

Enterprise Tech Award

Curriculum Intent 2021-2022

Core aims of the subject at Key Stage 4

Students will follow the Edexcel Tech Award in Enterprise. They will begin the course in Year 10 and will complete 3 units 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.
- Gain confidence by developing independent learning skills.

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, 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. Please see website for the formal internal assessment record.

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 breakdown is as follows:

Component 1: Exploring Enterprises (internally assessed - externally moderated) - 30% of overall mark

Students will examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

Component 2: Planning for and Pitching an Enterprise Activity (coursework - internally assessed - externally moderated) - 30% of overall mark

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 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

In year 10 pupils will be expected to conduct research homework to investigate various business concepts and processes to support their coursework. In year 11 practise questions will require completion to practise and reinforce accounting skills learned in class.

Clubs and/or intervention

Lunchtime drop-in sessions available with Mr McAlynn Thursdays in DG01. Extra revision available after school and during the holidays as needed.

Parental/Carer support

Parents/Carers can find the subject content and specification at: https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf. Parents/Carers can also support by encouraging your child to attend extra revision and drop-in sessions and ensuring and 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

Specification for course: 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 *Barclays* – can be used to help explain APRs and the types of rate open to SMEs.

www.bbc.co.uk *BBC* – news programmes and articles on consumer changes.

www.thebigfig.co.uk *The Big Fig* – a useful example to consider when working on social enterprise.

www.britishchambers.org.uk *British Chambers of Commerce* – a business network with links across the world.

<http://www.csscloud.co.uk> *CSS Cloud Computer Services* – an IT support service enterprise.

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 *Gov.UK* – a government website for small businesses and sole traders/self-employed people.

www.micromentor.org *MicroMentor* – an online community of entrepreneurs and volunteer business mentors.

www.moneysavingexpert.com *Money Saving Expert* – can be used to explain terms such as APR in business.

www.ofcom.org.uk *Ofcom* – the UK regulator for communications, including TV, radio and on-demand sectors.

www.pastafoods.com *Pasta Foods* – a useful example to consider for discussing the growth of enterprises.

<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 *Social Enterprise* – the national body for businesses that have a social or environmental bias.

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 *Which?* – useful summaries of legislation.

Videos

www.youtube.com/watch?v=0xjTJoLklvs – a short film from the Advertising Standards Authority.

www.youtube.com/watch?v=hG0ZXD89Bq0 – a range of UK-based advertisements.

www.youtube.com/watch?v=mhQOgLzIZfc – a focus group tasting different foods.

www.youtube.com/watch?v=XA2Eo1ggkjc – an explanation of how focus groups work from the University of Derby.

www.youtube.com/watch?v=kcSlnAOc00E – a short introduction on lead times from TDM videos

www.youtube.com/user/YoungEnterpriseUK – the Young Enterprise UK channel, which may be a useful resource around visits to enterprises.

ASDAN Mapping

This programme of study will run along side the ASDAN qualification, this will allow students to gain one or both of these awards by the end of Year 11. In order for this to be successful we have carefully mapped the units of the ASDAN programme to fit with the Enterprise Curriculum.

Details of the mapping: 6 Credits needed for Bronze award

- Module 1 A2, A4, A6, A8, B2 (2 credits)
- Module 2 B1 (1 credit)
- Module 3 B2 (1 credit)
- Module 6 A1, A2, A3, A5, B3 (2 credits)
- Module 7 B7 (1 credit)
- Module 8 A6, A7, A8, A9 (1 credit)
- Module 12 B2 (1 credit)

Connections to future pathways

Careers

Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager, Risk manager, Stockbroker, Supply chain manager

Future learning

A Level Business, A Level Product Design, A Level Economics, A Level Geography, A Level Government & Politics, A Level Mathematics, A Level Psychology, A Level Sociology Btec Level 3 Business and any other vocational course.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	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		

<ul style="list-style-type: none"> ➤ A1 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 competition ➤ Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customer. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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 ➤
<ul style="list-style-type: none"> ➤ A1 What is an enterprise? ➤ The role of customer service in attracting new customers, securing repeat purchases, customer loyalty and an improved reputation ➤ Enterprises 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 services ➤ Reasons why some enterprises fail 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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 ➤
<ul style="list-style-type: none"> ➤ A2 Types and characteristics of small and medium enterprises (SMEs) ➤ Definitions of SMEs: <ul style="list-style-type: none"> • Micro – up to ten people 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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

