to fund this expansion using a combination of retained earnings and a long-term loan. He created a Business Plan that not only helped him secure loan approval but also enabled him to identify potential business challenges. He later used this plan to apply for the Feasibility Study Grant from his Local Enterprise Office but was disappointed to learn that his business did not meet the criteria. However, this setback did not deter him.

PJ decided to lease a van for deliveries. One of his employees, Wojciech, had recently requested to reduce his physical workload and working hours for health reasons. After considering this request, PJ proposed that Wojciech take on the role of driving the van and handling morning deliveries. Wojciech was satisfied with the suggestion and is happy in his new position.

PJ is pleased that the business is currently doing well and reaching all targets on schedule.

#### Identify

Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

- (b) PJ displays many of the competencies associated with innovators. Identify **one** of those competencies and outline its importance when starting or expanding a business.

#### Solution

As this is a Q1 with a case study, a student should choose a competency evident in the text. The LO puts emphasis on the importance of the key competencies when starting or expanding a business, so they should be known as well as the explanation of each competency.

**Competency:** Creative/Innovative – spotted a gap in the market to act as a wholesaler.

**Importance:** Being able to think outside the box and come up with new ideas can help a business stand out in a crowded market with unique offerings.

## Learning Outcome 6.3

Textbook Pages: 108–110

Activity Book: HL Q5–Q6 | OL Q4–Q6

Time Allocation: 60 minutes

<b>Learning Outcome</b>	6.3 Investigate the role of government in fostering enterprise and supporting business development and growth.
<b>Students Learn About</b>	The role of the Irish government in supporting business and enterprise in Ireland both locally and nationally.
<b>Sample Paper Qs</b>	<p><b>HL2 Q4 (e)</b> Discuss three ways the Irish government can support businesses such as Spectrum Life.</p> <p><b>OL1 Q5 (c)</b> Describe two supports the Irish government can provide to Alice as a new entrepreneur.</p> <p><b>OL2 Q3 (b)</b> Enterprise Ireland is a state agency that supports the development and growth of Irish businesses.</p> <p>(i) Name one other state agency that supports business and enterprise in Ireland.</p> <p>(ii) Explain how the investment of €24 million supports new business start-ups in Ireland</p>

### Specification Language Decoded

**Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new conclusions

## 6.3 Investigate the role of government in fostering enterprise and supporting business development and growth.

HL Paper 2 Q4 (e)

(e)



Spectrum.Life is a leading successful global Irish company that provide clinical health and tech infrastructure. They have offices based in Dublin and are seeking more staff. Spectrum.Life have previously received support from the Irish government.

Discuss **three** ways the Irish government can support businesses such as Spectrum.Life.

**Discuss**

Offer a considered, balanced review that includes a range of arguments, factors or hypotheses and is supported by appropriate evidence

Action Verb calls for points to be “supported by appropriate evidence” so naming examples or specifics may be a good idea within your answer.

### **1. Support from State Agencies**

The government provides valuable supports through Enterprise Ireland including financial support, market research centres and export assistance.

Enterprise Ireland also provides expansion grants for growing businesses like Spectrum.Life, enabling them to hire staff, upgrade infrastructure, and enter new markets.

This would allow them to expand faster than they could on their own.

### **2. Investment in Education and Skills Training**

The government supports third-level education and further training through agencies like SOLAS, helping to build a highly skilled workforce.

This ensures businesses like Spectrum.Life have access to qualified talent in areas such as healthcare, technology, and customer support.

Such investment strengthens the labour market and supports long-term business growth.

