

Walthamstow Academy – Business & Enterprise Curriculum Journey

Our Curriculum Intent

Our Business and Enterprise curriculum gives **all of our students** an **understanding** and **insight** into the world of work, specifically the ways in which businesses are established, run and how they benefit society. Our curriculum makes our students **think independently** and **curiously** about the way the world works: its economies, its people, and its ethics. We provide our students with opportunities to **analyse** existing businesses, **develop** their enterprise skills and creativity, **apply** their mathematical knowledge and grow and **develop into young adults** who appreciate how financial and business markets work.

- Investigation of existing businesses
- Case studies and scenarios
- Research into existing businesses
- Analysis and evaluation of financial data
- Business design

In sequencing our curriculum we aim to introduce new content and business theory alongside developing the complexity within topics the students study. For example, students in Year 10 are taught the basics of business ownerships, such as the difference between sole traders and limited companies. In year 11, students apply this knowledge to real life scenarios in order to evaluate the strengths and limitations of these different types of business model. By the time they are studying business in the sixth form, students make reasoned judgements on the financial and legal implications of setting up or developing these business models in different aspects of the real business world. The business curriculum is sequenced to enable students to learn new content in small steps and then apply their learning to various scenarios, hopefully creating the entrepreneurs and business leaders of the future.

KS4

At Key Stage 4 we methodically sequence the curriculum in order to ensure that students develop their knowledge and understanding of the business world and core business analysis tools. This then enables students to approach business studies in greater depth and more complexity in year 11, when they consider the ethical and moral considerations that establish businesses have to make and also use reasoned judgements to evaluate these decisions.

We start the Key Stage with introducing the fundamentals of business, such as ownership, finance and marketing in order to establish a core business knowledge that students can then draw upon and develop over the course of their studies.

From the beginning of year 10, students develop their research and analysis skills in investigating local businesses. This local focus gives them confidence, and a full contextual understanding of business fundamentals and this then enables them to then analyse national and international business with confidence later in the Key Stage.

Key Stage 4 introduces the business curriculum to students, building on their studies within various disciplines across Key Stage 3: their numerical skills from maths lessons, their literacy skills from English, their presentation skills from drama, their investigation skills from geography and their analysis of source material from history. Although the content of the business curriculum is new to our students, the vast majority of skills they need to access the curriculum have been established and developed in Key Stage 3.

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview: In Year 10 Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises Enterprise is the set of skills and characteristics that an entrepreneur requires in order to be innovative, including creativity, risk-aversion, inventiveness and dedication. It is also the name given to a small start-up business. In Year 10 learners will have the opportunity to develop knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise.</p>			
<p>Year 10 HT1</p>	<p>Unit Title: Understand how and why enterprises and entrepreneurs are successful Students will learn about :</p> <p>Size and features of SMEs</p> <ul style="list-style-type: none"> • Size of SMEs to ranging from Micro to Medium • 5 Types of profit-making enterprises • Features of SMEs to include: <p>Sectors and business models in which enterprises operate</p> <ul style="list-style-type: none"> • Different sectors and business models, including: • Different industries in which enterprises operate <p>Students use their Research and Investigative skills to study 5 small Business Enterprises. They make decisions about the different Characteristics of the Enterprises</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim A</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Local Business Visits</p>
<p>Year 10 HT2</p>	<p>Unit Title: Understand how and why enterprises and entrepreneurs are successful Students will learn about :</p> <p>Aims and activities of enterprises</p> <ul style="list-style-type: none"> • Aims of enterprises to include: • Impact of activities in supporting the aims of enterprises • Impact of failing to undertake these activities success <p>Skills and characteristics of entrepreneurs</p> <ul style="list-style-type: none"> • Reasons why entrepreneurs start their own enterprise • Impact of the skills and characteristics of the entrepreneur in helping to support 	<p>Summative Assessment Exploring Enterprises – Learning Aim A</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Interview Local Entrepreneurs</p>

