



Term	Year 7	Year 8	Year 9
1A	<p>Intro to ICT – students need to learn and understand;</p> <ul style="list-style-type: none"> <li>• E-safety.</li> <li>• Health and Safety.</li> <li>• Accessing the Network.</li> </ul> <p><b>CST - “Dignity of the Human Person” – You have been created in the likeness of God! How does your digital foot print reflect the image of God? How does what you post impact on others?</b></p> <p><b>CST – “Dignity of work and participation” – all workers have the right to contribute to society – How can technology aid this? Can Technology have a negative impact on our lives?</b></p> <p><b>Intro to Word – Students to develop practical skills in Word before completing online document for Intro to Networks.</b></p> <p><b>Intro to Networks</b> – students to look at the hardware and software components that make up a Network. Students to complete learning document via Teams.</p>	<p><b>Recap - Intro to ICT 1<sup>st</sup> Lesson – students need to learn and understand;</b></p> <ul style="list-style-type: none"> <li>• <b>E-safety.</b></li> <li>• <b>Health and Safety.</b></li> <li>• <b>Accessing the Network.</b></li> <li>• <b>Accessing Teams</b></li> </ul> <p><b>CST - “Dignity of the Human Person” – You have been created in the likeness of God! How does your treatment of others online reflect the image of God? How does what you post impact on others?</b></p> <p><b>Networks Extension</b> – students to look at the hardware and software components that make up a Network. Students to complete a PowerPoint about Input, Output, hardware and networking. New content;</p> <ul style="list-style-type: none"> <li>• <i>Wired V Wireless Networks</i></li> <li>• <i>Network Topologies</i></li> <li>• <i>The Internet</i></li> <li>• <i>Network Security Threats</i></li> <li>• <i>Network Security Measures</i></li> </ul>	<p><b>Word – Students to develop practical skills in Word.</b> Students will create a report about an Acceptable Use Agreement.</p> <p><b>Publisher - students will modify a document to learn the common tools.</b></p> <p><b>Careers in IT/Computing and Business</b> – students will look at the jobs available Locally/Nationally and the skill needed.</p>
1B	<p>Intro to Publisher - students will modify a document to learn the common tools.</p> <p><b>Computers and the Law</b> – students to learn about the common Laws.</p> <ul style="list-style-type: none"> <li>• Computer Misuse act</li> <li>• Copyright, designs and Patents Act</li> <li>• Data Protection Act.</li> </ul> <p>Create a Publisher document to inform others about the Laws relating to ICT.</p> <p><b>CST – “Subsidiarity” – how does you use of technology affect others? How can you contribute to the creation of laws?</b></p> <p><b>CST – “Stewardship of creation” – You are stewards of creation. What are your responsibilities to ensure you are not infringing on the rights of others?</b></p>	<p><b>Computers and the Law</b> – this is a recap of knowledge that would have been covered in year 7.</p> <ul style="list-style-type: none"> <li>• Computer Misuse act</li> <li>• Copyright, designs and Patents Act</li> <li>• Data Protection Act.</li> </ul> <p>New content;</p> <ul style="list-style-type: none"> <li>• Malicious Communications Act</li> <li>• The Freedom of Information Act</li> <li>• Creative Commons licensing</li> <li>• Investigatory Powers Act 2016</li> <li>• GDPR – how it has replaced Data Protection</li> </ul> <p>Create an Info Graphic (Publisher document) to inform others about the Laws relating to ICT. Talk to students about use of copyright images etc. <a href="http://CyberFirst overview - NCSC.GOV.UK">CyberFirst overview - NCSC.GOV.UK</a></p> <p><b>CST – “Dignity of work and participation” – all workers have the right to contribute to society – How can technology aid this? How do we protect ourselves when using technology so that we stay within the law.</b></p> <p><b>Creating and Designing a Model (Spreadsheets) – students will plan and develop a spreadsheet model to enable them to efficiently plan an event.</b> (*Extension – students can look at the costing for a campaign to advertise their events using traditional v social media)</p>	<p>Students need to create a job advert for a possible job, a C.V.</p> <p><b>CST - “Dignity of the Human Person” – You have been created in the likeness of God! You are a gift from God, how does your future career give back and enhance your appreciation of that gift?</b></p> <p><b>CST – “Dignity of work and participation” – You have rights in your chosen career. How can technology infringe or support these?</b></p> <p><b>CST – “Stewardship of creation” – You are stewards of creation. How do careers and developments in technology impact on the planet? How can we use technology to reduce our environmental impact.</b></p>

Term	Year 7	Year 8	Year 9
2A	<p>Intro to Excel - students will modify a document to learn the common tools.</p> <p><b>Creating and Designing a Model (Spreadsheets)</b> – students will plan and develop a spreadsheet model to enable them to efficiently plan an event.</p> <p><b>Data Representation</b> – students will look at how the computer stores information;</p> <ul style="list-style-type: none"> <li>• Logic Gates</li> <li>• Truth Tables</li> <li>• Logic Circuits</li> <li>• Binary Numbers</li> <li>• Converting between Binary and Decimal</li> </ul> <p>Students to complete knowledge booklet.</p>	<p><b>Algorithms and Sorting</b> – students will look at the basic fundamentals of computational thinking including;</p> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Representing Algorithms</li> <li>• Linear Search</li> <li>• Binary Search</li> <li>• Bubble Sort</li> <li>• Insertion Sort</li> </ul> <p>Students to create a document to explain Algorithms and Sorting.</p>	
2B	<p>Intro to PowerPoint - students will modify a document to learn the common tools.</p> <p><b>People in Technology (PowerPoint / Internet Research)</b> – students to research pioneers in technology such as Nancy Roman (Hubble), Mae Jemison (Challenger 3), Mark Zuckerberg (Facebook), Tim Berners-Lee (WWW).</p> <p>Students need to be able to comment on the reliability of sources.</p> <p><b>CST – “The Common Good” – People in technology can have a great impact on others. When we work together for the common good technology can positively impact the lives of all. Do we always allow everyone to contribute to developments? Are we aware of the impact some lesser know people in our society have had?</b></p>	<p><b>Data Representation</b> – students will look at how the computer stores information.</p> <ul style="list-style-type: none"> <li>• Yr. 7 Knowledge to cover –</li> <li>• Logic Gates</li> <li>• Truth Tables</li> <li>• Logic Circuits</li> <li>• Binary Numbers</li> <li>• Converting between Binary and Decimal</li> <li>•</li> </ul> <p>Yr. 8 New Knowledge.</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Images</li> <li>• Sound</li> <li>• Compression</li> </ul> <p>Students to complete Yr. 8 knowledge booklet.</p>	<p><b>Recap of Networks</b> – students to look at the hardware and software components that make up a Network. <i>Students to complete a PowerPoint about Input, Output, hardware and networking. (*Extension – students can look at how PP can be used to be interactive like an APP)</i></p>

Term	Year 7	Year 8	Year 9
3A	<p><b>Algorithms and Sorting</b> – students will look at the basic fundamentals of computational thinking including;</p> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Representing Algorithms</li> <li>• Linear Search</li> <li>• Binary Search</li> <li>• Bubble Sort</li> <li>• Insertion Sort</li> </ul> <p>Students to create a document to explain Algorithms and Sorting.</p>	<p><b>Encryption</b> – Students will look at how cryptology has evolved into modern encryption and its importance in the real world.</p> <p>Students to create a model using V-lookups to enable them to quickly encrypt / decrypt messages.</p>	
3B	<p><b>Living in a digital world</b> – students will be able to define and apply their knowledge to a variety of situations;</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• On the Move</li> <li>• Entertain Me</li> <li>• Smart Working</li> <li>• Online Shopping</li> </ul> <p>Students to complete knowledge booklet.</p> <p><i>CST – “Option for the poor” You need to consider how access to technology can impact the poor. How does not having access to technology impact the opportunities available to the poorest in society? Can this widen the gap between rich and poor?</i></p>	<p><b>Cybersecurity</b> – students will look at the principals of cybersecurity including key elements;</p> <ul style="list-style-type: none"> <li>• Value of data</li> <li>• Human Error</li> <li>• Hacking</li> <li>• Malware</li> <li>• Threats V Probability</li> </ul> <p>Students to create a reference guide.  <a href="https://www.ncsc.gov.uk/what-is-cyber-first">CyberFirst overview - NCSC.GOV.UK</a></p>	<p><b>Advanced Excel</b> – Students need to develop a series of linked pages to solve a brief.</p> <p>(*Extension – students can how the use of spreadsheets relates to Encryption e.g. VLOOKUP’s or random generators.)</p>

## **KS4 Computer Science**

Computing (J277/01 - 2020 Spec) This course is made up of 2 distinct papers which are equally weighted and examined with one 1hr 30mins paper for each.

J277/01: Computer systems - This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

Students must become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

J277/02: Computational thinking, algorithms and programming - This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging students to apply this knowledge and understanding using computational thinking.

Students will be introduced to algorithms and programming, learn about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.

The course no longer has a set NEA but has a "Practical Programming" focus which means all students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Due to the nature of the course we will be interleaving content from "Practical Programming" with both papers to ensure through coverage of all the required subject knowledge and coverage of programming skills. In year 10 Students will be introduced to concepts which are then revisited and knowledge secured.

Term	Year 10 Computer Science	Year 11 Computer Science
<b>1A</b>	<p>Yr.10 Autumn Term 1a Paper 1 –</p> <p>Computer systems (J277/01)</p> <p>1.1 - Systems Architecture: How the computer is designed and built. Von Neumann architecture provides the basis for the majority of the computers we use today. The fetch-decode-execute cycle describes how a processor functions. Sub topics include:</p> <ul style="list-style-type: none"> <li>• The purpose of the CPU</li> <li>• CPU components</li> <li>• Von Neumann architecture</li> <li>• How common characteristics of CPUs affect their performance</li> <li>• Embedded systems</li> </ul> <p>1.2 – Memory and Storage: Memory how data essential to the operation of the computer is accessed. Primary memory is a key component of a computer system. Its function is to hold data and programs that are currently in use. Storage how data is stored on the system. Computers need to be able to store programs and data when the power is switched off. Secondary storage is used to hold data and programs when the computer is not in use. Sub topics include:</p> <ul style="list-style-type: none"> <li>• Primary storage</li> <li>• Secondary storage</li> <li>• Common types of storage</li> <li>• Units of data storage</li> <li>• Data storage</li> <li>• Compression</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>	<p>Students will further develop the basic concepts they have developed a foundation knowledge of.</p> <p><u>New content:</u></p> <ul style="list-style-type: none"> <li>• 2.1 Algorithms <ul style="list-style-type: none"> <li>○ Truth tables</li> </ul> </li> <li>• 2.2.3 Additional programming techniques <ul style="list-style-type: none"> <li>○ The use of basic string manipulation</li> <li>○ The use of basic file handling operations: <ul style="list-style-type: none"> <li>▪ Open</li> <li>▪ Read</li> <li>▪ Write</li> <li>▪ Close</li> </ul> </li> </ul> </li> </ul> <p><u>Review content:</u></p> <ul style="list-style-type: none"> <li>• Paper 1 content TBA</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>
<b>1B</b>	<p>1.3 – Networks and Protocols: What are networks and how we use them. Networking computers brings many benefits to users. Without networking, many computing applications would not be possible. Subtopics include:</p> <ul style="list-style-type: none"> <li>• Networks and topologies</li> <li>• Factors that affect the performance of networks</li> <li>• The different roles of computers in a client-server and a peer-to-peer network</li> <li>• The hardware needed to connect stand-alone computers into a LAN</li> <li>• Transmission media</li> <li>• Networks and topologies</li> <li>• Wired and wireless networks, protocols and layers</li> <li>• Standards</li> <li>• Common protocols</li> <li>• The concept of layers</li> </ul> <p>2.1 / 2.2 Programming Fundamentals It is important that there is a good understanding of the fundamental rules and ways of working required to build, test and debug success working programs.</p>	<p><u>New content:</u></p> <ul style="list-style-type: none"> <li>• 2.2.3 Additional programming techniques <ul style="list-style-type: none"> <li>○ The use of arrays (or equivalent) when solving problems, including both one-dimensional and two-dimensional arrays</li> <li>○ How to use sub programs (functions and procedures) to produce structured code</li> <li>○ Random number generation</li> </ul> </li> </ul> <p><u>Review content:</u></p> <ul style="list-style-type: none"> <li>• Paper 1 content TBA</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>

	<p>Python is a general-purpose programming language that can be used on any modern computer operating system. It can be used for processing text, numbers, images, scientific data and just about anything else you might save on a computer.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Introduction to Python</li> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> </ul> <p>Data types 1.4 – Network Security It is vital to understand the need for networks to be secured from unauthorised use and protected from potential attack.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Threats to computer systems and networks - Forms of attack</li> <li>• Identifying and preventing vulnerabilities</li> <li>• Common prevention methods</li> </ul> <p><b><i>Students will be assess regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>	
<b>2A</b>	<p>1.5 – Systems Software It is important to understand the different roles and functions each of the different pieces of software performs in allowing users to use and maintain computer systems.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Operating systems - The purpose and functionality of operating systems</li> <li>• Utility software - The purpose and functionality of utility software</li> <li>• Utility system software</li> </ul> <p>2.2 Programming Fundamentals (As above)</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> <li>• The common arithmetic operators The use of the three basic programming constructs used to control the flow of a program</li> </ul> <p>Data types 1.6 - Ethical, legal, cultural and environmental concerns How computing affects everyday life, the laws and how ethics should be considered in what we use computing for. The use of computers has brought about ethical, legal, cultural and environmental impacts. These issues increasingly affect people's daily lives.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Impacts of digital technology on wider society</li> <li>• Legislation relevant to Computer Science</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>	<p><u>New content:</u></p> <ul style="list-style-type: none"> <li>• 2.2.3 Additional programming techniques <ul style="list-style-type: none"> <li>○ The use of records to store data</li> <li>○ The use of SQL to search for data</li> </ul> </li> </ul> <p><u>Review content:</u></p> <ul style="list-style-type: none"> <li>• Paper 1 content TBA</li> <li>• Paper 2 content TBA</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>
<b>2B</b>	<p>2.1 – Algorithms Students will be introduced to algorithms and programming, learn about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will become familiar with computing related mathematics.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Principles of computational thinking</li> <li>• