

**CURRICULUM MAP**

<b>Subject</b>	<b>BTEC L1/L2 Tech Award Enterprise &amp; BTEC L3 Extended Certificate</b>
<b>Head of Department</b>	<b>Adnan Redzepagic</b>
<b>Subject Leader</b>	<b>Ms M Graham</b>

**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

**BTEC Level 1/Level 2 Tech Award in Enterprise** is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

**BTEC Level 3 National Extended Certificate in Business** is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. The qualification is intended to carry UCAS points and is recognised by HE providers as contributing to meeting admission requirements for many courses, if taken alongside other qualifications as part of a two-year programme of learning, and it combines well with a large number of subjects.

**KEY STAGE 4 RATIONALE/ INTENT**

**BTEC Tech Award Enterprise** gives Rutlish learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, set up, run, review and monitor an enterprise that includes:

- development of key skills that prove aptitude in planning and carrying out an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills. This Award complements the learning in other GCSE programmes such as GCSE Business. It requires learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

**KEY STAGE 5 RATIONALE/ INTENT**

**BTEC Level 3 National Extended Certificate in Business** provides a broad introduction that gives RR6 learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector.



YEAR 10							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KNOWLEDGE	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>		<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	Component 1: Learning Aim A: Examine the characteristics of enterprise	Component 1: Learning Aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour	Component 1: Learning Aim C: Investigate the factors that contribute to the success of an enterprise		Component 3: Promotion and Finance for Enterprise	Component 3: Promotion and Finance for Enterprise	Component 3: Promotion and Finance for Enterprise
KEY SKILLS	Section A: The purpose, activities and aims of two contrasting local enterprises  In this section you should give a comparison of the purpose, activities and aims of two contrasting local enterprises.	Section B: The entrepreneurs who run these enterprises  In this section, give a detailed description of the entrepreneurial characteristics and skills demonstrated by the entrepreneur(s) in each of the selected local enterprises. This should include:  -the entrepreneur's reasons for starting their own enterprise  -the mind-set that the entrepreneur has needed to display  -the skills of the entrepreneur.	Section C: How the characteristics of the enterprise and the entrepreneur have influenced it achieving its main purpose  In this section you need to focus on one of the local enterprises selected in section A and B.  For the selected enterprise, present a careful consideration of the extent to which the characteristics of the selected enterprise and the entrepreneur(s) who run it have contributed to its levels of success or failure. This will include:  showing clear links and interrelationships between how the characteristics of the enterprise and the characteristics of the entrepreneur contribute to the enterprise's level of success or failure  showing how important each characteristic has been in contributing to the enterprise's level of success or failure.		AO1 Demonstrate knowledge and understanding of elements of promotion and financial records AO2 Interpret and use promotional and financial information in relation to a given enterprise	AO3 Make connections between different factors influencing a given enterprise	AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Rutlish learners The evidence will include the outline plan, not all elements may be present and the financial forecasts may not be accurate. The pitch of the outline plan will be brief. Level 2 learners will develop a comprehensive plan for their micro-enterprise, this will need to be based on the research concepts from Component 1. However, this is not the only element of the plan; all other aspects must be in place before they start to run the enterprise. Financial forecasts will be realistic for the type of enterprise activity and timescales. The developed plan will be pitched to an audience and will be supported with detailed valid reasons for their choice of idea.	Rutlish Learners will consider, in detail, how their own use of skills contributed to the success of the enterprise activity. They will include any strengths and development needs. They will support their evaluation with evidence drawn from their own audit of skills, their logbooks and/or diaries, and feedback from others. They will make clear links between their own use of skills and the success of the activity, reaching a reasoned conclusion on the success of the enterprise and giving reasons for any identified development needs	Rutlish Learners will use appropriate skills proactively and fluently, taking responsibility for their actions, reflecting on their own performance and making a reasoned judgement as to how they could improve their performance in the future.		This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete.		
LINKS TO THE WORLD i.e. links to careers, equality; gender, class, ethnicity, etc.; different subjects	This unit would benefit from employer involvement in the form of: <ul style="list-style-type: none"> <li>• guest speakers and interview opportunities</li> <li>• work experience</li> <li>• own business material as exemplars</li> <li>• opportunities to visit suitable businesses</li> </ul>				Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.		



<b>ASSESSMENTS</b> Summative and Formative as applicable	<p>Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea.</p> <p>Prepare a detailed, realistic and well-structured plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research.</p> <p>Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research.</p>	<p>This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The number of marks for the assessment is 60. The assessment availability is twice a year in January/February and May/June.</p>
<b>FEEDBACK SUPPORT</b> LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</p> <p>✓ Results Plus is used to analyse exam performance and targeted support is given if a resit is necessary.</p>	
<b>SPECIALIST VOCABULARY</b>	<p>Component 1: Enterprise, Goods and services, entrepreneurs, Aims and objectives, using-market-research-to-understand-customers, situational-analysis</p> <p>Component 3: financial-forecasting, suggesting-improvements-to-cash-flow-problems, break-even-analysis-and-break-even-point, sources-of-business-finance</p>	
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>	