	Students will learn what Skills and Characteristics a successful Entrepreneur will possess and Self Assess their own Skill set.		
Year 10 HT3	<p>Unit Title: Understand customer needs and competitor behaviour through market research</p> <p>Students will learn about/ develop skills of:</p> <p>Market research methods</p> <ul style="list-style-type: none"> • Benefits and drawbacks of a range of primary research methods used by enterprises to include: • Benefits and drawbacks of a range of secondary research methods used by enterprises to include: <p>Understanding customer needs</p> <ul style="list-style-type: none"> • The importance of the information that primary and secondary research <p>Students will study a range of Market Research Methods and Evaluate their usefulness to Micro Businesses.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim B</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>ONS Website</p>
Year 10 HT4	<p>Unit Title: : Understand customer needs and competitor behaviour through market research</p> <p>Students will learn about/ develop skills of:</p> <p>Understanding competitor behaviour</p> <ul style="list-style-type: none"> • Understanding the market: • Competitive advantage: <p>Suitability of market research methods</p> <ul style="list-style-type: none"> • Suitability of market research methods that could help the enterprise in gaining further information to include: <p>Students learn about the importance of Competitors to Enterprises and study how to compete effectively.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim B</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Local Competitor Websites</p> <p>www.bized.co.uk</p> <p>www.businesscasestudies.co.uk</p>
Year 10 HT5	<p>Unit Title: Understand how the outcomes of situational analyses may affect enterprises</p> <p>Students will learn about/ develop skills of:</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim C</p>	<p>BTEC Tech Award Textbook</p>

	<p>PEST (Political, Economic, Social, Technological) analysis</p> <ul style="list-style-type: none"> Recommendations for actions that enterprises could take based on research and analysis of the following factors: Suitability of recommendations made according to the potential positive and negative impact on costs and revenues. <p>Students use their Analytical Skills to assess the impact of Internal & External Influences using Situational Analysis Models.</p>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.	Links to Business Websites in Teaching Slides
Year 10 HT6	<p>Unit Title: Understand how the outcomes of situational analyses may affect enterprises</p> <p>Students will learn about/ develop skills of:</p> <p>SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> <ul style="list-style-type: none"> Impact of the strengths, weaknesses, opportunities and threats ba Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues <p>Students learn how to evaluate and make judgements about a Businesses using tools such as SWOT Analysis.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim C</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>www.businesscasestudies.co.uk</p>
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p>Year 11 Curriculum Overview:</p> <p><i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p><i>Year 11 will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</i></p> <p><i>Year 11 will develop skills in analysing information and giving advice for a specific purpose, which will support your progression to Level 2 or 3 vocational or academic qualification</i></p> <p><i>If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding.</i></p>			
Year 11	Unit Title: Promotion & Financial Records	Summative	BTEC Tech Award Textbook

<p>HT1</p>	<p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Elements of the promotional mix and their purposes • Targeting and segmenting the market • Factors influencing the choice of promotional methods • Financial records • Financial documents • Payment methods • Sources of revenue and costs • Terminology in financial statements • Statement of comprehensive income <p>Students learn about a range of Financial Documents and their uses. They also investigate the suitability of various Sources of Finance for different acquisitions. Numeracy skills are also developed in this Unit.</p>	<p>2 hr Written Paper based on Business Case Studies</p>	<p>Links to Business Websites in Teaching Slides</p> <p>Pearson Revise BTEC Tech Award Guide</p>
<p>Year 11 HT2</p>	<p>Unit Title: Financial Planning and Forecasting</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Statement of financial position • Profitability and liquidity • Financial planning and forecasting • Using cash flow data • Financial forecasting <p>Students learn how to understand Company Accounts to assess the Performance of a Business. Calculations and Ratio's are used which help develop students Numeracy skills.</p>	<p>Summative</p> <p>2 hr Written Paper based on Business Case Studies in February</p>	<p>BTEC Tech Award Textbook</p> <p>Pearson Revise BTEC Tech Award Guide</p> <p>www.bized.co.uk</p>
<p>Year 11 HT3</p>	<p>Unit Title: Financial Planning and Forecasting</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Suggesting improvements to cash flow problems • Break-even analysis and break-even point • Sources of business finance <p>Students learn how to use Cashflow and Breakeven Analysis to make decisions about the viability of a Business.</p>	<p>Summative</p> <p>2 hr Written Paper based on Business Case Studies in February</p>	<p>BTEC Tech Award Textbook</p> <p>Pearson Revise BTEC Tech Award Guide</p>
<p>Year 11 HT4</p>	<p>Unit Title: Explore ideas and plan for a micro-enterprise activity</p> <p>Students will learn about/ develop skills of:</p>	<p>Summative Assessment</p>	<p>Links to Business Websites in Teaching Slides</p>