<ul style="list-style-type: none"> • Small – between 11 and 49 staff • Medium – between 50 and 249 staff 		
<p>➤ A3 The purpose of enterprise</p> <p>➤ Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical</p> <p>➤ Objectives that can provide challenges and targets over a defined period of time</p>	<p>➤ Multiple Choice Question Activities</p> <p>➤ Teacher/pupil questioning</p> <p>➤ Exam style question practice (homework's and in class)</p>	<p>➤ This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.</p> <p>➤ Links to AQA A Level Business unit 3.1</p> <p>➤</p>
<p>➤ A4 Entrepreneurs</p> <p>➤ Reasons for starting your own enterprise – to be your own boss, to pursue a hobby, flexibility</p>	<p>➤ Multiple Choice Question Activities</p> <p>➤ Teacher/pupil questioning</p> <p>➤ Exam style question practice (homework's and in class)</p>	<p>➤ This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.</p> <p>➤ Links to AQA A Level Business unit 3.1</p> <p>➤</p>
<p>➤ Learning aim A: Assessment</p> <p>➤ Pupils complete a report about two real small to medium local enterprises and the entrepreneurs that run them.</p>	<p>Assessment has 3 main sections:</p> <p>1) Purpose, aim and activities of two different businesses</p> <p>2) The entrepreneurs who run them</p>	<p>➤ This section links to all prior learning on this course to this point and allows for students to show their understanding through coursework.</p> <p>➤</p>

		3) How the characteristics of the entrepreneur and enterprise have shaped the company achieving its objectives.	
Autumn 2	<p>Component 1: Exploring enterprises (Learning aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour)</p> <p>Aim: examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs</p> <p>Assessment: internally assessed assignment</p>		
	<p>➤ B1 Customer needs</p> <p>➤ Anticipating and identifying customer expectations</p>	<p>➤ Multiple Choice Question Activities</p> <p>➤ Teacher/pupil questioning</p> <p>➤ Exam style question practice (homework's and in class)</p>	<p>➤ This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1</p> <p>➤ Links to AQA A Level Business unit 3.3</p> <p>➤</p>
	<p>➤ B2 Using market research to understand customers</p> <p>➤ After-sales service</p> <p>➤ Linking products to customers</p> <p>➤ Qualitative & Quantitative research</p> <p>➤ Types of primary research:</p> <p>➤ questionnaires</p> <p>➤ visits and observations</p> <p>➤ interviews</p> <p>➤ focus groups</p>	<p>➤ Multiple Choice Question Activities</p> <p>➤ Teacher/pupil questioning</p> <p>➤ Exam style question practice (homework's and in class)</p>	<p>➤ This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1</p> <p>➤ Links to AQA A Level Business unit 3.3</p>

	<ul style="list-style-type: none"> ➤ surveys ➤ Sources of secondary research: ➤ online research ➤ company materials ➤ market reports ➤ government reports 		
	<ul style="list-style-type: none"> ➤ B3 Understanding competitors <p>The main features that make products competitive:</p> <ul style="list-style-type: none"> ➤ price ➤ quality ➤ availability ➤ unique features and selling points (USPs) <p>How products stand out in a market</p>	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1 ➤ Links to AQA A Level Business unit 3.3
	<p>Learning aim B: assessment</p> <ul style="list-style-type: none"> ➤ Report exploring how market research helps the selected enterprises meet customer needs and understand competitor behaviour. 	<p>Section 1: The design and use of market research in two local Enterprises</p> <p>Section 2: The effectiveness of market research for one local enterprise</p>	<ul style="list-style-type: none"> ➤ This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1 ➤
<p>Spring 1</p>	<p style="text-align: center;">Component 1: (Learning aim C: Investigate the factors that contribute to the success of an enterprise</p> <p style="text-align: center;">Aim: examine different enterprises to develop knowledge and understanding of the internal and external factors which impact on business success.</p> <p style="text-align: center;">Assessment: internally assessed assignment</p>		

	<ul style="list-style-type: none"> ➤ C1 Internal factors ➤ Factors within the control of the enterprise that can impact on costs ➤ understanding the market ➤ keeping customers satisfied ➤ effective planning and financing ➤ marketing and promoting ➤ unforeseen human resource costs 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1 ➤ Links to AQA A Level Business unit 3.3
	<ul style="list-style-type: none"> ➤ C2 External factors ➤ Factors outside the control of the enterprise that can impact on costs ➤ Changes in the cost of energy, raw materials, borrowing, and renting premises ➤ Changes in costs of marketing or selling ➤ Governmental changes – new regulations, changes in taxation ➤ Factors outside the control of the enterprise that can impact on revenues: ➤ Competitors 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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 independence ➤ An understanding of the importance of identifying and combatting discrimination ➤