## YEAR 11

	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Component 2: Learning aim A: Examine the characteristics of enterprises</b></p> <p><b>A1 What is an enterprise?</b></p> <ul style="list-style-type: none"> <li>Enterprises carry out one or more activities, such as being involved with goods, services or both.</li> <li>Most enterprises face some kind of competition.</li> <li>Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customers.</li> <li>The role of customer service in attracting new customers, securing repeat purchase, customer loyalty and an improved reputation.</li> <li>Enterprises use creativity and innovation to meet customers' needs by identifying gaps in the market for goods or services, or by identifying a market for new goods or services.</li> <li>Reasons why some enterprises fail.</li> </ul> <p><b>A2 Types and characteristics of small and medium enterprises (SMEs)</b></p> <ul style="list-style-type: none"> <li>Definition of SMEs: <ul style="list-style-type: none"> <li>micro – up to 10 people</li> <li>small – between 11–49 staff</li> <li>medium – between 50–249 staff.</li> </ul> </li> <li>Characteristics of SMEs: <ul style="list-style-type: none"> <li>run by a single individual or small team of people</li> <li>small number of employees</li> <li>type of ownership – sole trader, partnership, ltd.</li> <li>physical location and/or operate online.</li> </ul> </li> </ul> <p><b>A3 The purpose of enterprises</b></p> <ul style="list-style-type: none"> <li>Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical.</li> <li>Objectives that can provide challenges and targets over a defined period of time.</li> <li>How social and political pressures can influence enterprises to consider wider ethical responsibilities.</li> <li>Range of the types of products and services provided by enterprises, e.g. cleaning, fitness instruction, IT consultancies, financial consultancies, selling products, for example a food stall, newsagent, artists selling work online.</li> </ul> <p><b>A4 Entrepreneurs</b></p> <ul style="list-style-type: none"> <li>Reasons for starting own enterprise – to be your own boss, to pursue a hobby, flexibility.</li> <li>Mind set: focus, passion, motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire.</li> <li>Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk</li> </ul>	<p><b>Component 2: Learning aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour</b></p> <p><b>B1 Customer needs</b></p> <ul style="list-style-type: none"> <li>The importance of anticipating and identifying customer needs.</li> <li>Identifying customer expectations: <ul style="list-style-type: none"> <li>good-value products</li> <li>rapid response to enquiries</li> <li>clear and honest information.</li> </ul> </li> <li>After-sales service.</li> <li>The ways in which different products can be linked to different kinds of customers according to age, gender, income, lifestyle and location.</li> </ul> <p><b>B2 Using market research to understand customers</b></p> <ul style="list-style-type: none"> <li>Qualitative research – based on individual customer responses, open-ended questions.</li> <li>Quantitative research – based on numerical and statistical data.</li> <li>Primary research – research carried out directly with potential customers.</li> <li>Types of primary research, e.g.: <ul style="list-style-type: none"> <li>questionnaires - using a set of qualitative and quantitative questions, e.g. face-to-face, telephone, post, on a website/social media site</li> <li>visits or observation – looking at and recording how people behave in situations in a structured way</li> <li>interviews or focus groups – talking to people to find out their views and experiences</li> <li>surveys – a quantitative method that involves asking people to fill in paper or online questionnaires.</li> </ul> </li> <li>Secondary research – using existing research from third parties.</li> <li>Sources of secondary research, e.g.: <ul style="list-style-type: none"> <li>online research, internet searches, websites</li> <li>company materials</li> <li>market reports</li> <li>government reports.</li> </ul> </li> </ul> <p><b>B3 Understanding competitors</b></p> <ul style="list-style-type: none"> <li>The main features which make products competitive: <ul style="list-style-type: none"> <li>price</li> <li>quality</li> <li>availability</li> <li>unique features and selling points (USP).</li> </ul> </li> <li>Identifying competitors. <ul style="list-style-type: none"> <li>How products stand out from similar products in the market.</li> </ul> </li> </ul>	<p><b>Component 2: Learning aim C: Investigate the factors that contribute to the success of an enterprise.</b></p> <p><b>C1 Internal factors</b></p> <ul style="list-style-type: none"> <li>Factors within the control of the enterprise that can impact positively or negatively on costs, to include: <ul style="list-style-type: none"> <li>understanding the market – who the competition is, what customers want</li> <li>keeping customers satisfied – the ability to meet customer needs better than its competitors on quality, price, features, customer service, availability, convenience, effective planning and financing</li> <li>marketing and promoting the enterprise</li> <li>unforeseen human resources costs, e.g. staff illness.</li> </ul> </li> </ul> <p><b>C2 External factors</b></p> <ul style="list-style-type: none"> <li>Factors outside the control of the enterprise that can impact positively or negatively on costs, to include: <ul style="list-style-type: none"> <li>changes in the cost of energy, raw materials, borrowing, premises</li> <li>changes in costs of marketing or selling</li> <li>governmental changes – new regulations, changes in taxation.</li> </ul> </li> <li>Factors outside the control of the enterprise that can impact positively or negatively on revenues, to include: <ul style="list-style-type: none"> <li>competitors – new competitors, changes made by existing competitors</li> <li>consumer confidence in the economy – growth/recession, level of employment</li> <li>changing consumer behaviour – social trends, taste</li> <li>changes in consumer legislation, sales and labelling of products</li> </ul> </li> </ul> <p><b>C3 Situational analysis</b></p> <ul style="list-style-type: none"> <li>Using situational analysis to identify how internal and external factors might affect an enterprise, to include: <ul style="list-style-type: none"> <li>SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis – draws together everything that could affect the success of an enterprise, including competitive advantage and disadvantage, usually presented in the form of a table with bulleted points</li> <li>PEST (Political, Economic, Social and Technological) analysis – identifies all political, economical, social and technological factors that might affect an enterprise, usually presented in the form of a table with bulleted points.</li> </ul> </li> </ul> <p><b>C4 Measuring the success of an SME</b></p> <ul style="list-style-type: none"> <li>Measures of success of SMEs – how far they meet business aims – surviving, breaking even, making a profit, meeting customer needs.</li> <li>Reasons for the success of SMEs: <ul style="list-style-type: none"> <li>skills, hard work, determination, resilience and the ability of the entrepreneur</li> <li>ability to develop/motivate/train employees</li> <li>level of customer service/satisfaction and the ability to meet customer needs</li> <li>years of experience operating in this or similar markets.</li> </ul> </li> <li>Methods of measuring success, e.g.: <ul style="list-style-type: none"> <li>surviving</li> <li>making a living</li> <li>sales volume/value</li> <li>market share</li> <li>profit</li> <li>customer satisfaction/reputation</li> </ul> </li> </ul>	<p>Component 3: Promotion and Finance for Enterprise</p>	<p>Component 3: Promotion and Finance for Enterprise</p>
<b>KEY SKILLS</b>	A report about <b>two real</b> small to medium local enterprises and the entrepreneurs that run them.	Report exploring how market research helps the selected enterprises meet customer needs and understand competitor behaviour.	<p>Written report about the internal and external factors that impact on the success of enterprises.</p> <p>Report exploring how market research helps the selected enterprises meet customer needs and understand competitor behaviour.</p>	<p>AO1 Demonstrate knowledge and understanding of elements of promotion and financial records</p> <p>AO2 Interpret and use promotional and financial information in relation to a given enterprise</p>	<p>AO3 Make connections between different factors influencing a given enterprise</p> <p>AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance</p>



