

SUBJECT CURRICULUM INTENT 2019-20: KS4/KS5 BTEC Enterprise/Business

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment												
Year 9 (“transition year” linking KS3 and KS4)	<p>Autumn Term: Introduction to BTEC/GCSE Build knowledge and understanding of topics that require understanding to be able successfully complete the component 2 of the BTEC Enterprise qualification, based on a selection of topics from Theme 1/2 GCSE Business</p> <ol style="list-style-type: none"> 1. The role of business enterprise. 1.1.3 2. Customer needs 1.2.1 3. Market research. Conduct market research 1.2.2 4. Market segmentation 1.2.3 5. The marketing mix 1.4.3/ 2.2 6. Business revenue, cost & profits 1.3 7. Presentation –focus on communication and presentation skills. <p>Spring and Summer terms; COMPONENT 2; Planning for and Pitching an Enterprise Activity</p> <p>Spring Term: A/B Explore ideas and plan for a micro-enterprise activity Pitch a micro-enterprise activity</p> <p>Summer Term: C Review own pitch for a micro-enterprise activity</p> <table border="1"> <thead> <tr> <th>TOPICS</th><th>KEY KNOWLEDGE</th><th>CULTURAL CAPITAL</th></tr> </thead> <tbody> <tr> <td>Component 2 is broken into 3 separate learning aims A B and C</td><td> <ul style="list-style-type: none"> • Generating ideas for a micro-enterprise </td><td>This is designed to show basic subject knowledge on the business. It is also designed to showcase the Skill that you have in Planning, Presentation and Communication skills</td></tr> <tr> <td>A Explore ideas and plan for a micro-enterprise activity</td><td> <ul style="list-style-type: none"> • Plan for a micro-enterprise activity </td><td></td></tr> <tr> <td>B Pitch a micro-enterprise activity</td><td> <ul style="list-style-type: none"> • Pitching a micro-enterprise activity </td><td>As well as considering the summary of your plan, the audience will also be</td></tr> </tbody> </table>	TOPICS	KEY KNOWLEDGE	CULTURAL CAPITAL	Component 2 is broken into 3 separate learning aims A B and C	<ul style="list-style-type: none"> • Generating ideas for a micro-enterprise 	This is designed to show basic subject knowledge on the business. It is also designed to showcase the Skill that you have in Planning, Presentation and Communication skills	A Explore ideas and plan for a micro-enterprise activity	<ul style="list-style-type: none"> • Plan for a micro-enterprise activity 		B Pitch a micro-enterprise activity	<ul style="list-style-type: none"> • Pitching a micro-enterprise activity 	As well as considering the summary of your plan, the audience will also be	<p>Students spend the first term building knowledge understanding of key business concepts required in order to set up a small business. These topics are required in order to create a business plan in BTEC component 2 which they would start in the spring term. Skills required in pitching an enterprise idea are also developed as a part of the introduction to prepare them for the assessment in the BTEC that requires student to individually present to an investor.</p> <p>The topics are derived from the Edexcel GCSE Business specification as this course is offered to selected students from the spring term. The topics covered in the Autumn term are selected to give a basic but broad understanding of business as an introduction, where students will be have the opportunity to demonstrate and build literacy, numeracy and presentation skills.</p> <p>When starting Component 2 this is looking at creating a small business from scratch. This includes creating ideas, preparing a detail business plan and a pitch to present to an audience.</p> <p>This is to build confidence in presenting and talking in a formal setting this will show and develop these skills that can be later used in the future. I.e. presenting and preparing for a job interview</p> <p>We start with this particular component rather than the component 1 as this unit is a great start to engage learners and develop a range of skills. It also has been tried in previous years and there are sufficient learning hours from Spring- summer to deliver this unit.</p>
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	<p>C Review own pitch for a micro-enterprise activity.</p>	<ul style="list-style-type: none">• Presenting a business pitch• Using feedback and review to identify possible changes to the pitch	<p>assessing your presentation skills.</p> <p>The pitch should also demonstrate your communication skills.</p> <p>These include the use of:</p> <p>After the pitch the teacher will give you feedback on the contents of your pitch, and your skills in delivering it, to help you prepare a review for the final stage of the competition.</p>							
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Year 11 (KS4)	<p>COMPONENT 3; Promotion and Finance for Enterprise EXAM PREPERATION</p> <p>Autumn - Spring term: Assessment objectives AO1 Demonstrate knowledge and understanding of elements of promotion and financial records AO2 Interpret and use promotional and financial information in relation to a given enterprise AO3 Make connections between different factors influencing a given enterprise AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance</p> <p>Summer Term: possible Resits and CW Catch up</p> <p>This is designed to teach and research into financial Documents. It will teach them how to use them and monitor them in order to potentially improve the performance of an enterprise in order to make decisions and recommend strategies for success.</p>	<p>This unit is assessed by an external exam. This can be sat in February of the spring term and then re-sit it in the summer. This means the delivery of the exam content is taught in the Autumn term and the remaining time in the spring term is spent developing more intense exam skills to prepare students for the external exam.</p> <p>Over year 9 and 10 students will develop understanding of the interdependent nature of business activity and finance, as well as external influences within a business context. It will support students in applying their knowledge and understanding of how these interdependencies underpin business decision making.</p> <p>This is all has real world application through an assessment and is evaluated through the report produced in a Pass, Merit or Distinction level.</p> <p>Through this this could lead to further understanding of how to a business is run and the financial implication of not running the business well</p> <p>It will also teach and evaluate how to solve basic financial problems</p>			