	<ul style="list-style-type: none"> • A1 Generating ideas for a micro-enterprise activity • Ideas could involve: • Factors to be considered when selecting final idea • A skills audit by learners, to consider • A2 Plan for a micro-enterprise activity • Aims of the micro-enterprise: • Product or service to be sold, • Identifying the target market • Methods of communication with the customer • Resources required: • Risk assessment, and contingency plans, <p>Students research various Business ideas and make a judgement on the most likely to be successful. Students Learn how to produce a Business Plan investigating all aspects of starting a Business.</p>	<p>Explore ideas and plan for a micro-enterprise activity – Learning Aim A</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>Local Business Visits</p> <p>Dragon’s Den videos on Youtube</p> <p>www.tutor2U.com</p>
<p>Year 11 HT5</p>	<p>Unit Title: Pitch and Review a micro-enterprise activity</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Learning aim B: Pitch a micro-enterprise activity • B1 Pitching a micro-enterprise activity • B2 Presenting a business pitch • Presentation skills: • Communication skills: • Learning aim C: Review own pitch for a micro-enterprise activity • C1 Using feedback and review to identify possible changes to the pitch • Receive feedback from audience on: • Reviewing plan and personal performance, reflecting on feedback gathered from others: • Recommending improvements: <p>Students develop their Confidence, Public Speaking and Communication Skills in Presenting a Business Pitch similar in style to the ‘Dragon’s Den’</p>	<p>Summative Assessment</p> <p>Pitch and Review a micro-enterprise activity – Learning Aim B</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Dragon’s Den videos on Youtube</p>

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 12 BTEC Business Curriculum Overview:</p> <p><i>In Year 12 Students study the Mandatory Units that underpin the course. These range from Marketing to Finance. Externally assessed Units are also completed in the first year of this 2 year course. Skills students develop over Year 12 include Cognitive, Intrapersonal, Independence Skills. Literacy is also developed through Report writing as well as Numeracy skills in learning how to analyse Financial Accounts. Students research real Businesses based on their interests.</i></p>			
<p>Year 12 HT1</p>	<p>Unit Titles: Exploring Business Personal & Business Finance Recruitment & Selection Process</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Features of businesses • Stakeholders and their influence • Effective business communications • Functions and role of money • Different ways to pay • Recruitment of staff <p>Students study 2 selected Businesses and investigate reasons why they are successful. This Unit deals with the Principles of Business i.e Features & Ownership</p>	<p>Summative Assessment Assignments based on Units 1 and 8</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>Personal & Business Finance is a written 2 Hour Exam sat in February</p> <p>Formative Assessment Unit 3 Past Papers</p>	<p>Pearson BTEC National Textbook</p> <p>www.bized.co.uk</p> <p>www.businesscasestudies.co.uk</p>
<p>Year 12 HT2</p>	<p>Unit Titles: Exploring Business Personal & Business Finance Recruitment & Selection Process</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Structure and organisation 	<p>Summative Assessment</p> <p>Non-ex Assignments based on Units 1 and 8</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>Pearson BTEC National Textbook</p> <p>www.tutor2U.com</p> <p>www.minwww.startups.co.uk</p> <p>www.gov.uk/set-up-business</p>