<p><b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b></p>	<p>Learners will find out about real local SMEs and will demonstrate their understanding of how their characteristics contribute to their success. These should be individually selected and can be linked to the learner's own knowledge of a particular SME. Level 2 learners will be able to identify and describe all relevant characteristics and the purpose of the SME and their owners.</p>	<p>Learners will investigate how two SMEs carry out market research to find out about customer needs and how the SMEs are affected by competitor behaviour. Learners will explain and assess how effective the market research methods used by the SMEs are in terms of meeting customer needs and understanding competitor behaviour. This activity will help them to prepare for Component 2, where they will have to plan their own micro-enterprise activity.</p>	<p>Learners will look at the factors that affect success in SMEs. Evidence for the assignment will consist of an article for a local newspaper on the success of local SMEs. Level 2 learners will investigate internal and external factors that have an impact on the operations of selected SMEs. Learners will produce an article for a local newspaper which investigates the factors affecting the success of SMEs. The same SMEs can be used for this assignment as used for learning aims A and B</p>	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete.</p>
<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p>This unit would benefit from employer involvement in the form of:</p> <ul style="list-style-type: none"> <li>• guest speakers</li> <li>• participation in audience assessment of presentations</li> <li>• design/ideas to contribute to unit assignment/case study/project materials</li> <li>• work experience</li> <li>• own business materials as exemplars</li> <li>• support from local business staff as mentors</li> </ul>		<ul style="list-style-type: none"> <li>• Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.</li> <li>• Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.</li> </ul>	
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p>Rutlish Learners will investigate two real different SMEs, e.g. a service provider or supplier of goods locally and a larger SME.</p> <ul style="list-style-type: none"> <li>• Learners will consider the characteristics of the SMEs and their owners, and the importance of these characteristics in achieving success. Example task</li> <li>• Describe the purpose of the SMEs and how they achieve their purpose.</li> <li>• Describe the characteristics of the SMEs, including size, ownership type, products or services, location.</li> <li>• Describe the characteristics of the entrepreneurs.</li> <li>• Analyse the importance of the SMEs and entrepreneurs' characteristics in meeting their purpose.</li> <li>• Assess how far these characteristics contribute to the levels of success. Evidence must fully meet the requirements of the assessment criteria and could include: <ul style="list-style-type: none"> <li>• a written report.</li> </ul> </li> </ul>	<p>Rutlish Learners will examine how market research is carried out in two SMEs, they can use the same SMEs as used for the report in learning aim A.</p> <ul style="list-style-type: none"> <li>• Learners will then discuss how data is collected and how market research methods are designed to meet customer needs, they will understand competitor behaviour in two enterprises. Example task</li> <li>• Explain what market research is and how it is used to identify customer needs in two SMEs.</li> <li>• Show how the selected SMEs use both primary and secondary research and how the data can be presented following research; clearly differentiating between qualitative and quantitative research.</li> <li>• Discuss how the methods selected are appropriate for the SMEs to show they use research to meet customer needs.</li> <li>• Demonstrate an understanding of how the competitor's behaviour can affect SMEs.</li> <li>• This task will prepare learners for the research for their own micro-enterprise idea in Component 2. Example evidence must fully meet the requirements of the assessment criteria and could include: <ul style="list-style-type: none"> <li>• a presentation with speaker notes on the range of research methods used with a teacher witness statement</li> </ul> </li> </ul>	<p>Rutlish Learners will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and how they affect the success of two SMEs; these can be the same as used in learning aims A and B.</p> <ul style="list-style-type: none"> <li>• They will then use situational analysis: SWOT or PEST to apply their investigation of internal and external factors.</li> <li>• Learners will analyse the factors that measure success applied to their chosen SME. Example task</li> <li>• Explain the internal and external factors affecting the success of the selected SMEs, which can be those used in learning aims A and B.</li> <li>• When looking at external factors, the laws protecting both the SME and the customer should be considered. Situational analysis will be used to identify the range of success factors. • To analyse, look at the pros and cons or positives and negatives of the varied factors and then evaluate the most significant internal and external factors affecting the success of just one SME.</li> </ul>	
<p><b>FEEDBACK SUPPORTS LEARNING</b></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</b></p> <p>✓ <b>Students peer assess and evaluate their pitches</b></p>			
<p><b>SPECIALIST VOCABULARY</b></p>	<p><b>Component 2: is a Combination of:</b>  <b>Component 1: Enterprise, Goods and services, entrepreneurs, Aims and objectives, using-market-research-to-understand-customers, situational-analysis</b>  <b>Component 3: financial-forecasting, suggesting-improvements-to-cash-flow-problems, break-even-analysis-and-break-even-point, sources-of-business-finance</b></p>			
<p><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>			