# S2 Ch 7 Idea development (L.O. 7.1)

Textbook pages: 115–117

Textbook activities: HL Q1 | OL Q1,Q2

Time Allocation: 40 minutes

<b>Learning Outcome</b>	7.1 Determine the factors that impact on the development of business ideas.
<b>Students Learn About</b>	How business ideas are developed
<b>Sample Paper Qs</b>	

## Specification Language Decoded

**Determine:** Establish or ascertain based on information usually after investigation

### Determine the factors that impact the development of business ideas

<b>Organisational Culture</b>	Workplace values and leadership – charismatic leaders will inspire and encourage innovation, autocratic style leadership will limit idea development.
<b>Availability of Resources</b>	Staff need to be given time, resources, training and/or finance to research and develop ideas e.g. Google 20% time for staff to use for innovation.
<b>Market Trends &amp; Consumer Behaviour</b>	Changing and disrupted markets encourage more solutions and innovation e.g. environmental awareness has encouraged innovation in plastic alternatives.
<b>Technological Advancements</b>	New tech creates new opportunities – apps and software have allowed new educational businesses to set up in Ireland over recent years.
<b>Legal Requirements</b>	There may be legal limitations to certain ideas limiting ideas.

# S2 Ch 7 Idea development (L.O. 7.2)

Textbook pages: 118–120

Textbook activities: HL Q2,Q3 | OL Q3,Q4

Time Allocation: 100 minutes

<b>Learning Outcome</b>	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.
<b>Students Learn About</b>	The significance of design thinking (including the four phases of clarify, ideate, develop, and implement) to support idea development
<b>Sample Paper Qs</b>	<b>HL1 Q1 (d)</b> Outline how ProjectOne can use each of the four phases of design thinking to successfully meet GlowInc's expectations.

## Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

**Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of

**Design Thinking:** An innovative, non-linear approach to the development of products and services which focuses on solutions for the end user.

2



## Design Thinking

<b>Person-centred</b>	A business tries to understand user problems and empathise with them
<b>Solution-centred</b>	A business defines the problem and tries to imagine ways to solve them
<b>Iterative</b>	Using trial and error to create, test, improve, and re-test again until they are happy



## Design Thinking Process

<b>1. Clarify</b>	Gain an understanding of the user's problems using observation, market research, interviews and user feedback.
<b>2. Ideate</b>	Teams brainstorm a wide range of creative solutions, thinking outside the box without judgment.
<b>3. Develop</b>	Promising ideas are turned into prototypes so teams can explore how solutions might function in reality.
<b>4. Implement</b>	Prototypes are tested with real users to gain feedback and revisit steps to further refine the idea until they are happy to move forward.

## 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.

HL Paper 1 Q1 (d)

### Driving Creativity and Sustainability

ProjectOne, a cutting-edge design and innovation engineering firm based in Kildare, is making waves in the world of product design and research and development. Catering to a diverse clientele that includes start-ups and multinational corporations across the consumer, healthcare, and professional sectors, ProjectOne has built an enviable reputation as an independent agency with international acclaim.

According to management, the company's success is rooted in the dedication and talent of its employees. ProjectOne has fostered a workplace culture where team members feel valued and appreciated, resulting in strong employee loyalty and internal promotions. With a dynamic workforce of 64 employees, ProjectOne champions a modern and balanced working environment. The company has implemented a four-day working week. Employees enjoy blended working arrangements, alternating between on-site and remote work.

"Our team's creativity and hard work are the cornerstone of our growing client base and project successes," says a ProjectOne spokesperson. "We're thrilled to see the positive impact of our

working arrangements on both employee satisfaction and productivity."

The company's commitment to community engagement is also noteworthy. Several team members volunteer with Junior Achievement Ireland, to deliver high-impact programmes to students. These initiatives introduce young people to working life through hands-on experiences, showcasing the innovative and inspiring nature of ProjectOne's work.

#### Tackling Sustainability with GlowInc

One of ProjectOne's clients, GlowInc, a beauty product manufacturer, has partnered with the firm to develop an innovative, organic nail polish. With the nail polish industry becoming increasingly saturated, GlowInc predicts a growing demand for sustainable alternatives and has tasked ProjectOne with bringing their vision to life.

