

## SUBJECT CURRICULUM INTENT 2020-21: BTEC Nationals Level 3 Business

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Our curriculum intent will be reviewed and evaluated in advance of 2020-21.

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
<p><b>Year 12 (KS5)</b> BTEC Level 3 National Extended Certificate in Business</p>	<p><b><u>Teacher A - Unit 1 – Exploring Business (Mandatory Unit)</u></b> <i>This is an internally assessed unit, that covers the following learning aims:</i></p> <ol style="list-style-type: none"> <li>Explore the features of different businesses and analyse what makes them successful</li> <li>Investigate how businesses are organised</li> <li>Examine the environment in which businesses operate</li> <li>Examine business markets</li> <li>Investigate the role and contribution of innovation and enterprise to business success</li> </ol> <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><b><u>Teacher B - Unit 2 – Developing a Marketing Campaign (Mandatory Unit)</u></b> <i>This is an externally assessed unit, that covers the following learning aims:</i></p> <ol style="list-style-type: none"> <li>Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign</li> <li>Using information to develop the rationale for a marketing campaign</li> <li>Planning and developing a marketing campaign</li> </ol> <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><b>Summer Term – Post Completion of Externally Assessed Unit</b></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"> <li>▪ Internal assessment</li> <li>▪ Controlled assessment</li> <li>▪ External assessment</li> </ul> <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>

	<p><u>Teacher A &amp; 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"> <li>a) Examine how effective recruitment and selection contribute to business success</li> </ul> <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><b>Year 13 (KS5)</b></p>	<p><u>Teacher A &amp; 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"> <li>a) Understand the importance of managing personal finance</li> <li>b) Explore the personal finance sector</li> <li>c) Understand the purpose of accounting</li> <li>d) Select and evaluate different sources of business finance</li> <li>e) Break-even and cash flow forecasts</li> <li>f) Complete statements of comprehensive income and financial position and evaluate a business's performance</li> </ul> <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 style="text-align: center;"><b>Spring/Summer Term – Post Completion of Externally Assessed Unit</b></p> <p><u>Teacher A &amp; 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"> <li>a) Examine how effective recruitment and selection contribute to business success</li> <li>b) Undertake a recruitment activity to demonstrate the process leading to a successful job offer</li> <li>c) Reflect on the recruitment and selection process and your individual performance</li> </ul>	

	<p><i>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.</i></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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**Cultural Capital** – *It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*