	<ul style="list-style-type: none"> • Aims and objectives • External environment • Managing personal finance • Explore the personal finance sector • Job applications <p>Students learn about the importance of Managing Personal Finance researching Bank Accounts and various forms of Credit</p>	<p>Personal & Business Finance is a written 2 Hour Exam sat in Feb am internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>Formative Assessment Unit 3 Past Papers</p>	<p>dtools.com</p>
<p>Year 12 HT3</p>	<p>Unit Titles: Principles of Management Personal & Business Finance Recruitment & Selection Process Pitching for a New Business</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Definitions of management and leadership • Functions of management and leadership • Understand the purpose of accounting • Select and evaluate different sources of business finance • Interviews and skills • Exploration of ideas for a micro-business start-up • Models for business opportunities <p>Students study the Recruitment Process which will support them when applying for jobs in later life. Learning important topics such as Interview Skills.</p>	<p>Summative Assessment</p> <p>Non-exam internal assessment set by Pearson, marked by the cen Assignments based on Units 1 and 8</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>Personal & Business Finance is a written 2 Hour Exam.</p> <p>Formative Assessment Unit 3 Past Papers Unit 8 Past Papers</p>	<p>Pearson BTEC National Textbook</p> <p>www.gov.uk</p> <p>www.princes-trust.org.uk/help-for-young-people/support-starting-business</p>
<p>Year 12 HT4</p>	<p>Unit Titles: Principles of Management Recruitment & Selection Process Pitching for a New Business</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Business culture • Management and leadership styles 	<p>Summative Assessment</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Assignments based on Units 1 and 8</p>	<p>Pearson BTEC National Textbook</p> <p>www.startupbritain.org</p> <p>youtube video's of Dragon's Den</p>

	<ul style="list-style-type: none"> • Factors to be considered when setting up a micro-business • Market analysis and planning • Legal aspects <p>Students study the Principles of Management preparing them for future employment and to apply their knowledge to a pre-release case study for their external assessment</p>	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>Formative Assessment Unit 8 Past Papers</p>	
<p>Year 12 HT5</p>	<p>Unit Titles: Recruitment & Selection Process Pitching for a New Business</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Ethical and legal considerations in the recruitment process • Personal CV • Financial aspects • Marketing mix SWOT <p>Students produce a detailed Business Plan for a Micro-business start-up with a view to gain finance and investment. This includes all aspects of starting a Business from Marketing to Finance</p>	<p>Summative Assessment</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Assignments based on Units 1 and 8</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>Personal & Business Finance is a written 2 Hour Exam sat in Feb Pearson.</p>	<p>Pearson BTEC National Textbook</p> <p>www.startupdonut.co.uk</p> <p>youtube video's of Dragon's Den</p>
<p>Year 12 HT6</p>	<p>Unit Title: Recruitment & Selection Process Pitching for a New Business</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • letter of application. • Designing interview questions. • Carry out a pitch for funding for the chosen micro-business • Review and evaluation of the pitch 	<p>Summative Assessment</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Assignments based on Units 1 and 8</p>	<p>Pearson BTEC National Textbook</p> <p>www.startupdonut.co.uk</p> <p>You tube video's of Dragon's Den</p>

	Having completed the Business Plan students develop their confidence, organisation and presentation skills by pitching their idea to the class and potential investors. They also develop communication skills in answering questions from their audience.	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. Personal & Business Finance is a written 2 Hour Exam.	
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Year 12 A Level Business Studies Curriculum Overview: <i>In Year 12 students complete two schemes of work simultaneously; these are Marketing & People and Managing Business Activities. For many students this will be their first experience of studying Business, so they begin by understanding why businesses exist, their role in identifying and satisfying customers' needs and how they raise the finance to enable this. They will be exposed to countless real world case studies on which to hang their new knowledge and will develop the skills of analysis and evaluation that by the end of Year 12 will enable them to become effective problem solvers.</i>			
Year 12 HT1	Theme 1: Marketing and people Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Characterising markets as either mass or niche and understanding dynamic markets and how business adapt to change • How competition affects the market in terms of business conduct and profitability • Managing risk to reduce uncertainty Theme 2: Managing business activities Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Internal and external sources of finance • The implications of limited liability for raising finance • The importance of business planning and cash-flow forecasting to reduce the risk of business failure 	Reading comprehension activities to assess understanding of dynamic markets Extended writing activity: justification of appropriate sources of finance for different businesses	