To meet the challenge, ProjectOne has assembled a forward-thinking team that includes recently hired staff eager to gain hands-on experience with this pioneering project. The firm has also invested in state-of-the-art equipment to support the development of the new

product, with plans to launch it on shelves by next year.

Adopting an iterative approach, the team will create and refine a prototype through small-scale testing to perfect the formula. A key hurdle in the project will be sourcing unique, sustainable materials, but ProjectOne remains committed to delivering a high-quality, innovative product that aligns with GlowInc's standards for sustainability and originality.

This ambitious collaboration underscores ProjectOne's ability to combine innovation with environmental responsibility, further cementing its position as a leader in the design and engineering sector. "Our partnership with GlowInc exemplifies the kind of creative and impactful projects that define ProjectOne," says the spokesperson. "We're excited to help shape the future of sustainable beauty products."



- (d) Outline how ProjectOne can use each of the four phases of design thinking to successfully meet GlowInc's expectations.

Outline	Give the main points; restrict to essential points of information
---------	---

### **1. Clarify**

This phase involves understanding the user's needs and problems that they face through focus groups, observation and market research.

ProjectOne can take a person-centred approach by working closely with GlowInc to explore consumer attitudes toward traditional nail polish and identify what eco-conscious customers are really looking for in a sustainable beauty product through surveys and interviews.

### **2. Ideate**

This phase focuses on brainstorming multiple possible solutions to the defined problem.

Using a solution-centred approach, ProjectOne can lead creative sessions with the forward-thinking team to generate a range of ideas for natural nail polish formulas, packaging innovations, and brand experiences that align with GlowInc's sustainability goals.

### **3. Develop**

In this phase, the best ideas are turned into prototypes that can be tested and improved.

ProjectOne can adopt an iterative approach by creating early versions of the nail polish using the state-of-the-art equipment and different sustainable materials. These prototypes can be tested and modified based on how well they meet performance and environmental standards.

### **4. Implement**

This final phase involves testing the product with real users and refining it based on feedback.

ProjectOne can carry out small-scale testing with target consumers, gathering feedback to refine the product further. This iterative process ensures that they continue to refine it until the final solution meets user expectations for both quality and sustainability, aligning with GlowInc's values.

# S2 Ch 7 Idea development (L.O. 7.3)

Textbook pages: 121

Activity Book: HL Q4 | OL Q5

Time Allocation: 30 minutes

<b>Learning Outcome</b>	7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.
<b>Students Learn About</b>	The importance of evaluating a business idea to determine the potential future viability of the business.
<b>Sample Paper Qs</b>	OL Q5 (b) Explain one function of a feasibility study when developing a new business idea.

## Specification Language Decoded

**Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of

3



### The importance of a feasibility study to evaluate a business idea

<b>Market Feasibility</b>	Researching level of demand, identifying target market, and analysing competitors.	Reduces Risk – prevents launching product with low demand, saving time / investment.
<b>Production Feasibility</b>	Necessary staff, equipment, or suppliers needed to make the product.	Saves Resources – ensures business does not commit to an idea it can not deliver.
<b>Financial Feasibility</b>	Is it affordable/profitable – assesses costs, funding, cashflow, and potential profits.	Increases Profits – prevents producing an idea that is not profitable or affordable to make.
<b>Environmental Feasibility</b>	Assesses environmental impact - emissions, waste, compliance with environmental laws.	Ensures sustainability – avoids fines and reputational damage, supports ethical business practices.
<b>Legal Feasibility</b>	Compliant with laws, copyright, intellectual property, and employee legislation.	Prevents fines – avoids legal issues and delays due to non-compliance.

## 7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.

### OL Paper 1 Q5 (b)

(b) Explain **one** function of a feasibility study when developing a new business idea.

Explain	Give a detailed account including reasons or causes
---------	---

#### Establish Market Feasibility/Demand

A feasibility study helps check if there is a viable market for the product or service. It involves researching market size, consumer needs, preferences, and existing competitors to determine if there is enough demand before launching the idea.

