**KS4 Curriculum Overview: Enterprise Tech Award**

**Core aims of the subject at Key Stage 3/4**

Students study Edexcel Tech Award in Enterprise. They will begin the course in Year 9 and three units will be completed by the end of Year 11.

The course is designed to provide learners with:

* An understanding of enterprise.
* An understanding of the roles people play in enterprise.
* An opportunity to apply learning in a practical and realistic way.
* The opportunity to gain confidence by developing independent learning skills.
* A knowledge and understanding of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
* The opportunity to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
* Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems.
* The confidence and skills to use an enquiring, critical approach to make informed judgements.

Students will use a variety of strategies throughout the course, including collecting data, interpreting data and communicating their findings in different ways. They will work on identifying and developing the links between different aspects of the subject. These skills are in great demand and are recognised and highly valued by employers, colleges and universities.

**Assessment:**

**Internal Assessment**

Students will be given a wide range of opportunities to apply their business knowledge, skills and concepts through multiple choice and short, medium and long answer questions. The main method of assessment will be through marking and moderation of coursework. Over time, students’ performance will determine their predicted grades based on assessment objectives they have achieved and the grade that they achieve in the external exam at the end of Year 10. Before the end of Year 11 we will have all the information to communicate a final grade. The assessment of this course is 60% coursework, which will be assessed internally. Finance for business which is exam based, is worth 40% and will be assessed externally. The assessment breakdown is as follows:

Non- examined assessment - Component 1: Exploring Enterprises (internally assessed - externally moderated) - 30% of the overall m ark Students will examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

Non- examined assessment - Component 2: Planning for and Pitching an Enterprise Activity (coursework - internally assessed - externally moderated) - 30% of the overall m ark

Students will explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.

**External Assessment**

Component 3: Promotion and Finance for Enterprise (externally assessed) 40% of the overall mark.

Students are required analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. This is exam based.

Homework’s are completed in a timely fashion. Finally, discussions on business news and watching the business news together on a regular basis will facilitate a deeper understanding of the subject in a real world context.

**Helpful sources of information**

Details of the specification can be found at: [https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf) [assessments/BTEC\_L12\_TechAwd\_Enterprise\_Spec\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf)

**Books**

BTEC Level 2 Certificate in Business Enterprise Learner Handbook with ActiveBook; Donaldson, S; Parry, C; Smith, J; Bunn, C; Pearson Education; 2017; ISBN: 978-1292196930

Edexcel Business Studies for GCSE; Macrosse I; Stubbs, L; Billington, M; Hodder Education; 2009; ISBN: 978-0340985830 Websites

The BBC ‘Bitesize’ web site contains much useful information concerning Business and Enterprise:

<http://www.bbc.co.uk/education/subjects/zpsvr82>

[www.barclays.co.uk](http://www.barclays.co.uk/) Barclays – can be used to help explain APRs and the types of rate open to SMEs. [www.bbc.co.uk](http://www.bbc.co.uk/) BBC news programmes and articles on consumer changes.

[www.thebigfig.co.uk](http://www.thebigfig.co.uk/) The Big Fig – a useful example to consider when working on social enterprise. [www.britishchambers.org.uk](http://www.britishchambers.org.uk/) British Chambers of Commerce – a business network with links across the world. [http://www.csscloud.co.uk](http://www.csscloud.co.uk/) CSS Cloud Computer Services, an IT support service enterprise.

[www.fsb.org.uk](http://www.fsb.org.uk/) Federation of Small Businesses – provides members with a range of business services, including a voice in government. [www.gov.uk/browse/business](http://www.gov.uk/browse/business) Gov.UK – a government website for small businesses and sole traders/self-employed people. [www.micromentor.org](http://www.micromentor.org/) MicroMentor – an online community of entrepreneurs and volunteer business mentors. [www.moneysavingexpert.com](http://www.moneysavingexpert.com/) Money Saving Expert – can be used to explain terms such as APR in business.

[www.ofcom.org.uk](http://www.ofcom.org.uk/) Ofcom – the UK regulator for communications, including TV, radio and on-demand sectors. [www.pastafoods.com](http://www.pastafoods.com/) Pasta Foods – a useful example to consider for discussing the growth of enterprises.