<p>Year 12 HT2</p>	<p>Theme 1: Marketing and people Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • How businesses conduct market research to collect quantitative and qualitative data to anticipate customer needs and wants whilst understanding the limitations of market research methods • The techniques of market segmentation and market mapping • How to establish competitive advantage through product differentiation and adding value to products and services <p>Theme 2: Managing business activities Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Sales forecasting; its uses and limitations • Calculating sales revenue, fixed and variables costs • Break-even analysis and establishing the margin of safety in sales volume 	<p>Quantitative skills assessment: practicing calculation of revenue, costs and break-even</p>	<p>https://www.gov.uk/write-business-plan</p>
<p>Year 12 HT3</p>	<p>Theme 1: Marketing and people Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Factors affecting the market forces of supply and demand and market equilibrium; drawing supply and demand diagrams • Calculating price and income elasticities of demand to anticipate changes in customer demand • The Design Mix and changes in its elements brought about by social trends, resource depletion and ethical responsibility <p>Theme 2: Managing business activities Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The process of budgeting, variance analysis • Calculating gross, operating and net profit • Ways to measure and improve profitability (profit ratios) 	<p>Quantitative skills assessment: calculating PED and YED</p> <p>PPE 1 2 x 60 minute papers (Theme 1 & Theme 2)</p>	
<p>Year 12 HT4</p>	<p>Theme 1: Marketing and people Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The power of branding and how businesses build brand value • Pricing strategies to achieve business objectives 		

	<ul style="list-style-type: none"> • How to choose and develop appropriate distribution channels • The product life cycle and product portfolio <p>Theme 2: Managing business activities Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The balance sheet and measures of liquidity • How to improve liquidity and the preservation of working capital to avoid business failure • The internal and external causes of business failure 	<p>Quantitative skills assessment: Current ratio and Acid Test ratio</p> <p>Extended writing assessment to assess business liquidity and make recommendations on how to improve it</p>	
Year 12 HT5	<p>Theme 1: Marketing and people Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Approaches to staffing and managing employer/employee relationships • Recruitment and selection and ways to train staff • Organisational design; hierarchies and their impact on business efficiency and staff motivation • Motivational theory and financial and non-financial incentives to improve employee performance • Leadership styles <p>Theme 2: Managing business activities Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Methods of production • How to measure and improve productivity to increase business efficiency • Understanding labour and capital intensive businesses and the pursuit of production at the lowest possible average cost • Capacity utilisation 	<p>Individual research assignment to investigate different organisation structures in competing businesses</p>	<p>Reading:</p> <p>The Witch Doctors: What Management Gurus are Saying, Why it Matters and How to Make Sense of It</p>
Year 12 HT6	<p>Theme 1: Marketing and people Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The role of the entrepreneur and their motivations for starting a business, including financial and non-financial • Business objectives and forms of business ownership: sole trader, partnership, LTD and stock market floatation to PLC <p>Theme 2: Managing business activities</p>	<p>PPE 2 2 x 60 minute papers (Theme 1 & Theme 2)</p>	