## YEAR 12


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><b>Unit 2:</b> Developing a Marketing Campaign  <b>Learning Aim A:</b> Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign</p>	<p><b>Unit 2:</b> Developing a Marketing Campaign  <b>Learning Aim B:</b> Using information to develop the rationale for a marketing campaign</p>	<p><b>Unit 2:</b> Developing a Marketing Campaign  <b>Learning Aim C:</b> Planning and developing a marketing campaign</p>	<p><b>Unit 3:</b> Personal and Business Finance  <b>Learning Aim A:</b> Understand the importance of managing personal finance  <b>Learning Aim B:</b> Explore the personal finance sector</p>	<p><b>Unit 3:</b> Personal and Business Finance  <b>Learning Aim C:</b> Understand the purpose of accounting  <b>Learning Aim D:</b> Select and evaluate different sources of business finance</p>	<p><b>Unit 3:</b> Personal and Business Finance  <b>Learning Aim E:</b> Break-even and cash flow forecasts  <b>Learning Aim F:</b> Complete statements of comprehensive income and financial position and evaluate a business's performance</p>
KEY SKILLS	<p>A1 The role of marketing</p> <ul style="list-style-type: none"> <li>Principles and purposes of marketing: <ul style="list-style-type: none"> <li>anticipating demand</li> <li>recognising demand</li> <li>stimulating demand</li> <li>satisfying demand.</li> </ul> </li> <li>Marketing aims and objectives: <ul style="list-style-type: none"> <li>understanding customer wants and needs</li> <li>developing new products</li> <li>improving profitability</li> <li>increasing market share</li> <li>diversification</li> <li>increased brand awareness and loyalty.</li> </ul> </li> <li>Types of market – mass and niche market.</li> <li>Market segmentation.</li> <li>Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff.</li> </ul> <p>A2 Influences on marketing activity</p> <ul style="list-style-type: none"> <li>Internal influences: <ul style="list-style-type: none"> <li>cost of the campaign</li> <li>availability of finance</li> <li>expertise of staff</li> <li>size and culture of the business.</li> </ul> </li> </ul>	<p>B1 Purpose of researching information to identify the needs and wants of customers</p> <ul style="list-style-type: none"> <li>To identify target markets. <ul style="list-style-type: none"> <li>To identify size, structure and trends in the market.</li> <li>To identify competition.</li> </ul> </li> </ul> <p>B2 Market research methods and use</p> <ul style="list-style-type: none"> <li>Primary research – to include survey, interview, observation, trials, focus groups.</li> <li>Secondary research: <ul style="list-style-type: none"> <li>internal – business data on customers and financial records to include loyalty cards and sales records</li> <li>external – commercially published reports, government statistics, trade journals, media sources.</li> <li>Importance of validity, reliability, appropriateness, currency, cost.</li> <li>Quantitative and qualitative data, when and where used.</li> <li>Sufficiency and focus of the research.</li> <li>Selection and extraction.</li> </ul> </li> </ul> <p>B3 Developing the rationale</p> <ul style="list-style-type: none"> <li>Interpretation, analysis and use of data and other information to make valid marketing decisions.</li> <li>Identification of any further sources of information that may be required.</li> <li>Evaluation of the reliability and validity of the information obtained.</li> <li>Product life cycle.</li> </ul>	<p>C1 Marketing campaign activity</p> <ul style="list-style-type: none"> <li>Selection of appropriate marketing aims and objectives to suit business goals.</li> <li>Situational analysis: SWOT and PESTLE.</li> <li>Use of research data to determine target market.</li> <li>Use of research data to conduct competitor analysis.</li> </ul> <p>C2 Marketing mix</p> <ul style="list-style-type: none"> <li>Product development: form and function, packaging, branding.</li> <li>Pricing strategies: penetration, skimming, competitor based, cost plus.</li> <li>Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image.</li> <li>Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers.</li> <li>Extended marketing mix: people, physical environment, process.</li> </ul> <p>C3 The marketing campaign</p> <ul style="list-style-type: none"> <li>Content of the marketing message.</li> <li>Selection of an appropriate marketing mix.</li> <li>Selection of appropriate media.</li> <li>Allocation of the campaign budget.</li> <li>Timelines for the campaign including monitoring.</li> </ul>	<p>A1 Functions and role of money</p> <p>The ability to handle money received, and to control money paid, is a fundamental requirement for personal and business success. This success relies on understanding what 'money' is.