	<ul style="list-style-type: none"> ➤ Consumer confidence in the economy – growth/recession and level of employment ➤ Changing consumer behaviour ➤ Changes in consumer legislation ➤ C3 Situational analysis ➤ Using situational analysis to identify how internal and external factors might affect an enterprise ➤ SWOT (strengths, weaknesses, opportunities and threats) ➤ PEST (political, economic, social and technological) 		
	<p>C4 Measuring the success of an SME</p> <ul style="list-style-type: none"> ➤ How far they meet business aims such as surviving, breaking even, making a profit and meeting customer needs ➤ Reasons for the success of SMEs 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section links to product design and mathematics as well as is an important part of the knowledge needed for the assessment of unit 1 ➤
	<p>Learning aim C: assessment</p> <ul style="list-style-type: none"> ➤ Written report about the internal and external factors that impact on the success of enterprises. 	<p>Section 1: The impact of internal and external factors</p> <p>In this section, consider the impact of external and internal factors on the business success of two local enterprises.</p>	<ul style="list-style-type: none"> ➤ This section links to product design, media as well as is an important part of the knowledge needed for the assessment of unit 1 ➤

Section 2: Evaluating internal and external factors

In 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.

Component 2: Planning for and pitching an enterprise activity(Part A)

Aim: Explore ideas and plan for a micro-enterprise

Assessment: internally assessed assignment

**Spring
2**

➤ **A1 Generating ideas for a micro-enterprise activity**

- Ideas could involve:
- innovation of products/services
- provision of products/services in new contexts
- provision of products/services to new markets
- resources available
- financial forecasts
- costing and pricing
- methods of communication and promotion
- potential customers
- leadership, personal and communication skills required
- technical and practical skills required

- Multiple Choice Question Activities
- Teacher/pupil questioning
- Exam 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 3.5

	<p>A2 Plan for a micro-enterprise activity</p> <p>Aims of the micro-enterprise:</p> <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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
	<p>Assessment: Learning Aim A</p> <p>1) prepare a comprehensive and realistic plan for a micro-enterprise activity, 2) supported by clear individual research and valid reasons for your choices.</p>	<ul style="list-style-type: none"> ➤ Prepare a plan to include: Aims Product USP Target market Estimation of resources Timescale Risk assesment 	<p>As above</p>
<p>Summer 1</p>	<p align="center">Component 2: Pitching a micro-enterprise activity(Part B) Aim: Pitch a micro enterprise activity</p> <p>Assessment: internally assessed assignment</p>		
	<ul style="list-style-type: none"> ➤ B1 Pitching a micro-enterprise activity <p>Pitching: presenting key elements of a business plan logically</p>	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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. ➤

<p>➤ B2 Presenting a business pitch</p> <p>Presentation skills:</p> <ul style="list-style-type: none"> ➤ professional behaviour and conduct of presenter ➤ positive attitude ➤ well-rehearsed and ➤ Prepared. ➤ considerate of the needs ➤ and interest of the ➤ audience ➤ use of visual aids, e.g. <ul style="list-style-type: none"> • computer projection/slideshow • with speaker notes, handouts • for audience, clarity and legibility of text • impact of graphics and images <p>Communication skills:</p> <ul style="list-style-type: none"> ➤ body language, gestures and eye contact ➤ language and tone, pace, ➤ volume and projection ➤ use of business terminology ➤ listening, handling questions and formulating appropriate ➤ Responses 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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.
<ul style="list-style-type: none"> ➤ Assessment: Learning aim B ➤ Pupils need to make a 'pitch', individually explaining your idea to an audience of tutors and other learners 	<p>Provision of:</p> <ul style="list-style-type: none"> ➤ Pitch ➤ Powerpoint slide ➤ notes, ➤ examples of promotional materials, ➤ hand-outs, props. 	<ul style="list-style-type: none"> ➤ 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. ➤

Component 2: Reviewing your own pitch for micro-enterprise activity(Part C) Aim: Review your pitch a micro enterprise activity Assessment: internally assessed assignment			
Summer 2	C1 Using feedback and review to identify possible changes to the pitch Receive feedback from audience on: <ul style="list-style-type: none"> ➤ the business content of the pitch ➤ the presentation and communication skills demonstrated 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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. ➤
	<ul style="list-style-type: none"> ➤ Reviewing plan and personal performance, reflecting on feedback gathered from others: ➤ what went well, e.g. clear synopsis of plan, demonstration of skills ➤ what went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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. ➤
	<ul style="list-style-type: none"> ➤ Recommending improvements to the contents of the plan to own performance 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ 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. ➤
	Assessment: Learning aim C You must prepare a written review that evaluates the success of the plan and pitch.	Your review must include: 1) The elements of the plan that contributed to the success of your pitch, and recommendations for improvement to the plan	<ul style="list-style-type: none"> ➤ 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.