#### Other

##### Assess Financial Feasibility

The study evaluates whether the business idea can be profitable and financially sustainable.

It considers factors like cost of production, funding needs, pricing, and the potential for profit or return on investment.

This prevents the business from starting something it cannot afford to run or that wouldn't generate enough income.

##### Check Legal Feasibility

A feasibility study ensures the idea complies with relevant laws and regulations.

This includes checking for issues like copyright infringement, intellectual property rights, or employment legislation.

It prevents future legal disputes or fines that could delay production or damage the business's reputation.

# S1 Ch1 Key Stakeholders in Business (LO 1.1)

Textbook Pages: 2–7

Activity Book: HL Q1,Q2 | OL Q1,Q2

Time Allocation: 100 minutes

<b>Learning Outcome</b>	<b>1.1</b> Outline the key internal and external stakeholders in a business and demonstrate their importance in the business environment.
<b>Students Learn About</b>	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.
<b>Sample Paper Q</b>	OL2 Q1 (a) List three stakeholders that may be impacted by the recent growth of PJ's business. HL1 Q2 (ii) Outline the importance of Grainne's relationship with her suppliers.

## Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

**Demonstrate:** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.



**SOLUTION – suggested to give two points developed based on answer space (8 lines)**

**Offer quality materials/stock:** Suppliers are important because they enable the business to meet customer demand on time and maintain product quality. A reliable supplier helps avoid delays and lost sales.

For Gráinne, working with an ethical, local supplier who provides “the world’s best dairy” supports her values and allows her to offer a high-quality, sustainable product that appeals to her target customers.

**Build trust and dependability:**

Suppliers play a key role in building operational consistency through timely delivery and honest communication. Trust reduces uncertainty and strengthens long-term partnerships. For Gráinne, having dependable suppliers helps her plan stock confidently and ensures her business can keep promises to customers about freshness and availability.

**Provide credit to support cash flow:**

Suppliers sometimes offer credit terms, allowing businesses to access stock without upfront payment. This helps manage cash flow and keep operations running smoothly. For Gráinne, access to credit from a trusted supplier could help her buy high-quality dairy without needing immediate cash, easing pressure during slower sales periods.

# S1 Ch1 Key Stakeholders in Business (Learning Outcome 1.2)

Textbook Pages: 8–9

Activity Book: HL Q3,Q4 | OL Q3,Q4

Time Allocation: 40 minutes

<b>Learning Outcome</b>	1.2 Demonstrate how stakeholders interact and identify potential conflict between stakeholders.
<b>Students Learn About</b>	Their importance in business and their interdependencies, including the needs and wants of different stakeholders at different stages of business development.

## Specification Language Decoded

**Demonstrate:** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

# S1 Ch1 Key Stakeholders in Business (Learning Outcome 1.3)

Textbook Pages: 10–13

Activity Book: HL Q4 | OL Q5

Time Allocation: 60 minutes

<b>Learning Outcome</b>	1.3 Suggest appropriate ways of avoiding and resolving conflict between stakeholders.
<b>Students Learn About</b>	Their importance in business and their interdependencies, including the needs and wants of different stakeholders at different stages of business development.

## Specification Language Decoded

**Suggest:** Propose solution(s), hypothesis, or other possible answer

# S1 Ch1 Key Stakeholders in Business (LO 1.4)

Textbook Pages: 14–16

Activity Book: HL Q5 | OL Q6

Time Allocation: 40 minutes

<b>Learning Outcome</b>	1.4 Conduct stakeholder mapping and explain the importance of prioritising different stakeholder interests.
<b>Students Learn About</b>	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.
<b>Sample Paper Q</b>	<b>HL2 Q1 (b)</b> John and Mark are considering adding new plant-based menu options. <b>(i)</b> Conduct stakeholder mapping to identify and prioritise four stakeholders affected by this decision.