</p> <ul style="list-style-type: none"> <li>Functions of money: <ul style="list-style-type: none"> <li>unit of account</li> <li>means of exchange</li> <li>store of value</li> <li>legal tender.</li> </ul> </li> <li>Role of money is affected and influenced by a number of factors: <ul style="list-style-type: none"> <li>personal attitudes towards risk and reward, borrowing, spending and saving</li> <li>life stages (childhood, adolescence, young adult, middle age, old age), key features of each stage, financial needs and implications at each stage</li> <li>culture including religious and ethical beliefs</li> <li>life events can vary the personal life cycle from individual to individual</li> <li>external influences/trends and the financial-related effects</li> <li>interest rates, cost of borrowing versus reward of saving.</li> </ul> </li> <li>Planning expenditure, common principles to be considered in planning personal finances: <ul style="list-style-type: none"> <li>to avoid getting into debt</li> <li>to control costs</li> <li>to avoid legal action and/or repossession</li> <li>to remain solvent</li> <li>to maintain a good credit rating</li> <li>to avoid bankruptcy</li> <li>to manage money to fund purchases</li> <li>to generate income and savings</li> <li>to set financial targets and goals</li> <li>to provide insurance against loss or illness</li> <li>to counter the effects of inflation.</li> </ul> </li> </ul> <p>A2 Different ways to pay</p> <ul style="list-style-type: none"> <li>The use of money as a payment method, advantages and disadvantages of: <ul style="list-style-type: none"> <li>cash</li> <li>debit card</li> <li>credit card</li> <li>cheque</li> <li>electronic transfer</li> </ul> </li> </ul>	<p>C1 Purpose of accounting</p> <ul style="list-style-type: none"> <li>Recording transactions.</li> <li>Management of business (planning, monitoring and controlling).</li> <li>Compliance (preventing fraud, compliance with law and regulations).</li> <li>Measuring performance.</li> <li>Control: assisting with the prevention of fraud, trade receivables and trade payables.</li> </ul> <p>C2 Types of income</p> <ul style="list-style-type: none"> <li>Capital income: <ul style="list-style-type: none"> <li>loan</li> <li>mortgages</li> <li>shares</li> <li>owner's capital</li> <li>debentures.</li> </ul> </li> <li>Revenue income: <ul style="list-style-type: none"> <li>cash sales</li> <li>credit sales</li> <li>rent received</li> <li>commission received</li> <li>interest received</li> <li>discount received.</li> </ul> </li> </ul> <p>C3 Types of expenditure</p> <ul style="list-style-type: none"> <li>Capital expenditure: <ul style="list-style-type: none"> <li>non-current assets: tangible (land, buildings and premises, machinery and equipment, vehicles, fixtures and fittings)</li> <li>intangible (goodwill, patents, trademarks, brand names).</li> </ul> </li> <li>Revenue expenditure: <ul style="list-style-type: none"> <li>inventory</li> <li>rent</li> <li>rates</li> <li>heating and lighting</li> <li>water</li> <li>insurance</li> <li>administration</li> <li>telephone</li> <li>postage</li> <li>stationery</li> <li>salaries</li> <li>wages</li> </ul> </li> </ul>	<p>E1 Cash flow forecasts</p> <ul style="list-style-type: none"> <li>Inflows/receipts: <ul style="list-style-type: none"> <li>cash sales</li> <li>credit sales</li> <li>loans</li> <li>capital introduced</li> <li>sale of assets</li> <li>bank interest received.</li> </ul> </li> <li>Outflows/payments: <ul style="list-style-type: none"> <li>cash purchases</li> <li>credit purchases</li> <li>rent</li> <li>rates</li> <li>salaries</li> <li>wages</li> <li>utilities</li> <li>purchase of assets</li> <li>Value Added Tax (VAT)</li> <li>bank interest paid.</li> </ul> </li> <li>Prepare, complete, analyse, revise and evaluate cash flow.</li> <li>Use of cash flow forecasts for planning, monitoring, control, target setting.</li> <li>Benefits and limitations of cash flow forecasts.</li> </ul> <p>E2 Break-even analysis</p> <ul style="list-style-type: none"> <li>Costs: <ul style="list-style-type: none"> <li>variable</li> <li>semi-variable</li> <li>fixed</li> <li>total.</li> </ul> </li> <li>Sales: <ul style="list-style-type: none"> <li>total revenue</li> <li>total sales</li> <li>selling price per unit</li> <li>sales in value and/or units.</li> </ul> </li> <li>Calculation using/manipulating, break-even formula (units and/or sales value), completion of break-even chart, break-even point.</li> <li>Identification of area of profit, area of loss.</li> <li>Identify and calculate margin of safety (units and value).</li> <li>Calculation of total contribution, contribution per unit benefits and limitations.</li> <li>Use of break-even for planning, monitoring, control, target setting.</li> <li>Prepare, complete, analyse, revise and evaluate break-even.</li> </ul>