[http://smallbusiness.co.uk](http://smallbusiness.co.uk/) Small Businesses – a useful website resource giving a range of information on financing, funding and running a small business. [www.socialenterprise.org.uk](http://www.socialenterprise.org.uk/) Social Enterprise – the national body for businesses that have a social or environmental bias.

[www.tripadvisor.co.uk](http://www.tripadvisor.co.uk/) TripAdvisor – an online review site where customers can post ratings comments and potential customers can read them. [www.which.co.uk](http://www.which.co.uk/) which? – Useful summaries of legislation.

**Videos**

[www.youtube.com/watch?v=0xjTJoLklvs](http://www.youtube.com/watch?v=0xjTJoLklvs) – a short film from the Advertising Standards Authority. [www.youtube.com/watch?v=hG0ZXD89Bq0](http://www.youtube.com/watch?v=hG0ZXD89Bq0) – a range of UK-based advertisements. [www.youtube.com/watch?v=mhQOgLzlZfc](https://www.youtube.com/watch?v=mhQOgLzlZfc) – a focus group tasting different foods. [www.youtube.com/watch?v=XA2Eo1ggkjc](http://www.youtube.com/watch?v=XA2Eo1ggkjc) – an explanation of how focus groups work from the University of Derby. [www.youtube.com/watch?v=kcSlnAOcO0E](http://www.youtube.com/watch?v=kcSlnAOcO0E) – a short introduction on lead times from TDM video

**Year 9/10 Overview**

**2019-2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Knowledge** | **Assessment** | **Connections to learning/curriculum** | **Connections to future pathways** |
|  | Component 1:Exploring enterprises(Learning Aim  A: Examine the characteristics of enterprises) Aim: Do you want to know what it takes to start your own business? This section will give you all the information and understanding. Assessment: internally assessed assignment  |
| **Autumn 1** | A 1 - What is an enterprise?Enterprises carry out one or more activities, such as being involved with goods, services or both Most enterprises face some kind of competitionEnterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customerA 1 What is an enterprise?The role of customer service in attracting new customers, securing repeat purchases, customer loyalty and an improved reputationEnterprises use creativity and innovation to meet customers’ needs by identifying gaps in the market for goods or services, or identifying a market for new goods or servicesReasons why some enterprises fail | * Multiple Choice Question Activities
* Teacher/pupil questioning
* Exam style question practice (homework’s and in class)

Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.Links to AQA A Level Business unit 3.1The purpose of a business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of businessThis section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.Links to AQA A Level Business unit 3.1the sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post-sales service | **Careers**Accountant.Management Consultant.Social Media Manager.Financial Analyst.Business TeacherBusiness ReporterActuarial analystBusiness adviserBusiness analystBusiness development managerCorporate investment bankerData analystData scientistForensic accountantInsurance underwriterManagement consultantProject managerRisk managerStockbrokerSupply chain manager**Future learning**A Level BusinessA Level Product DesignA Level EconomicsA Level GeographyBtec Level 3 Business |
| A 2 - Types andcharacteristics of small and medium enterprises (SMEs)Definitions of SMEs:micro – up to ten peoplesmall – between 11 and 49 staffmedium – between 50 and249 staff | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.Links to AQA A Level Business unit 3.1 | **Careers**As above in particular Business Manager or DirectorFuture learningAs above |
| A 3 - The purpose of enterpriseAims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethicalObjectives that can provide challenges and targets over a defined period of time | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.Links to AQA A Level Business unit 3.1Business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve | **Careers**As above in particular Business Manager or DirectorFuture learningAs above |
|  | A 4 - EntrepreneursReasons for starting your own enterprise – to be your own boss, to pursue a hobby, flexibility | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.Links to AQA A Level Business unit 3.1 | **Careers**As above in particular Business Manager or Director**Future learning**As above |
| Learning aim A - AssessmentPupils complete a report about two real small to medium local enterprises and the entrepreneurs that run them. | 1. Purpose, aim and activities of two different businesses
2. The entrepreneurs who run them
3. How the characteristics of the entrepreneur and enterprise have shaped the company achieving its objectives.
 | This section links to all prior learning on this course to this point and allows for students to show their understanding through coursework.The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business | **Careers**As above in particular Business Manager or Director**Future learning**As above |
| **Component 1:** Exploring enterprises (Learning aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour)Aim: examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs Assessment: internally assessed assignment |
| **Autumn 2** | B 1 - Customer needsAnticipating and identifying customer expectations | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class | This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1Links to AQA A Level Business unit 3.3 | **Careers**Business teacherMarketing rolesBusiness analystRetail managerProduct designManagementBusiness setupBusiness consultant |
| B 2 - Using marketresearch to understand customersAfter-sales serviceLinking products to customersQualitative & quantitative researchTypes of primary research: questionnairesvisits and observationsinterviewsfocus groupssurveysSources of secondaryresearch:online researchcompany materialsmarket reportsgovernment reports | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style questionpractice (homework’s and in class) | This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1Links to AQA A Level Business unit 3.3The purpose of marketing, its role within business and how it influences business activity, including:The importance to a business of identifying and understanding its customersThe purpose and methods of market research, and the use of qualitative and quantitative market research data.The marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together. | **Careers**Business teacherMarketing rolesBusiness analystRetail managerProduct designManagementBusiness setupBusiness consultant |
|  | B 3 – Understanding competitorsThe main features that make products competitive:pricequalityavailabilityunique features and sellingpoints (USPs)How products stand out in a market | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1Links to AQA A Level Business unit 3.3The competitive environment and the impact of risk and reward on business activity | **Careers**Business teacherMarketing rolesBusiness analystRetail managerProduct designManagementBusiness setupBusiness consultant |
| Learning aim B : assessmentReport exploring how market research helps the selected enterprises meet customer needs and understand competitor behaviour. | Section 1: The design and use of market research in two local enterprisesSection 2: The effectiveness of market research for one local enterprise | This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1.The purpose and methods of market research, and the use of qualitative and quantitative market research data. | **Careers**Business teacherMarketing rolesBusiness analystRetail managerProduct designManagementBusiness setupBusiness consultant |
| **Spring 1** | Component 1: (Learning aim C: Investigate the factors that contribute to the success of an enterprise)Aim: examine different enterprises to develop knowledge and understanding of the internal and external factors which impact on business success.Assessment: internally assessed assignment |
| C1 - Internal factorsFactors within the control of the enterprise that can impact on costsunderstanding the marketkeeping customers satisfiedeffective planning and financingmarketing and promotingunforeseen human resource costs | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1Links to AQA A Level Business unit 3.3 | **Careers**Business teacherMarketing rolesBusiness analystRetail managerEntrepreneurSalesManagementBanking |
| C2 - External factorsFactors outside the control of the enterprise that can impact on costsChanges in the cost of energy, raw materials, borrowing, and renting premiseschanges in costs of marketing or sellinggovernmental changes – new regulations, changes in taxationFactors outside the control of the enterprise that can impact on revenues:competitorsconsumer confidence in theeconomy - growth/recessionand level of employmentchanging consumer behaviourchanges in consumerlegislation | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section links to product design and economics as well as is an important part of the knowledge needed for the assessment of unit 1**SMSC BV 4bc&f**An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independenceAn understanding of the importance of identifying and combatting discriminationThe importance of external influences on business and how businesses change in response to these influences, | **Careers**Business teacherMarketing rolesBusiness analystRetail managerEntrepreneurSalesManagementBanking |
|  | C3 - Situational analysisUsing situational analysis toidentify how internal andexternal factors might affect an enterprise**SWOT** (strengths, weaknesses, opportunities and threats)**PEST** (political, economic, social and technological) |  | Students develop problem solving and decision-making skills relevant to business.The impact of the economic climate on businesses, including changing levels of consumer income and unemployment |  |
| C4 - Measuring the successof an SMEHow far they meet businessaims such as surviving, breaking even, making a profit and meeting customer needsReasons for the success ofSMEs | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section links to product design and mathematics as well as is an important part of the knowledge needed for the assessment of unit 1Develop problem solving and decision- making skills relevant to business.The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business | **Careers**Business teacherMarketing rolesBusiness analystRetail managerEntrepreneurSalesManagementBanking |
|  | Learning aim C: assessmentWritten report about theinternal and external factorsthat impact on the success of enterprises. | Section 1: The impact of internal and externalFactorsIn this section, consider the impact of external and internal factors on the business success of two local enterprises.Section 2: Evaluating internal and external factorsIn this section, choose one of the local enterprises selected in Section 1, and carry out situational analyses to identify how internal and external factors might affect it, and even determine its success. | This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1The impact of the economic climate on businesses, including changing levels of consumer income and unemployment.Students learn to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. | **Careers**Business teacherMarketing rolesBusiness analystRetail managerEntrepreneurSalesManagementBanking |
| **Spring 2** | Component 2: Planning for and pitching an enterprise activity (Part A)Aim: Explore ideas and plan for a micro-enterprise Assessment: internally assessed assignment |
| A 1 - Generating ideas for a micro- enterprise activity,Ideas could involve:innovation of products/services provision of products/services in new contextsprovision of products/services to new marketsresources availablefinancial forecastscosting and pricingmethods of communication and promotionpotential customersleadership, personal and communication skills requiredtechnical and practical skills required | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This section links to product design, media and mathematics as well as is an important part of the knowledge needed for the assessment of unit 2 Links to AQA A Level Business unit 3.5Students develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problemsStudents learn the types of business ownership, including business start-ups and the concept of limited liability.Students develop problem-solving and decision-making skills relevant to businessStudents investigate, analyse and evaluate business opportunities and issues.Students develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems. | **Careers**Business teacherMarketing rolesBusiness analystRetail managerEntrepreneurSalesManagementBanking |
|  | A 2 Plan for a micro- enterprise activityAims of the micro-enterprise:* financial aims, e.g. to make a profit, to break-even
* non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community
* features, benefits and unique selling points
* selling price
* cost

competitors | * Multiple Choice Question
* Activities
* Teacher/pupil questioning

Exam style question practice (homework’s and in class) | * This section links to product design and mathematics as well as is an important part of the knowledge needed for the assessment of unit 2 Links to AQA A Level Business unit 3.5
* Students learn the purpose of planning business activity, including the role and importance of a business plan.
* Students learn what different sources of business finance are available and their suitability for new and established businesses
* Understand the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios
* Students learn the importance of cash to a business, the difference between cash and profit, and cash-flow forecasting
* Understanding the use of financial information in understanding business performance and making business decisions
 | **Careers*** As above in particular finance and banking roles
* Also, pupils who may go into self- employed trades e.g. electrician, plumber
 |
|  | Assessment: Learning Aim A1. prepare a comprehensive and realistic plan for a micro- enterprise activity,
2. Supported by clear individual research and valid reasons for your choices.
 | Prepare a plan to include: AimsProduct USP Target marketEstimation of resources TimescaleRisk assessment | As above | **Careers**As above in particular finance and banking rolesAlso, pupils who may go into self- employed trades e.g. electrician, plumber |
|  | Component 2: Pitching a micro- enterprise activity (Part B)Aim: Pitch a micro enterprise activity Assessment: internally assessed assignment |
| **Summer 1** | B 1 - Pitching a micro- enterprise activityPitching: presenting key elements of a business plan logically | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This activity links to all aspects of the curriculum in that it develops student’s confidence in public speaking. This may be particularly helpful in language orals and links to the demands of future pathways of college and university. | CareersPublic speaking rolesEntrepreneurBusiness analystMediaPRMarketingTeachingLaw |
|  | B 2 Presenting a business pitchPresentation skills:professional behaviour and conduct of presenterpositive attitudewell-rehearsed andPrepared.considerate of the needsand interest of theaudienceuse of visual aids, e.g.computer projection/slideshowwith speaker notes, handoutsfor audience, clarity andlegibility of text, impact ofgraphics and imagesCommunication skills:body language, gestures and eye contactlanguage and tone, pace,volume and projectionuse of business terminologylistening, handling questions and formulating appropriateResponses | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This activity links to all aspects of the curriculum in that it develops student’s confidence in public speaking. This may be particularly helpful in language orals and links to the demands of future pathways of college and university.Students use business terminology to identify and explain business activity.Students develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems. | CareersPublic speaking rolesEntrepreneurBusiness analystMediaPRMarketingTeaching Law |
|  | Assessment: Learning aim BPupils need to make a ‘pitch’, individually explaining your idea to an audience of tutors and other learners | Provision of:PitchPower-point slidenotes,examples of promotional materials,hand-outs, props. | This activity links to all aspects of the curriculum in that it develops student’s confidence in public speaking. This may be particularly helpful in language orals and links to the demands of future pathways of college and university. | CareersPublic speaking rolesEntrepreneurBusiness analystMediaPRMarketingTeachingLaw |
|  | Component 2: Reviewing your own pitch for a micro- enterprise activity (Part C)Aim: Review your pitch a micro enterprise activity Assessment: internally assessed assignment |
| **Summer 2** | C1 - Using feedback andreview to identify possible changes to the pitchReceive feedback from audience on:the business content of the pitchthe presentation and communication skills demonstratedReviewing plan and personal performance, reflecting on feedback gathered from others:what went well, e.g. clear synopsis of plan, demonstration of skillswhat went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This activity links to all aspects of the curriculum in that it develops student’s metacognitive skills. This may be particularly helpful in preparing for GCSE’s and links to the demands of future pathways of college and university. | CareersPublic speaking rolesEntrepreneurBusiness analystMediaPRMarketingTeaching |
|  | Recommending improvements to the contents of the plan to own performance | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | This activity links to all aspects of the curriculum in that it develops student’s metacognitive skills. This may be particularly helpful in preparing for GCSE’s and links to the demands of future pathways of college and university. | CareersPublic speaking rolesEntrepreneurBusiness analystMediaPRMarketingTeachingLaw |
|  | Assessment: Learning aim CYou must prepare a written review that evaluates the success of the plan and pitch.It also recommends how it could be improved in the future. | Your review must include: 1)the elements of the plan that contributed to the success ofyour pitch, and recommendations for improvement to the plan2)specific examples of theskills you demonstrated to make the pitch a success, and an identification of any development needs, making recommendations for how you could improvethese skills. | This activity links to all aspects of the curriculum in that it develops student’s metacognitive skills. This may be particularly helpful in preparing for GCSE’s and links to the demands of future pathways of college and university. | CareersPublic speaking rolesEntrepreneurBusiness analystMediaPRMarketingTeachingLaw |

**Year 11 Overview**

**2019-2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Knowledge** | **Assessment** | **Connections to learning/Curriculum** | **Connections to future pathways** |
|  | Component 3: Promotion and finance for business (Part A promotion)Aim: Pupils gain a knowledge of how various methods of promotion are used to draw attention to a firmAssessment: Externally assessed exam in May. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete. External exam will last 2 hours and be externally assessed. |
| **Autumn 1 and 2** | A 1 - Elements of thepromotional mix and their purposes.The two basic aspects of advertising are:Advertising methods: moving image, print, ambient, digital, audio.Sales promotion: providing incentives to customers.Methods: coupons, competitions, money off, loyalty incentives, ‘buy one get one free’ discounts.Personal selling: face-to-face, by telephone, via email, through video or web conferencing.Public relations activities: promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directlyDirect marketing to establish an individual relationship between the enterprise and the customer: | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.3Students learn the importance to a business of identifying and understanding its customers.To understand how businesses, use segmentation to target customers.Students learn the purpose and methods of market research, and the use of qualitative and quantitative market research dataThey understand the marketing mix and the importance of each of the four elements – price, product, promotion and, place – and how they work together | CareersEntrepreneurBusiness analystMediaPRMarketingTeachingPolitics |
|  | A 2 - Targeting andsegmenting the marketLearners will consider why an enterprise targets its market, and the impact this has on promotion.Types of market: Business to Business (B2B), Business to Consumer (B2C).Segmenting the market to identify which customers its promotions will target. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%).Links to AQA A Level Business unit 3.3 | **Careers**EntrepreneurBusiness analystMediaPRMarketingTeachingPolitics |
|  | A 3 - Factors influencing the choice ofpromotional methods Learners will consider the factors affecting the choice of promotional method for an enterprise.Size of enterprise.Budgetary constraints.Appropriateness for product/service.Target market. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%).Links to MathematicsLinks to AQA A Level Business unit 3.3 | **Careers**EntrepreneurBusiness analystMediaPRMarketingTeachingPolitics |
| **Spring 1 and 2** | Component 3: Promotion and finance for business (Part B Financial records)Aim: Pupils gain a knowledge of how to complete, interpret and check the information on financial documents and statements.Assessment: Externally assessed exam in May. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete. External exam will last 2 hours and be externally assessed. |
| B 1 - Financial documentsTypes: invoices, delivery notes, purchase orders, credit notes, receipts,statement of account.Importance to a business of accuracy when these documents are being used. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.5 | **Careers**EntrepreneurBusiness analystAccountancyFinanceBanking LawManagement |
| B 2 Payment methodsPayment methods: cash, credit cards, debit cards, direct debit, payment technologies.Impact on customers and enterprises of using differentmethods. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.5 | **Careers**EntrepreneurBusiness analystAccountancyFinanceBanking LawManagement |
| B 3 Sources of revenue and costsIncome from sales and from assets.Start-up costs and running costs. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.5 | **Careers**EntrepreneurBusiness analystAccountancyFinanceBanking LawManagement |
| B 4 Terminology infinancial statementsTurnover (net sales) and cost of sales (cost of goods sold).Gross profit, expenses, net profit, retained profit.Fixed assets and current assets.Current liabilities and long- term liabilities.Debtors and creditors.Net current assets.Capital. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.5The concept of revenue, costs, profit and loss, including break even and gross and net profit ratios.The importance of cash to a business, the difference between cash and profit, and cash-flow forecasting.The use of financial information in understanding business performance and making business decisions. | **Careers**EntrepreneurBusiness analystAccountancyFinanceBanking LawManagement |
|  | B 5 - Statement ofcomprehensive income.Learners will complete and interpret a statement of comprehensive income using given figures,and suggest appropriate actions.Statement of comprehensive income: shows the profit or loss of an enterprise over time.Calculate profit/loss using a simple statement of comprehensive income. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%).Links to MathematicsLinks to AQA A Level Business unit 3.5Gross profit margin and net profit margin ratiosAverage rate of returnCash-flow forecasts, including total costs, total revenue and net cash flow | **Careers**EntrepreneurBusiness analystAccountancyFinanceBanking LawManagement |
|  | B 6 - Profitability and liquidityLearners will interpret statements of comprehensive income and of financial position to calculate ratios.The difference between cash and profit.The difference between liquidity and profitability.Calculate profitability ratios from given formulae:gross profit margin percentage (GPM): (gross profit/revenue) × 100Net profit margin percentage (NPM): (net profit/revenue) × 100.Calculate liquidity ratios from given formulae:current ratio: current assets/current liabilitiesliquid capital ratio: (current assets – inventory)/current liabilities. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice(homework’s and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.5 | CareersEntrepreneurBusiness analystAccountancyFinanceBanking LawManagement |
| **Summer 1 and 2** | Component 3: Promotion and finance for business(Part C Financial planning and forecasting )Aim: Learners will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise.Assessment: Externally assessed exam in May. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete. External exam will last 2 hours and be externally assessed. |
| C1 Using cash flow dataCash – liquid assets of the business; bank balance plus cash in the business. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | Preparation for end of year external exam (40%).Links to MathematicsLinks to AQA A Level Business unit 3.5 | CareersEntrepreneurBusiness analystAccountancyFinanceBanking LawManagementfinancial controller,actuaryfinancial directorCompany director |
|  | C2 Financial forecastingPurpose of a cash flow forecast:to identify money coming in (inflows) and going out (outflows) of the enterprise over time o to determine net current asset requirements and make business decisions.Inflows: sales, capital introduced, loans.Outflows: purchases, running costs. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | Preparation for end of year external exam (40%)Links to MathematicsLinks to AQA A Level Business unit 3.5Cash-flow forecasts, including total costs, total revenue and, net cash flow.Students learn financial data, including profit and loss, average rate of return and cash-flow forecasts. | CareersEntrepreneurBusiness analystAccountancyFinanceBanking LawManagementfinancial controller,actuaryfinancial directorCompany director |
| C3 - Suggestingimprovements to cash flow problem sAnalysis of cash flow information – considering changes in flows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow.Cash flow problems – not having enough cash to pay employees and suppliers.Impact of timings of inflows and outflows, and suggested solutions to problems.C4 - Break even analysis and break-even pointLearners will construct and interpret a break-even chart and recognise its limitations. | Multiple Choice Question ActivitiesTeacher/pupil questioningExam style question practice (homework’s and in class) | Preparation for end of year external exam (40%).Links to MathematicsLinks to AQA A Level Business unit 3.5Students develop and apply quantitative skills relevant to business, including using and interpreting dataDevelop as effective and independent students, and as critical and reflective thinkers with enquiring minds | CareersEntrepreneurBusiness analystAccountancyFinanceBanking LawManagementfinancial controller,actuaryfinancial directorCompany director |
|  | **Remaining term time to be spent on any resubmissions of coursework** |