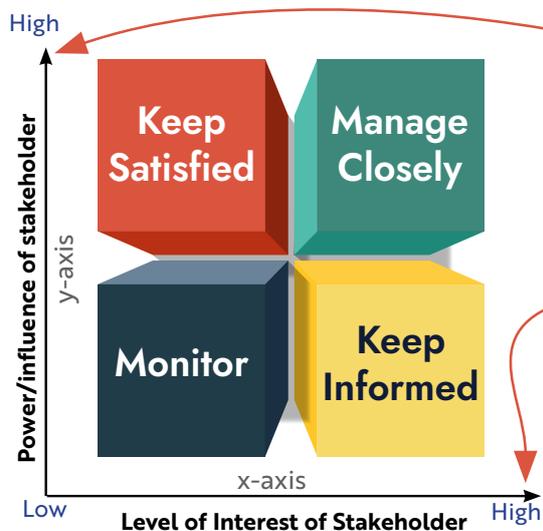
## Specification Language Decoded

**Conduct:** To perform an activity

**Explain:** Give a detailed account including reasons or causes

**Stakeholder mapping:** Stakeholder mapping involves considering the main stakeholders and their power and influence, while learning about the range of stakeholders and the need to consider a range of perspectives. Stakeholder mapping can be written or visual and should include different stakeholders, their interdependencies and inter-relationships, and consideration of their power and influence on decision-making.

### Power-Interest Grid



**The y-axis** (the vertical axis) would illustrate the level of influence or power of a stakeholder, starting from low influence the lower down the axis, and increasing in influence the higher they are placed on the axis.

**The x-axis** (the horizontal axis) would illustrate the level of interest each stakeholder would have, from lowest at the left-hand side, with the interest getting higher the further to the right the stakeholder is placed.

## 1.4 Conduct stakeholder mapping and explain the importance of prioritising different stakeholder interests.

**Question 1 is compulsory. Answer all parts.**

**Question 1**

**The Business World**

**(90 marks)**

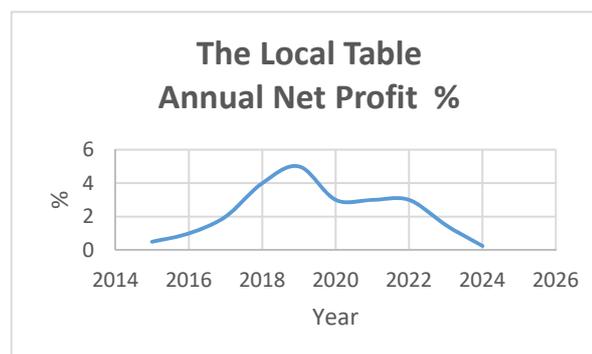
### **The Local Table Restaurant**

The Local Table, an Irish restaurant, was founded in 2015 by two brothers, John and Mark Lee. The business is built around a unique selling point (USP) of using locally sourced ingredients, reflecting their commitment to quality and sustainability. However, this approach has introduced challenges, including supply chain issues, which mean not all menu items are available year-round. To adapt to this, The Local Table has embraced digital innovation by replacing printed menus with a daily updated menu application, allowing them to update offerings in real-time based on ingredient availability.

The Local Table began as a single outlet, funded through John and Mark's personal savings. The venture quickly gained traction, attracting large volumes of customers and earning a profit. Motivated by this, the duo expanded their business by opening two additional outlets in nearby towns, financing the expansion with a long-term loan. They installed solar panels aiming to reduce energy costs and eventually generate surplus electricity to sell back to the grid.

The Local Table operates without a dedicated marketing team, with John handling marketing and personally managing social media updates when time permits. It primarily relies on word of mouth and has not actively sought customers reviews. Competition has intensified, making it difficult to retain a loyal customer base. Despite its growth, it has faced mounting challenges. Mark is struggling with managing human capital. Overseeing three outlets has also stretched their operational capacity, leading to increased staff turnover and inconsistencies in both service and product quality.