<ul style="list-style-type: none"> <li>External influences: <ul style="list-style-type: none"> <li>social</li> <li>technological</li> <li>economic</li> <li>environmental</li> <li>political</li> <li>legal</li> <li>ethical</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>How the campaign is to be evaluated.</li> <li>C4 Appropriateness of marketing campaign</li> <li>How far the marketing activity reinforces and supports brand value. <ul style="list-style-type: none"> <li>The sustainability of marketing activities.</li> <li>Flexibility of the campaign to enable response to both internal and external changes.</li> <li>Relevance to organisational goals.</li> <li>Appropriateness to target market.</li> <li>Legal and ethical considerations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>direct debit</li> <li>standing order</li> <li>pre-paid cards</li> <li>contactless cards</li> <li>charge cards</li> <li>store cards</li> <li>mobile banking</li> <li>Banker's Automated Clearing Services (BACS)</li> <li>Faster Payments</li> <li>Clearing House Automated Payment System (CHAPS)</li> <li>B2 Communicating with customers <ul style="list-style-type: none"> <li>Methods of interacting with customers, advantages and disadvantages: <ul style="list-style-type: none"> <li>branch</li> <li>online banking</li> <li>telephone banking</li> <li>mobile banking</li> <li>postal banking</li> </ul> </li> </ul> </li> <li>B3 Consumer protection in relation to personal finance <ul style="list-style-type: none"> <li>Function, role and responsibilities of: <ul style="list-style-type: none"> <li>Financial Conduct Authority (FCA)</li> <li>Financial Ombudsmen Service (FOS)</li> <li>Financial Services Compensation Scheme (FSCS)</li> <li>Office of Fair Trading (OFT)</li> <li>legislation: consumer credit.</li> </ul> </li> </ul> </li> <li>B4 Information guidance and advice <ul style="list-style-type: none"> <li>Function, role and responsibilities, advantages and disadvantages of: <ul style="list-style-type: none"> <li>Citizens Advice</li> <li>independent financial advisor (IFA)</li> <li>price comparison websites</li> <li>money advice service</li> <li>debt counsellors</li> <li>Individual Voluntary Arrangements (IVAs)</li> <li>bankruptcy</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>marketing</li> <li>bank charges</li> <li>interest paid</li> <li>straight-line depreciation</li> <li>reducing balance depreciation</li> <li>discount allowed.</li> <li>D Select and evaluate different sources of business finance</li> <li>D1 Sources of finance Advantages, disadvantages, short term and long term: <ul style="list-style-type: none"> <li>internal: <ul style="list-style-type: none"> <li>retained profit</li> <li>net current assets</li> <li>sale of assets</li> </ul> </li> <li>external: <ul style="list-style-type: none"> <li>owner's capital</li> <li>loans</li> <li>crowd-funding</li> <li>mortgages</li> <li>venture capital</li> <li>debt factoring</li> <li>hire purchase</li> <li>leasing</li> <li>trade credit</li> <li>grants</li> <li>donations</li> <li>peer to peer lending</li> <li>invoice discounting</li> </ul> </li> </ul> </li> </ul>	<p>This relates to sole traders only. Formulas used in this topic will not be given in external assessment</p> <p><b>F1 Statement of comprehensive income</b></p> <ul style="list-style-type: none"> <li>Purpose and use</li> <li>Completion, calculation and amendment to include gross profit (revenue, opening inventories, purchases, closing inventories and mortgage) cost of goods sold), calculation of profit/loss for the year (expenses, other income).</li> <li>Adjustments for depreciation (straight-line and reducing balance).</li> <li>Adjustments for prepayments, accruals.</li> <li>Interpretation, analysis and evaluation of statements.</li> </ul> <p><b>F2 Statement of financial position</b></p> <ul style="list-style-type: none"> <li>Purpose and use.</li> <li>Completion, calculation and amendment of statement using vertical presentation to include: <ul style="list-style-type: none"> <li>non-current assets (tangible and intangible, cost, depreciation and amortisation, net book value)</li> <li>current assets (inventories, trade receivables, prepayments, bank, cash)</li> <li>current liabilities (bank overdraft, accruals, trade payables)</li> <li>net current assets/liabilities</li> <li>non-current liabilities (bank loan and mortgage)</li> <li>net assets</li> <li>capital (opening capital, transfer of profit or loss, drawings, closing capital).</li> </ul> </li> <li>Adjustments for straight line (cost x %), depreciation, reducing balance (cost – depreciation to date x %).</li> <li>Adjustments for prepayments, accruals. <ul style="list-style-type: none"> <li>Interpretation, analysis, and evaluation of statements.