	<p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none">• Stock control systems: Just in Time v buffer stocks, waste minimisation and interpreting stock control diagrams• Approaches to quality management and their impact on costs• External economic influences on business: inflation, interest rates, exchange rates, government and taxation and the business cycle• The effects of legislation on business• The competitive environment and assessing the level of competition in a market based on the number of competitors, market share and market size		
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Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 13 Curriculum Overview:</p> <p><i>In Year 13 students study mostly optional Units and complete their re-sits of External Assessments. Students are required to produce a Marketing Plan based on a Case Study. Students also plan and stage a Business Event which develops their Organisational and Management Skills. Finally they gain an International perspective on Business by assessing the viability of a chosen Business in locating abroad.</i></p>			
<p>Year 13 HT1</p>	<p>Unit Title: Developing a Marketing Campaign Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Developing the Rationale • Principles of Marketing • The Role of Marketing • Influences on Marketing Activity • Using information to develop Marketing Campaign • Purpose of Market Research • Market Research Methods <p>Students learn how to develop a Rationale for a Marketing Campaign. They develop research and problem solving skills in identifying the aims and purposes of their Marketing Campaign.</p>	<p>Formative Assessment Practice Past Papers</p> <p>Summative Assessment 3hr Supervised Externally Marked Task in January</p>	<p>BTEC National Textbook</p> <p>Research on-line Marketing Campaigns</p> <p>Pearson Exam Website</p> <p>Pearson BTEC National Revision Guide</p>
<p>Year 13 HT2</p>	<p>Unit Title: Developing a Marketing Campaign Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Planning and Developing a Marketing Campaign • Marketing Campaign Activity • Marketing Mix • The Marketing Campaign • Appropriateness of Marketing Campaign 	<p>Formative Assessment Practice Past Papers</p> <p>Summative Assessment 3hr Supervised Externally Marked Task in January</p>	<p>BTEC National Textbook</p> <p>Pearson BTEC National Revision Guide</p>

	Students develop their research skills by undertaking extensive Market research for their Marketing Campaign. The Unit culminates in them writing a Marketing Campaign in their external assessment based on a pre-release Case Study		
Year 13 HT3	<p>Unit Title: International Business Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Explore the International Context for Business Operations • Investigate the International Economic Environment in which Business operates • Investigate the External Factors that influence Businesses • Investigate the Cultural Factors that influence International Businesses • Examine the Strategic and Operational Approaches to Developing International Trade <p>Students investigate the opportunities and barriers to trading Internationally. This encourages students to consider working in the International job market. Their evaluative and decision making skills are developed by deciding which countries their chosen Businesses should operate in.</p>	<p>3 Assignments based on Learning Aims A,B,C,D & E</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC National Textbook</p> <p>www.britishchambers.org.uk/business/international-trade</p> <p>http://www.britishchambers.org.uk/business/international-trade</p> <p>www.wto.org</p> <p>http://www.wto.org/</p> <p>www.gov.uk/government/organisations/uk-export-finance</p>
Year 13 HT4	<p>Unit Title: Managing a Business Event Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Explore the Role of an Event Organiser • Investigate the feasibility of a Proposed Event • Develop a Detailed Plan for a Business, or Social Enterprise Event • Factors to be considered including Budget, Resources and Contingency Planning • Stage and Manage a Business or Social Enterprise Event • Reflect on the running of the Event and Evaluate Own Skills Development <p>Student develop a wide range of transferable skills in Time Management, Leadership, Organisation, communication skills in organising a Business event at the Academy. After producing a detailed plan they have to manage the event successfully keeping a log/diary.</p>	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC National Textbook</p> <p>www.simplypsychology.org/likert-scale.html</p> <p>http://www.simplypsychology.org/likert-scale.html</p> <p>www.snapsurveys.com/blog/attitude-surveys-the-likert-scale-and-semantic-differentials/</p>
Year 13 HT5	<p>Unit Title: Portfolio Building</p> <p>Students complete all outstanding work by Pearson Deadline and organise their work in to an Organised Portfolio of Evidence. They also use the Pearson on-line Grade Calculator to predict final grade based on their Portfolio of evidence.</p>		

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Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
	<p>Year 13 Curriculum Overview: <i>The second year of A level study sees the focus shift from function to strategy and crucially how businesses must plan for growth, change and the presence of risk. They also investigate the global nature of business today. In an increasingly connected world, markets are now globalised bringing with them enormous gains in terms of scale and reduced costs of production. But they also face a multitude of ethical and moral dimensions that may eventually threaten the sustainability of businesses if they fail to deliver on corporate social responsibility.</i></p>		
<p>Year 13 HT1</p>	<p>Theme 3: Business decisions and strategy Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The development of corporate objectives and a critical appraisal of mission statements/corporate aims • Development of strategy using Ansoff’s Matrix and Porter’s Strategic Matrix • The impact of strategic and tactical decisions on the resources of a business • Using tools such as SWOT, PESTLE and Porter’s Five Forces to assess the impact of external influences on business <p>Theme 4: Global business Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The growth rate of the UK economy compared to emerging economies • The implications of growth for trade and employment • Indicators of economic growth: GDP, literacy, health, HDI • Exports and imports between countries, flows of FDI and the link to business growth 	<p>Reading comprehension activities: Identifying corporate strategy through business behaviour</p> <p>Individual research assignment: Fact finding economic data for a broad range of markets</p>	<p>Reading: The Economist – search for articles and features on economic development</p>
<p>Year 13 HT2</p>	<p>Theme 3: Business decisions and strategy Students will learn about/ develop skills of:</p>	<p>PPE 1 – November 2022 2 x 90 minute papers in Themes 1 & 4 and 2 & 3</p>	

	<ul style="list-style-type: none"> • Growth; market share, market power, economies of scale and increased profitability • The problems associated with growth: diseconomies of scale, overtrading • Mergers and acquisitions for growth • Reasons for staying small: differentiation, development of Unique Selling Points, flexibility in responding to customer needs <p>Theme 4: Global business Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Factors contributing to increased globalisation • Protectionism: tariffs, quotas, domestic subsidies and legislation • The expansion of trading blocs and their impact on business 		
Year 13 HT3	<p>Theme 3: Business decisions and strategy Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Decision making techniques including: quantitative sales forecasting, methods of investment appraisal, decision trees and critical path analysis (CPA) • Corporate influences on timescales • The impact of corporate culture • The role of stakeholder and the potential for conflict <p>Theme 4: Global business Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Conditions that prompt trade: push and pull factors • Extending the product life cycle by selling in multiple markets and assessing a country as a market • Assessing a country as a possible production location • Global mergers and joint ventures • Achieving global competitive through exchange rate fluctuation, cost competitiveness, differentiation • The impact of skills shortages on international competitiveness 	Quantitative skills assessment: Investment appraisal techniques, decision trees and CPA	Reading: The Economist – search for articles and features about global M&A activity
Year 13 HT4	<p>Theme 3: Business decisions and strategy Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Business ethics: balancing objectives and corporate social responsibility 	Quantitative skills assessment: Ratio analysis of financial statements	

	<ul style="list-style-type: none"> • Interpretation of financial statements (Statement of comprehensive income and Statement of financial position) • Ratio analysis to measure gearing, return on investment (ROCE) and to aid decision making • Measuring the effectiveness of human resources and methods to improve productivity, retention, staff turnover and absenteeism <p>Theme 4: Global business Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Global marketing strategy and global localisation; global niche markets • The impact on business of culture, tastes, language, unintended meanings, inappropriate translations/branding/promotion 	<p>PPE 2 – March 2023 2 x 120 minute papers in Themes 1 & 4 and 2 & 3</p>	
<p>Year 13 HT5</p>	<p>Theme 3: Business decisions and strategy Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Managing change; the effects on culture, structure and overcoming resistance to change • Scenario planning to reduce risk • Mitigation of risk by planning for business continuity and succession planning <p>Theme 4: Global business Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • The growing impact of Multinational Corporations (MNCs) on local labour forces, wages, job/wealth creation, the local community and the environment • Impact of MNCs on FDI flows, balance of payments, technology and skills transfer, consumer, business culture and tax revenues • Global ethical considerations • Controlling MNCs through political influence, legislation, pressure groups and the use of social media 	<p>Paper 3 preparation and practice</p>	