<p>Year 12 (KS5) BTEC Level 3 National Extended Certificate in Business</p>	<p><u>Teacher A - Unit 1 – Exploring Business (Mandatory Unit)</u> This is an internally assessed unit, that covers the following learning aims:</p> <ul style="list-style-type: none"> a) Explore the features of different businesses and analyse what makes them successful b) Investigate how businesses are organised c) Examine the environment in which businesses operate d) Examine business markets e) Investigate the role and contribution of innovation and enterprise to business success <p><i>Cultural Capital = Throughout this unit students are required to conduct an in-depth investigation into two well know businesses. As a part of their investigation they will have to keep up to date with current affairs within the marketplace and any economic activities that will impact the business from around the world.</i></p> <p><u>Teacher B - Unit 2 – Developing a Marketing Campaign (Mandatory Unit)</u> This is an externally assessed unit, that covers the following learning aims:</p> <ul style="list-style-type: none"> a) Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign b) Using information to develop the rationale for a marketing campaign c) Planning and developing a marketing campaign <p><i>This unit will be assessed in the May/June examination series.</i></p> <p><i>Cultural Capital = Throughout this unit students are required to conduct an in-depth investigation into a well know industry. As a part of their investigation they will have to keep up to date with current affairs within the marketplace and any economic activities that will impact the business from around the world. Furthermore students are required to interpret a wide range of numerical data for the purposes of understanding financial and consumer trends.</i></p> <p><u>Summer Term – Post Completion of Externally Assessed Unit</u> <u>Teacher A & B – Unit 8 – Recruitment and Selection Process (Optional Unit)</u> This is an internally assessed unit and the following learning aim will be covered prior to the end of the term and will be shared between teacher A and B:</p> <ul style="list-style-type: none"> a) Examine how effective recruitment and selection contribute to business success <p><i>Cultural Capital = As this is only covering one of the learning aims in the unit, students will conduct a brief investigation into a selected business that will allow them to understand how businesses come to decisions based on recruitment and selection, whilst taking into consideration the wider legal and ethical constraints.</i></p>	<p>Upon entry to KS5 it is desirable that all students will have achieved level 4 in both English and Mathematics, however we are willing to accept students who have achieved a level 3 in either/both subject areas.</p> <p>It is also desirable that students have completed one of the KS4 qualifications in Business Studies, however this is not essential and prior knowledge will not be assumed.</p> <p>It is assumed that teaching will be split across two teachers each of whom will complete one unit of the qualification individually, and then to team teach a third and final unit at the end of year 12 and throughout year 13.</p> <p>The units of work are assessed in the following areas, in line with the requirements of the awarding body:</p> <ul style="list-style-type: none"> ▪ Internal assessment ▪ Controlled assessment ▪ External assessment <p>The units have been arranged in this format to ensure efficient and effective use of the allocated guided learning hours. This then allowing students the opportunity to re-sit controlled and externally assessed units, if the need arises.</p> <p>By covering the qualification in this way, students are able to build their knowledge, understanding and skills allowing them to take their learning from year 12 into year 13.</p> <p>The qualification is focused on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education. This qualification is the equivalent size to one A-Level</p>
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<p>Year 13 (KS5)</p>	<p><u>Teacher A & B – Unit 3 – Personal and Business Finance (Mandatory Unit)</u> This is an externally assessed unit and the following learning aims will be covered and shared between teacher A and B:</p> <ul style="list-style-type: none"> a) Understand the importance of managing personal finance b) Explore the personal finance sector c) Understand the purpose of accounting d) Select and evaluate different sources of business finance e) Break-even and cash flow forecasts f) Complete statements of comprehensive income and financial position and evaluate a business's performance <p>The teaching split of this unit should be divided so that one teacher covers personal finance and the other covers business finance. The unit will be assessed externally in the January examination series.</p> <p><i>Cultural Capital = Throughout this unit students have to understand and investigate information regarding personal finance, that is relevant to them currently and what will be available to them in the future. Additionally students are required to investigate and understand economic influences to finance and financial sectors.</i></p> <p>Spring/Summer Term – Post Completion of Externally Assessed Unit</p> <p><u>Teacher A & B – Unit 8 – Recruitment and Selection Process (Optional Unit)</u> This is an internally assessed unit and the following learning aims will be covered prior to the end of the term and will be shared between teacher A and B:</p> <ul style="list-style-type: none"> a) Examine how effective recruitment and selection contribute to business success b) Undertake a recruitment activity to demonstrate the process leading to a successful job offer c) Reflect on the recruitment and selection process and your individual performance <p>The teaching split of this unit should be divided so that equally students work through learning aim B and C. This will require additional planning between the allocated teachers.</p> <p><i>Cultural Capital = Throughout this unit students will investigate, prepare and undertake a recruitment activity. Through this invaluable knowledge and understanding will be gained to support students in preparation for applying for jobs and taking part in interviews, regardless of their eventual destinations.</i></p>	
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