

ICT & Computer Science Department

Curriculum Implementation



CURRICULUM IMPLEMENTATION

- To ensure that we make Computing an engaging and challenging learning experience.
- Keep up to date with the technological changes that go on in the world.
- Our topic led curriculum allows pupils to engage with the National Curriculum objectives in a range of ways using a variety of tools including desktop computers.
- We recognise that all classes have pupils with widely differing ICT abilities. This is especially true when some pupils have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the pupil. We achieve this in a variety of ways, by:
 - Setting common tasks which are open-ended and can have a variety of responses.
 - Setting tasks of increasing difficulty (not all pupils complete all tasks).
 - Grouping pupils by ability in the room and setting different tasks to each ability group.
 - Providing resources of different complexity depending on the ability of the pupil.
- It is important to give pupils the opportunity to use a variety of hardware and programmes/apps.
- Clear overview of curriculum within each key stage and each year, showing the sequence of learning.

KS3 COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

GCSE COMPUTER SCIENCE

Students are introduced to core principles of computer science and develop skills in problem solving and computational thinking. This builds on skills learned in Key Stages 1 to 3 in Computer Science/IT while also ensuring that students new to the subject are supported appropriately.

Following on from more visual programming environments, programming skills are further developed using high-level textual programming languages.

Students develop knowledge and understanding of how technology can be used to help proactively with current issues that impact on modern society, preparing them for their next steps in today's global world.

DIGITAL INFORMATION TECHNOLOGY

The digital sector is a major source of employment in the UK. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.

Tech Awards have been developed to give learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection at Key Stage 4.

This Tech Award complements the learning in GCSE programmes such as GCSE Computer Science. It is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.

BUSINESS & ENTERPRISE

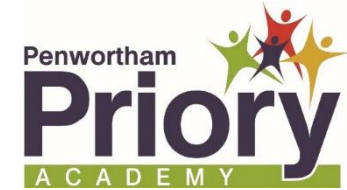
This vocational qualification focuses on an applied study of the business and enterprise sector and learners will gain a broad knowledge and understanding of working in the sector.

The study of business and enterprise involves understanding key business and enterprise areas such as, legal structures, marketing, market research, operations management, resource planning, human resources, funding, finance and business and enterprise planning.

Real-world case studies and contexts that are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

ICT & COMPUTER SCIENCE DEPARTMENT

5 YEAR CURRICULUM MAP



	Autumn Term			Spring Term			Summer Term		
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
YEAR 7 COMPUTING	ICT Skills	E-Safety		Data Representation		Scratch Programming		Hardware & Software	
YEAR 8 COMPUTING	The Internet			Python Programming		Media Production Skills			BBC Micro:Bit
YEAR 9 COMPUTING	Binary			Spreadsheets	Encryption		Business Enterprise Project		
YEAR 10 GCSE COMPUTER SCIENCE	Programming Practical	Logic & Truth Tables	Programming Languages	Data Storage & Compression	Data Representation	Cybersecurity	Binary	Programming theory + Programming Practical	
YEAR 11 GCSE COMPUTER SCIENCE	Algorithms & Decomposition	Hardware	Programming Practical	Software	Networks & Network Security	Issues & Impact	Revision	Exam Paper 1 – Principles of Computer Science May (1hr 30m) Paper 2 – Application of Computational Thinking On screen exam May (2hrs)	

	Autumn Term			Spring Term			Summer Term	
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
YEAR 10 BTEC DIGITAL IT	Component 1 - Exploring User Interface Design Principles and Project Planning Techniques <i>Project - February release for May/June moderation</i>				Controlled Assessment Component 1 March	Component 2 - Collecting, Presenting and Interpreting Data		
YEAR 11 BTEC DIGITAL IT	Component 2 - Collecting, Presenting and Interpreting Data <i>Project - October release for Dec/Jan moderation</i>	Controlled Assessment Component 2 November	Component 3: Effective Digital Working Practices			Exam Effective Digital Working Practices (1 hr 30 m) May/Jun		
YEAR 10 NCFE BUSINESS & ENTERPRISE	LO1 – Business Organisation			LO2 –Marketing Mix		LO3 – Human Resources		LO4 – Operations Management
YEAR 11 NCFE BUSINESS & ENTERPRISE	LO5 – Business Growth	LO6 – Business Finance	LO7 – Impact of External Environment	LO8 – Business Plans	<i>Practice Assignment</i>	Non-exam assessment: Internal Synoptic Project <i>A different non-exam assessment brief will be released every September.</i>	Exam (1 hr 30 m) May/Jun	