Economic pressures have added to their difficulties. Rising costs across various aspects of the business, coupled with changes in the minimum wage, have impacted profitability.



Faced with these challenges, John and Mark are considering their next steps to secure The Local Table's future. Among their potential strategies is the introduction of new plant-based menu options, aimed at diversifying their offerings and attracting a broader customer base. Their concerns reflect wider industry struggles, as the Restaurant Association of Ireland has expressed concerns about the viability of the industry under current economic pressures. The closure of 856 Irish restaurants and cafés in 2024, underscores the difficult road ahead. As The Local Table navigates these turbulent times, its ability to adapt and innovate will be critical in determining its future.

- (b) John and Mark are considering adding new plant-based menu options.
  - (i) Conduct stakeholder mapping to identify and prioritise four stakeholders affected by this decision.

**SOLUTION**

**Investors (Monitor Closely)**

**Power - HIGH** → They provide essential funding and can influence major business decisions.  
**Interest - HIGH** → Their interest is high because their return depends on the business's financial performance.

**Employees (Keep Informed)**

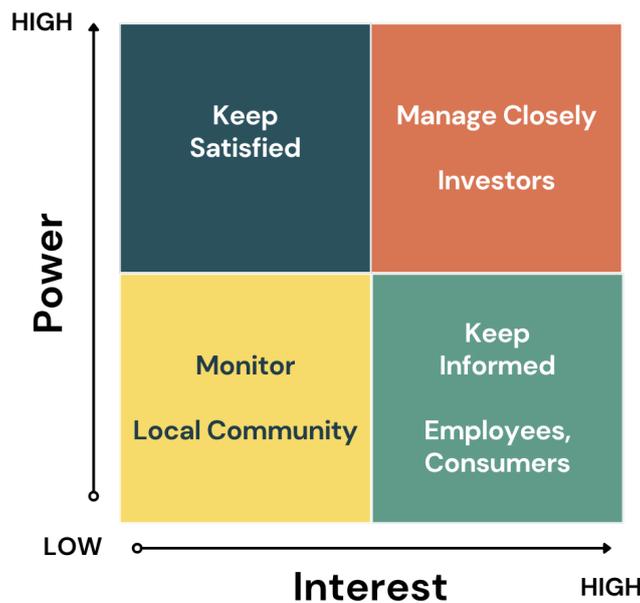
**Power - LOW** → They typically don't have the power to reverse a corporate decision to close a branch.  
**Interest - HIGH** → Their jobs are directly affected, so their interest is very high.

**Consumers (Keep Informed)**

**Power - LOW** → If there are lots of consumers, then they have little power to alter internal business decisions.  
**Interest - HIGH** → They care about buying from a local, ethical business, so their interest is high.

**Local Community → Power: Low, Interest: Low**

**Interest - LOW** → They may support or notice changes to the business, but they are not deeply affected by them.  
**Power - LOW** → They lack influence over its decisions.



# S2 Ch8 Business planning (Learning Outcome 8.1)

Textbook Pages: 125–127

Activity Book: HL Q1 | OL Q1, Q2

Time Allocation: 80 minutes

<b>Learning Outcome</b>	8.1 Appreciate the importance of having a business plan and outline the key functions of a business plan.
<b>Students Learn About</b>	The importance of a coherent business plan at different stages of business development and how it supports business start-up, operations, funding and development
<b>Sample Paper Q</b>	<b>OL P2 Q1 (c)</b> – Explain how PJ’s business plan contributed to his success so far.

## Specification Language Decoded

**Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of

**Outline:** Give the main points; restrict to essential points of information

## S2 Ch8 Business planning (LO 8.2)

Textbook Pages: 128–129

Activity Book: HL Q2 | OL Q3

Time Allocation: 40 minutes

<b>Learning Outcome</b>	8.2 Outline the importance of ethics and sustainability when planning in business.
<b>Students Learn About</b>	The importance of a coherent business plan ... and the need to consider both ethical and sustainability factors.
<b>Sample Paper Q</b>	<b>OL2 Q3 (d)</b> Outline three benefits to Coldplay of incorporating sustainability initiatives into their business planning.

### Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information

### OL Paper 2 Q3 (d)

- (d) The British rock band, Coldplay, has taken several initiatives to reduce their direct carbon emissions.



The band introduced power bikes and kinetic dance floors so that concert goers could help to power the event and become part of a sustainability experience.

Outline **three** benefits to Coldplay of incorporating sustainability initiatives into their business planning.

### 1. Builds resilience and brand reputation

Sustainability planning in operations and finance helps anticipate risks and meet stakeholder expectations, which improves the reputation of the brand.

Coldplay's tour included energy bikes and emission tracking, strengthening their eco-friendly image and increasing audience trust in their values.

## S2 Ch8 Business planning (LO 8.3)

Textbook Pages: 130

Activity Book: HL Q3 | OL Q5

Time Allocation: 30 minutes

<b>Learning Outcome</b>	8.3 Explain what is meant by a business model and appreciate its role within the business plan.
<b>Students Learn About</b>	The role of business models in generating income and creating, delivering, and capturing value for both the enterprise and its customers.

### Specification Language Decoded

**Explain:** Provide a clear, detailed account with reasons or causes.

**Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of.

**Business Model:** A business model is an element within the business plan which outlines how a company will operate, create, deliver, and capture value in economic, social, and cultural contexts.

# S2 Ch8 Business planning (LO 8.4)

Textbook Pages: 131–132

Activity Book: HL Q4 | OL Q4

Time Allocation: 30 minutes

<b>Learning Outcome</b>	8.4 Identify the key elements of the business model canvas and outline the role of business models in successful enterprises.
<b>Students Learn About</b>	The importance of the business model and the elements of the business model canvas*.

## Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

**Outline:** Give the main points; restrict to essential points of information.

**Business Model Canvas:** A business model canvas is a tool used to map out a business model on one page and includes the key partners, activities and resources, the value proposition (why the customer would choose the (product/service), customers, customer relations and channels, costs, and revenues.

## Business Model Canvas

Key Partners	Key Activities	Value Propositions	Customer Relationship	Customer Segments
	Key Resources		Channel	
Cost Structure			Revenue Stream	

## S2 Ch8 Business planning (LO 8.5)

Textbook Pages: 133–134

Activity Book: HL Q5 | OL Q5

Time Allocation: 60 minutes

<b>Learning Outcome</b>	8.5 Identify and compare the most common business models.
<b>Students Learn About</b>	A range of business models including <b>retail, manufacturing, subscription, franchise, and affiliate.</b>

### Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

**Compare:** Give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout.

## S2 Ch8 Business planning (LO 8.6)

Textbook Pages: 135–136

Activity Book: HL Q7

Time Allocation: 40 minutes

<b>Learning Outcome</b>	8.6 Outline how digital technology is a driver of change in business.
<b>Students Learn About</b>	How businesses have adapted to or developed based on the digital economy and other internal or external drivers.

### Specification Language Decoded

**Outline:** Give the main points; restrict to essential points of information.

## S2 Ch8 Business planning (LO 8.7)

Textbook Pages: 137–138

Activity Book: HL Q6 | OL Q6

Time Allocation: 60 minutes

<p><b>Learning Outcome</b></p>	<p>8.7 Identify and compare a number of technology-driven business models and outline the key characteristics of each model.</p>
<p><b>Students Learn About</b></p>	<p>the digital economy including marketplace, subscription, crowdfunding and advertising-supported models; the similarities and differences when compared to non-digital business models</p>
<p><b>Sample Paper Q</b></p>	<p><b>HL1 Q2 (b) (i)</b> Explain the term Crowdfunding.          (ii) Explain two key characteristics of each of the following technology-driven business models: Subscription, Advertising</p> <p><b>HL2 Q3 (d)</b> Using any two of the headings below, compare a subscription service such as the one discussed above with another technology-driven business model you have studied.  <b>Revenue generation; Consumer access and cost; Scalability and growth; User engagement and retention</b></p> <p><b>OL1 Q2 (d) (i)</b> Indicate by means of a tick the business model that best describes each of the online businesses listed below from Marketplace, Subscription, Crowdfunding): Ebay, gofundme, Netflix  <b>(ii)</b> Describe any one of the following business models: Marketplace, Subscription, Crowdfunding</p>