	It also recommends how it could be improved in the future.	2) Specific examples of the skills you demonstrated to make the pitch a success, and an identification of any development needs, making recommendations for how you could improve these skills.	
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1&2	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 firm. 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.		
	<p>➤ A1 Elements of the promotional mix and their purposes.</p> <p>The two basic aspects of advertising are:</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.3

	<ul style="list-style-type: none"> ➤ 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 directly ➤ Direct marketing to establish an individual relationship between the enterprise and the customer: 		
	<ul style="list-style-type: none"> ➤ A2 Targeting and segmenting the market <p>Learners will consider why an enterprise targets its market, and the impact this has on promotion.</p> <ul style="list-style-type: none"> ➤ Types of market: Business to Business (B2B), Business to Consumer (B2C). ➤ Segmenting the market to identify which customers its promotions will target. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to AQA A Level Business unit 3.3
	<ul style="list-style-type: none"> ➤ A3 Factors influencing the choice of promotional methods <p>Learners will consider the factors affecting the choice of promotional method for an enterprise.</p> <ul style="list-style-type: none"> ➤ Size of enterprise. ➤ Budgetary constraints. ➤ Appropriateness for product/service. ➤ Target market. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.3

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.

Spring
1 & 2

<ul style="list-style-type: none"> ➤ B1 Financial documents ➤ Types: invoices, delivery notes, purchase orders, credit notes, receipts, ➤ Statement of account. ➤ Importance to a business of accuracy when these documents are being used. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5
<ul style="list-style-type: none"> ➤ B2 Payment methods ➤ Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. ➤ Impact on customers and enterprises of using different methods. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5
<ul style="list-style-type: none"> ➤ B3 Sources of revenue and costs ➤ Income from sales and from assets. ➤ Start-up costs and running costs. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5
<ul style="list-style-type: none"> ➤ B4 Terminology in financial statements ➤ Turnover (net sales) and cost of sales (cost of goods sold). 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5

	<ul style="list-style-type: none"> ➤ 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. 		
	<ul style="list-style-type: none"> ➤ B5 Statement of comprehensive 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. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5
	<ul style="list-style-type: none"> ➤ B7 Profitability and liquidity ➤ Learners will interpret statements of comprehensive income and of financial position to calculate ratios. ➤ The difference between cash and profit. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5

	<ul style="list-style-type: none"> ➤ The difference between liquidity and profitability. ➤ Calculate profitability ratios from given formulae: ➤ gross profit margin percentage (GPM): (gross profit/revenue) × 100 ➤ net profit margin percentage (NPM): (net profit/revenue) × 100. ➤ Calculate liquidity ratios from given formulae: ➤ current ratio: current assets/current liabilities ➤ liquid capital ratio: (current assets – inventory)/current liabilities. 		
Summer 1&2	<p>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 cashflow 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.</p>		
	<ul style="list-style-type: none"> ➤ C1 Using cash flow data ➤ Cash – liquid assets of the business; bank balance plus cash in the business. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework’s and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5
	<ul style="list-style-type: none"> ➤ C2 Financial forecasting ➤ Purpose of a cash flow forecast: ➤ To identify money coming in (inflows) and going out (outflows) of the enterprise over time o to determine net 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework’s and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5

	<p>current asset requirements and make business decisions.</p> <ul style="list-style-type: none"> ➤ Inflows: sales, capital introduced, loans. ➤ Outflows: purchases, running costs. 		
	<p>C3 Suggesting improvements to cash flow problems</p> <ul style="list-style-type: none"> ➤ Analysis of cash flow information – considering changes in inflows 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 <p>C4 Break-even analysis and break-even point</p> <ul style="list-style-type: none"> ➤ Learners will construct and interpret a break-even chart, and recognise its limitations. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Preparation for end of year external exam(40%) ➤ Links to Mathematics ➤ Links to AQA A Level Business unit 3.5
	<p>➤ Remaining term time to be spent on any resubmissions of coursework</p>		