</li> </ul> </li> </ul> <p>F3 Measuring profitability Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>gross profit margin: <math>(\text{gross profit}/\text{revenue}) \times 100</math></li> <li>mark-up: <math>(\text{gross profit}/\text{cost of sales}) \times 100</math></li> <li>profit margin: <math>(\text{profit}/\text{revenue}) \times 100</math></li> <li>return on capital employed (ROCE): <math>(\text{profit}/\text{capital employed}) \times 100</math>.</li> </ul> <p>F4 Measuring liquidity Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>current ratio: <math>\text{current assets}/\text{current liabilities}</math></li> <li>liquid capital ratio: <math>(\text{current assets} - \text{inventory})/\text{current liabilities}</math>.</li> </ul> <p>F5 Measuring efficiency Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>trade receivable days: <math>(\text{trade receivable}/\text{credit sales}) \times 365</math></li> </ul> <p>F5 Measuring efficiency Calculation, interpretation, analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>trade receivable days: <math>(\text{trade receivable}/\text{credit sales}) \times 365</math></li> </ul>
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<p><b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b></p>	<p>Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service. In this unit you will draw on your learning from across your programme to complete the assessment task. This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training or higher education.</p> <p>Links to other units This unit links to:</p> <ul style="list-style-type: none"> <li>Unit 16: Visual Merchandising</li> <li>Unit 17: Digital Marketing</li> </ul>	<p>Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.</p>
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	<ul style="list-style-type: none"> <li>Unit 22: Market Research.</li> </ul>					
<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p>_This unit would benefit from employer involvement in the form of:</p> <ul style="list-style-type: none"> <li>guest speakers and interview opportunities</li> <li>work experience</li> <li>own business material as exemplars</li> <li>opportunities to visit suitable businesses</li> </ul>		<p>The transferable skills that universities value include:</p> <ul style="list-style-type: none"> <li>the ability to learn independently</li> <li>the ability to research actively and methodically</li> <li>to be able to give presentations and be active group members. BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study.</li> </ul>			
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p>This unit is assessed under supervised conditions. Learners will be provided with a case study two weeks prior to a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of 3 hours and can be arranged over a number of sessions. During the supervised assessment period, learners will be required to complete a task that will require them to prepare a rationale and then a plan for a marketing campaign for a given product or service. Pearson sets and marks the task. The number of marks for the unit is 70. The assessment availability is January and May/June each year. The first assessment availability is May/June 2017. Sample assessment materials will be available to help centres prepare learners for assessment.</p> <ul style="list-style-type: none"> <li>set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.</li> </ul>		<p>This unit is assessed by a written examination set by Pearson. The examination will be 2 hours in length. The number of marks for the examination is 100. (Section A contains questions on the personal finance unit content and approximately one third of the marks and Section B contains questions on the business finance unit content, and approximately two thirds of the marks). The assessment availability is twice a year in January and May/June.</p> <ul style="list-style-type: none"> <li>examinations – all learners take the same assessment at the same time, normally with a written outcome</li> </ul>			
<p><b>FEEDBACK SUPPORT</b> LEARNING</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</b></p> <p> <b>Results Plus is used to analyse exam performance and targeted support is given if a resit is necessary.</b></p>					
<p><b>SPECIALIST VOCABULARY</b></p>	<p>Unit 2 SMART objectives, SWOT, PESTLE, Extended marketing mix, Porters 5, Mass markets, Niche market, Economies of scale, AIDA</p> <p>Unit 3 Functions of money, Life stages, Debt, Credit rating, Bankrupt, Solvent, Methods of payments, Bank accounts, Types of borrowing, Types of Savings and Investments Insurances, Features of financial institutions, Consumer Protection in relation to Personal Finance, Accounting, Sources of business finance, Statement of financial position, Statement of comprehensive income, Depreciation, Measuring Ratios profitability/liquidity/efficiency/ trade payable days.</p>					
<p><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					

YEAR 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>KNOWLEDGE</b></p>	<p><b>UNIT OF WORK:</b> Unit 1</p>	<p><b>UNIT OF WORK:</b> Unit 1</p>	<p><b>UNIT OF WORK:</b> Unit 1</p>	<p><b>UNIT OF WORK:</b> Unit 23</p>	<p><b>UNIT OF WORK:</b> Unit 23</p>	<p><b>UNIT OF WORK:</b> Revision</p>





	<p><b>Learning aim A:</b> Explore the features of different businesses and analyse what makes them successful  <b>Learning aim B:</b> Investigate how businesses are organised</p>	<p><b>Learning aim C:</b> Examine the environment in which businesses operate  <b>Learning aim D:</b> Examine business markets</p>	<p><b>Learning aim E:</b> Investigate the role and contribution of innovation and enterprise to business success</p>	<p><b>Learning aim A:</b> Examine the jurisdiction of the courts, and their alternatives, in contributing to case outcomes  <b>Learning aim B:</b> Investigate the role of the legal profession and lay people in contributing to case outcomes</p>	<p><b>Learning aim C:</b> Explore sources of law relevant for providing legal advice</p>	<p>Retakes of Exams if required. Unit 2 and Unit 3.</p>
KEY SKILLS	<p>Explain the features of two contrasting businesses  Explain how two contrasting businesses are influenced by stakeholders organisation Explain the structures, aims and objectives of two contrasting businesses  Assess the relationship and communication with stakeholders of two contrasting businesses using independent research  Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives. Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.  Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered</p>	<p>Discuss the internal, external and competitive environment on a given organisation  Select a variety of techniques to undertake a situational analysis of a given organisation  Evaluate the extent to which the business environment affects a given organisation, using a variety of situational analysis techniques</p> <p>Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.  Assess how a given business has responded to changes on the market  Evaluate (bring it all together and review) how changes in the market have impacted on a given business and how this business may react to future changes</p>	<p>Explain how innovation and enterprise contribute to the success of business  Analyse how successful the use of innovation and enterprise has been for a given business  Justify the use of innovation and enterprise for a business in relation to its changing market and environment</p>	<p>Using case examples, accurately apply and explain the role in the criminal courts of the legal profession and lay people.  Using case examples, accurately apply and explain the role in the civil courts and ADR of the legal profession and lay people  Using case examples, accurately apply and explain the jurisdiction of criminal courts.  Using case examples, accurately apply and explain the jurisdiction of civil courts  Compare and contrast the criminal and civil court hierarchies and appeal routes, demonstrating accurate use of legal terminology, case law citation and application, to both civil and criminal law situations.  Compare and contrast the role and function of lawyers and lay people in the English courts and ADR.  Evaluate the effectiveness of lay personnel in the English courts and ADR.  Evaluate how dispute solving in the courts compares with methods of ADR.</p>	<p>Explain the rules of precedent and statutory interpretation through accurate application in given scenarios.  Demonstrate how the legislative process would apply in given scenarios  Analyse the impact European law has had on domestic law in given situations  Evaluate how far the sources of law provide certainty for lawyers giving legal advice</p>	<p>Revisit Unit 2 and Unit 3.</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.</p> <p>In this unit you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits. By developing relevant business knowledge and understanding, this unit will help you to progress to employment, vocational training and higher apprenticeships, or higher education.</p>			<p>Learners will examine how the English legal system operates to resolve criminal and civil cases, and why businesses and individuals may require legal advice and representation.  This unit will give you an insight into the relevance and importance of law to the business sector. It will enable you to make an informed choice on the suitability of law as a specialism for study or employment.</p> <p>Links to other units</p> <ul style="list-style-type: none"> <li>• Unit 24: Employment Law</li> <li>• Unit 25: Aspects of Civil Liability affecting Business</li> <li>• Unit 26: Aspects of Criminal Law Impacting on Business and Individuals</li> </ul>		



<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Where employability skills are referred to, we are generally referring to skills in the following three main categories: <ul style="list-style-type: none"> <li>• cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology</li> <li>• intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation</li> <li>• interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.</li> </ul>			This unit would benefit from employer involvement in the form of: <ul style="list-style-type: none"> <li>• guest speakers</li> <li>• participation in audience assessment of presentations</li> <li>• design/ideas to contribute to unit assignment/case study/project materials</li> <li>• work experience</li> <li>• own business materials as exemplars</li> <li>• support from local business staff as mentors</li> </ul>		
<b>ASSESSMENTS</b> Summative and Formative as applicable	A report that examines the features of a for-profit and a not-for-profit business, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.	A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.	A presentation that investigates the use of enterprise and innovation in an existing business.	An individual presentation on the appropriate courts and personnel for settlement of cases, for given scenarios/case studies, and the practice and procedures used in both civil and criminal courts to come to a verdict or decision.	An individual presentation to demonstrate the legislative process, precedent and statutory interpretation rules. An individual report on how far the sources of law provide certainty for lawyers providing legal advice and the impact of European Union (EU) law.	Re-take of external Unit 2 and Unit 3.
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>
<b>SPECIALIST VOCABULARY</b>	<b>Unit 1</b> LAA/LAB organisation structures, aims and objectives, Features of ownership and liability, purpose, sector, scope of activities and size organisational structure and functional areas, business mission, vision and values, aims and objectives, internal and external stakeholders LAC/LAD Demand, supply and price, elasticity of demand, PESTLE, SWOT, 5Cs analysis, and Porter's Five Forces. LAE innovation and enterprise to business success <b>Unit 23</b> LAA/LAB Criminal court, Civil court, ADR, legal professionals and lay people LAC legislative process and the impact of the European Union on English law, rule of statutory interpretation, Supreme Court, Appeals.					
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					