### Specification Language Decoded

**Identify:** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

**Compare:** Give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout.

**Outline:** Give the main points; restrict to essential points of information.

## 8.7 Identify and compare a number of technology-driven business models and outline the key characteristics of each model.

### HL Paper 1 Q2 (b)



Gráinne has decided that it's time to build a permanent headquarters for Grá Chocolates.

Gráinne plans to build her own chocolate factory, using the Crowdfunding platform Kickstarter, to fund the expansion.

**(b) (i)** Explain the term Crowdfunding.

Crowdfunding is when a business raises small amounts of money from many people online, usually before the product or service is launched. It often involves backers contributing in exchange for rewards, early access or simply to support an idea.

**(ii)** Explain **two** key characteristics of each of the following technology-driven business models:

#### Subscription

##### 1. Regular Payments from Users

These businesses charge customers monthly or annually for continued access to content or features, making their income more reliable and locking consumers into repeat purchases rather than one-off transactions.

*E.g. Spotify and Strava offer both monthly and annual subscription options to maintain steady revenue from users.*

##### 2. Content Personalisation Keeps Users Hooked

They use personalised content such as playlists, recommendations, or exclusive features to keep users engaged and reduce the chance of cancellation.

*E.g. Netflix suggests shows based on your viewing habits, encouraging you to keep watching and subscribing.*

## HL Paper 2 Q3 (d)

(d)

### Off the Ball move to subscription service

Long-time listeners of the popular Irish sports brand 'Off The Ball' have expressed strong reactions to the recent news that the show will now only be accessible behind a paywall.

It was recently announced that the group would be transitioning to a monthly subscription service for listeners. For €9.99 a month, subscribers will gain access to exclusive ad-free on-demand content across Off The Ball App, Spotify, YouTube, and Apple Podcasts.



Using any **two** of the headings below, compare a subscription service such as the one discussed above with another technology-driven business model you have studied.

- Revenue generation
- Consumer access and cost
- Scalability and growth
- User engagement and retention

### Revenue Generation

Subscription: Earns money through recurring monthly or annual payments from users.

*Eg Spotify Premium charges users for ad-free music and extra features.*

Advertising-Supported: Earns money from businesses that pay to show ads based on user activity on their platform.

*Eg YouTube makes revenue from business that pay to advertise on it when users watch or click on ads during videos.*

### Consumer Access and Cost

Subscription: Usually not free, users pay to access full features or content. Most offer a limited, freemium or trial version to access some content.

*Eg Netflix charges for access to its full content library after a free trial period.*

Advertising-Supported: Free to use for most users, with revenue coming from advertisers instead.

*Eg TikTok is free, and users see ads while using the app.*

### **Scalability and Growth**

Subscription: Highly scalable globally, especially for digital services where more users don't add much cost.

*Eg Spotify can serve millions of users globally through one platform.*

Advertising-Supported: Also extremely scalable, content and users increase reach without big added costs, so scale can be huge if they can increase users.

*Eg YouTube grows as more creators and users join, expanding ad revenue opportunities.*

### **User Engagement and Retention**

Subscription: Keeps users engaged through personalised content and exclusive access, encouraging continued payments, and also for offering annual contracts for cheaper prices.

*Eg Netflix recommends shows based on what users like to keep them subscribed.*

Advertising-Supported: Uses algorithms to keep users scrolling or watching for longer, increasing ad exposure.

*Eg TikTok shows personalised videos to keep people using the app more often.*