YEAR 7 COMPUTING

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes					
ICT SKILLS BIG QUESTION DO I KNOW HOW TO USE A COMPUTER? Introduction to Computing lessons at Penwortham Priory Academy. <ul style="list-style-type: none"> – School Rules – Logins/Passwords – Files and Folders • Introduction to Computing • Knowing how to use a computer correctly and saving work 	E-SAFETY BIG QUESTION HOW CAN I KEEP MYSELF SAFE ONLINE? Introduction to E-Safety. Knowing how to stay safe when online and being careful of the dangers that can occur when online. <ul style="list-style-type: none"> • What is E-Safety • Digital Footprint • Communicating Online 	DATA REPRESENTATION BIG QUESTION HOW DOES A COMPUTER UNDERSTAND WORDS OR IMAGES? To know the difference between data and information and how data is represented within a computer system. <ul style="list-style-type: none"> • Units of Data • Characters of Data • Binary representation of Images • Instructions 	SCRATCH PROGRAMMMING BIG QUESTION WHAT IS INVOLVED IN DESIGNING A COMPUTER GAME? Introduction to Programming and the language constructs using 'Scratch Blocks' (non-textual approach). <ul style="list-style-type: none"> • Move a sprite • Control a sprite (repeat function) • Costumes • Variables • Selection (IF-ELSE statements) 	HARDWARE & SOFTWARE BIG QUESTION HOW IS A COMPUTER MADE? To know why and when computers are used and know the function of the main internal parts of basic computer architecture.	
	Assessment	Assessment	Assessment	Assessment	
A written assessment made up of exam style questions covering the theoretical aspects of the unit. This will be carried out at the end of the unit.					
Why do I need to know this					
Students need to be aware of how to use a school computer correctly and efficiently as many students have previously used iPads or Tablets for learning but have not used a computer.	Students need to be aware about how to stay safe when online and be careful of the dangers that can occur when online.	Computers are able to store and manipulate large quantities of data. They use binary to represent different types of data. Students are expected to learn how different types of data are represented in a computer.	Learning to program is a core component of a computer science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce robust programs.	Students are using computing devices on a daily basis and need to be aware of the jobs for each part of hardware in their device. Students are using many different software programs on different devices and need to be aware of how different software works.	
How will I learn this					
<ul style="list-style-type: none"> • Shared and consistent lesson structures with accompanying resources. • Coherent step-by-step sequences that build on existing knowledge and allow incremental development of knowledge. • The use of low stakes testing and interleaving. • Explicitly teaching new tier two and tier three vocabulary • Unrelenting focus on key concepts. • Embedded regular retrieval practice and spaced practice • Embedded and consistently applied homework focused on knowledge retrieval. 					

YEAR 8 COMPUTING

Autumn Term		Spring Term		Summer Term		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Themes						
<p>THE INTERNET</p> <p>BIG QUESTION</p> <p>IS THE INTERNET THE MOST DANGEROUS INVENTION SINCE THE ATOMIC BOMB?</p> <p>Introduction to how the internet works and staying safe when online</p> <ul style="list-style-type: none">• Introduction to Computing• Understanding browsers• Spot the Scam• Safety Savvy• Safe social networking• Connecting to the internet• Communicating online		<p>PYTHON PROGRAMMING</p> <p>BIG QUESTION</p> <p>WHY IS PROGRAMMING IMPORTANT?</p> <p>Introduction to programming and the language constructs (textual approach).</p> <ul style="list-style-type: none">• Introduction to Python• Variables and User inputs• Comments• Selection Statements• Arithmetic Operators		<p>MEDIA PRODUCTION SKILLS</p> <p>BIG QUESTION</p> <p>HOW DOES DIGITAL MEDIA INFLUENCE OUR LIVES?</p> <p>Introduction to various types of software such as graphics editing, video editing and web design software to complete various tasks.</p> <ul style="list-style-type: none">• Logo Design.• Poster Design using Graphics Editing Software• Advert (Video) creation using video editing software• Website Design using Web design software• Evaluation		<p>BBC MICRO:BIT</p> <p>BIG QUESTION</p> <p>HOW CAN I TELL A COMPUTER WHAT TO DO?</p> <p>Understanding the various components of the embedded device. Remembering the basics of programming.</p> <ul style="list-style-type: none">• Outputs• Variables• Inputs
Assessment		Assessment		Assessment		
A written assessment made up of exam style questions covering the theoretical aspects of the unit. This will be carried out at the end of the unit						
Why do I need to know this						
You need to be aware about how the internet works and how to stay safe when online. To know about the risks involved and also the impact social media can have on you.		Learning to program is a core component of a computer science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce robust programs.		Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.		
				You need to be competent at designing, reading, writing and debugging programs. You must be able to apply your skills to solve real problems and produce robust programs.		
How will I learn this						
<ul style="list-style-type: none">• Shared and consistent lesson structures with accompanying resources.• Coherent step-by-step sequences that build on existing knowledge and allow incremental development of knowledge.• The use of low stakes testing and interleaving.• Explicitly teaching new tier two and tier three vocabulary• Unrelenting focus on key concepts.• Embedded regular retrieval practice and spaced practice• Embedded and consistently applied homework focused on knowledge retrieval.						

YEAR 9 COMPUTING

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
BINARY BIG QUESTION HOW DOES MY COMPUTER UNDERSTAND WHAT I TYPE? Understand that computers use binary to represent number data <ul style="list-style-type: none">Converting between binary and denary whole numbers (0- 255)Performing binary arithmeticConcept of overflowWhy hexadecimal notation is usedConverting between hexadecimal and binaryNegative numbers in binary		SPREADSHEETS BIG QUESTION HOW ARE SPREADSHEETS USED IN EVERYDAY LIFE? Introduction to spreadsheets and how they are used to store data in a structured way. <ul style="list-style-type: none">Introduction to spreadsheetsCollecting DataDesigning a spreadsheetSorting/SearchingButtons and macrosEvaluating the spreadsheet project		ENCRYPTION BIG QUESTION HOW IS MY INFORMATION KEPT SAFE FROM CRIMINALS? Introduction to encryption and the need to keep data secure <ul style="list-style-type: none">Understand the need for encryptionHTTPSCaesar CipherPig pen CipherSubstitution CiphersCyber Security	
BUSINESS ENTERPRISE PROJECT BIG QUESTION WHAT MAKES A GOOD BUSINESS? Introduction to creating a brand for a business and designing a logo and website for the business <ul style="list-style-type: none">Introduction to logo designResearching various businesses and entrepreneursWebsite designsCreating a website for the businessImproving websitesCreating an advert for the business					
Assessment		Assessment		Assessment	
A written assessment made up of exam style questions covering the theoretical aspects of the unit. This will be carried out at the end of the unit					
Why do I need to know this					
Computers are able to store and manipulate large quantities of data. They use binary to represent different types of data. Students are expected to learn how different types of data are represented in a computer.		You need to be aware of how information is stored in a computer and how it can be organised. Many businesses (large or small) use spreadsheets to store information (Eg Schools spreadsheets with student details, whereas shops may have a products spreadsheet). You need to be aware of how the spreadsheet is created and how it can be used.		Sometimes we need to send or receive the data in encrypted format. Encryption refers to any process that's used to make sensitive data more secure and less likely to be intercepted by those unauthorised to view it. There are several modern types of encryptions used to protect sensitive electronic data, such as email messages, files, folders and entire drives.	
Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms.					
How will I learn this					
<ul style="list-style-type: none">Shared and consistent lesson structures with accompanying resources.Coherent step-by-step sequences that build on existing knowledge and allow incremental development of knowledge.The use of low stakes testing and interleaving.Explicitly teaching new tier two and tier three vocabularyUnrelenting focus on key concepts.Embedded regular retrieval practice and spaced practiceEmbedded and consistently applied homework focused on knowledge retrieval.					

GCSE COMPUTER SCIENCE

Paper 1: Principles of Computer Science

Topic 1	Computational Thinking
Topic 2	Data
Topic 3	Computers
Topic 4	Networks
Topic 5	Issues and Impact
Paper 2: Application of Computational Thinking	
Topic 6	Problem solving with programming

Paper 1: Principles of Computer Science

1. COMPUTATIONAL THINKING

Decomposition and abstraction

- Benefit of using decomposition and abstraction
- Benefits of using subprograms

Algorithms

- Write algorithms
- Trace Tables
- Types of errors
- Sorting algorithms
- Searching algorithms
- Logical reasoning and test data

Truth tables

- Logical operators in truth tables

2. DATA

Binary

- Binary to represent data
- Convert between denary and 8-bit binary numbers
- Hexadecimal
- Logical and arithmetic binary shifts
- Two's complement
- Concept of overflow

Data representation

- ASCII
- Bitmap images
- Analogue sound
- Limitations of binary representation

Data storage and compression

- Data storage
- Expressions to calculate file sizes
- Data capacity requirements

3. COMPUTERS

Hardware

- Von Neumann stored program concept
- Main memory
- Secondary storage
- Embedded systems

Software

- Operating systems
- Utility software
- Robust software
- Methods of identifying vulnerabilities

Programming languages

- Low-level programming languages
- High-level programming languages
- Translators

4. NETWORKS

Networks

- Types of networks
- Internet structure
- Wired and Wireless connectivity
- Network speeds
- Network protocols
- 4-layer TCP/IP model
- Network topologies

Network security

- Network security
- Network vulnerabilities
- Methods of protecting networks

5. ISSUES AND IMPACT

Environmental

- Environmental issues associated with digital devices

Ethical and legal

- Collection and use of personal data
- Artificial Intelligence
- Machine learning
- Robotics
- Intellectual property protection

Cybersecurity

- Threat to digital systems
- Technical vulnerabilities
- Social engineering
- Methods of protecting digital systems and data

Paper 2: Application of Computational Thinking

6. PROBLEM SOLVING WITH PROGRAMMING

Develop Code

- Decomposition and abstraction
- Read, write, analyse and refine programs
- Convert algorithms
- Programming techniques
- Programming errors
- Test data

Constructs

- Programming constructs

Data types and structures

- Primitive data types
- Structured data types
- Variables and constants
- Manipulate strings

Input/output

- User input
- Comma separated value text files
- Validation
- Authentication

Operators

- Arithmetic operators
- Relational operators
- Logical operators

Subprograms

- Libraries
- Functions and procedures
- Global and local variables

HOW THE QUALIFICATION IS ASSESSED

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Computer Science consists of two externally-examined papers. Paper 1 is a written examination and Paper 2 is a practical onscreen assessment.

ASSESSMENT METHOD	DESCRIPTION
External Assessment <ul style="list-style-type: none">• Externally set• Written examination• Externally marked	50% of the qualification Written examination: <ul style="list-style-type: none">• 75 marks• 1 hour 30 minutes This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items
External Assessment <ul style="list-style-type: none">• Externally set• Onscreen examination• Externally marked	50% of the qualification Onscreen examination: <ul style="list-style-type: none">• 75 marks• 2 hours This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. They will be provided with: <ul style="list-style-type: none">• coding files• a hard copy of the question paper• the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format. Students should then answer the questions onscreen using Python 3. This assessment consists of six compulsory questions.

PEARSON BTEC LEVEL 1/LEVEL 2 TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

Component number	Component title
Component 1	Exploring User Interface Design Principles and Project Planning Techniques
Component 2	Collecting, Presenting and Interpreting Data
Component 3	Effective Digital Working Practices

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

A. INTERFACE DESIGN FOR INDIVIDUALS AND ORGANISATIONS

User Interfaces

- Types of user interface
- Range of uses and devices
- Factors affecting the choice of user interface
- Hardware and software influences

Audience Needs

- Accessibility needs
- Skill level
- Demographics

Design Principles

- Colours
- Font style/size
- Language
- Amount of Information
- Layout
- User Perception
- Retaining user attention
- Intuitive design

Designing an efficient user interface

- Use of keyboard shortcuts
- Informative feedback
- Easy reversal of actions
- Ensuring buttons/links are distinguishable
- Using bigger objects to influence selection and reduce selection time
- Making objects stand out to reduce focus time
- Placing related objects next to each other to reduce selection time.

B. USE PROJECT PLANNING TECHNIQUES TO PLAN, DESIGN AND DEVELOP A USER INTERFACE

Project planning techniques

- Planning tools
- Methodologies

Creating a project proposal and plan

- Project Proposal
- Purpose and audience
- Project requirements
- User accessibility requirements
- Constraints
- Project Plan
- Timescales

Creating an initial design

- Producing a design that meets user requirements
- Producing a design specification

Developing a user interface

- Initial design using the design principles

C. BE ABLE TO REVIEW A USER INTERFACE

Review

- Strengths and weaknesses of the user interface
- Suggest improvements that could be made to the user interface to better meet the audience needs.

Component 2: Collecting, Presenting and Interpreting Data

A. HOW DATA IS COLLECTED AND USED BY ORGANISATIONS AND ITS IMPACT ON INDIVIDUALS

Characteristics of data and information

- Characteristics of data
- Characteristics of information

Representing information

- Different ways of representing information
- Situations where they would be used

Ensuring data is suitable for processing

- Validation methods
- Verification methods

Data collection

- Data collection methods (Primary/Secondary)
- Data collection features

Quality of information

- Quality of information factors

Sectors that use data modelling

- Types of sectors

Threats to individuals

- Threats to individuals

B. CREATE A DASHBOARD USING DATA MANIPULATION TOOLS

Data processing methods

- Data manipulation methods
- Advanced manipulation methods
- Other processing methods

Producing a dashboard

- Showing data summaries from the data set
- Appropriate presentation methods
- Using appropriate presentation features

C. DRAW CONCLUSIONS AND REVIEW DATA PRESENTATION METHODS

Drawing conclusions based on findings in the data

- Use a dataset and dashboard to present findings and draw conclusions

How presentation affects understanding

- Information being misinterpreted
- Information being biased
- Inaccurate conclusions being made

Component 3: Effective Digital Working Practices

A. MODERN TECHNOLOGIES

Modern technologies

- Communication technologies
- Features and uses of cloud storage
- Features and uses of cloud computing
- How the selection of platforms and services impacts on the use of cloud technologies
- How cloud and 'traditional' systems are used together
- Implications for organisations when choosing cloud technologies

Impact of modern technologies

- Changes to modern teams facilitated by modern technologies
- How modern technologies can be used to manage modern teams
- How organisations use modern technologies to communicate with stakeholders
- How modern technologies aid inclusivity and accessibility
- Positive and negative impacts of modern technologies on organisations
- Positive and negative impacts of modern technologies on individuals

B. CYBERSECURITY

Threats to data

- Why systems are attacked
- External threats (threats outside the organisation) to digital systems and data security
- Internal threats (threats within the organisation) to digital systems and data security
- Impact of security breach

Prevention and management of threats to data

- User access restriction
- Data level protection
- Finding weaknesses and improving system security

Policy

- Defining responsibilities
- Defining security parameters
- Disaster recovery policy
- Actions to take after an attack

C. THE WIDER IMPLICATIONS OF DIGITAL SYSTEMS

Responsible use

- Shared data (location-based data, transactional data, cookies, data exchange between services)
- Environmental
-

Legal and ethical

- The purpose and use of acceptable use policies
- Blurring of social and business boundaries
- Data protection principles
- Data and the use of the internet
- Dealing with intellectual property
- The criminal use of computer systems

Forms of notation

- How organisations use different forms of notation to explain systems, data and information
- Interpret information presented using different forms of notation in a range of contexts
- Present knowledge and understanding using different forms of notations

HOW THE QUALIFICATION IS ASSESSED

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the digital sector, and specialist skills and techniques.

Components 1 and 2 are assessed through non-exam internal assessment.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification.

ASSESSMENT METHOD	DESCRIPTION
Component 1: Exploring User Interface Design Principles and Project Planning Techniques Non Examined Assessment <ul style="list-style-type: none">• Externally-set• Internally marked and externally moderated	30% of the technical award 60 marks The assignment will be completed in approximately 6 hours of supervised assessment.
Component 2: Collecting, Presenting and Interpreting Data Non Examined Assessment <ul style="list-style-type: none">• Externally-set• Internally marked and externally moderated	30% of the technical award 60 marks The assignment will be completed in approximately 6 hours of supervised assessment.
Component 3: Effective Digital Working Practices External Assessment <ul style="list-style-type: none">• Externally set• Written examination• Externally marked	40% of technical award Written examination: <ul style="list-style-type: none">• 60 marks• 1 hour 30 minutes• a mixture of multiple-choice, short-answer and extended-response questions

NCFE LEVEL 1/2 TECHNICAL AWARD IN BUSINESS AND ENTERPRISE

Content Area Number	Content Area Title
Content Area 1	Entrepreneurship, business organisation and stakeholders
Content Area 2	Market research, market types and orientation and marketing mix
Content Area 3	Human resource requirements for business and enterprise
Content Area 4	Operations management
Content Area 5	Business growth
Content Area 6	Sources of enterprise funding and business finance
Content Area 7	The impact of the external environment on business and enterprise
Content Area 8	Business and enterprise planning

Content Areas
1. ENTREPRENEURSHIP, BUSINESS ORGANISATION AND STAKEHOLDERS
<p>Entrepreneurship</p> <ul style="list-style-type: none"> • Being an entrepreneur • Entrepreneurial motivators • Entrepreneurial skills and attributes <p>Business and enterprise aims and objectives</p> <ul style="list-style-type: none"> • Reasons for aims and objectives • Financial aims and objectives • Non-financial aims and objectives <p>Structures</p> <ul style="list-style-type: none"> • Legal structures • The impact on business and enterprise of different structural characteristics • The impact on business and enterprise of changes in structure <p>Stakeholders</p> <ul style="list-style-type: none"> • Internal stakeholders • External stakeholders • Stakeholder engagement • Stakeholder conflict

2. MARKET RESEARCH, MARKET TYPES AND ORIENTATION AND MARKETING MIX

The market

- Aspects of the market

Market research

- Primary market research
- Secondary market research
- Data types
- Market types
- Business orientation types

Marketing mix

- Price
- Place
- Promotion
- Product
- Product life cycle and product life cycle extension strategies
- Product development and innovation
- Boston Matrix
- Branding

3. HUMAN RESOURCE REQUIREMENTS FOR BUSINESS AND ENTERPRISE

Human resources

- Methods of recruitment
- Stages of recruitment
- Types of employment contracts

Staff development and monitoring

- Methods of staff development and monitoring

Motivation

- Financial methods of motivation

Non-financial methods of motivation

- Motivation theories

4. OPERATIONS MANAGEMENT

Operations management

- Outsourcing
- Lean production
- Maintaining and improving quality
- Production methods
- Customer service

5. BUSINESS GROWTH

Business and enterprise growth

- Internal growth
- External growth
- Efficiencies and costs of business and enterprise expansion
- Challenges of growth

6. SOURCES OF ENTERPRISE FUNDING AND BUSINESS FINANCE

Business and enterprise funding

- Funding types

Financial terms, documents and tools

- Financial terms and calculations
- Costs, liabilities and assets
- Financial documents
- Ratio analysis
- Cash flow management

7. THE IMPACT OF THE EXTERNAL ENVIRONMENT ON BUSINESS AND ENTERPRISE

The impact of the external environment

- External influences

8. BUSINESS AND ENTERPRISE PLANNING

Business and enterprise planning

- Purposes and benefits of planning
- Sections of a business plan

HOW THE QUALIFICATION IS ASSESSED

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The qualification has 2 assessments externally set by NCFE: one NEA and one written EA.

Only one attempt at each assessment is permitted.

ASSESSMENT METHOD	DESCRIPTION
External Assessment <ul style="list-style-type: none">• Externally set• Written examination• Externally marked	40% of technical award Written examination: <ul style="list-style-type: none">• 80 marks• 1 hour 30 minutes• a mixture of multiple-choice, short-answer and extended-response questions
Non Examined Assessment <ul style="list-style-type: none">• Externally-set• Internally marked and externally moderated	60% of the technical award 120 marks The completion time for the NEA is 21 hours plus 2 hours preparation and research time.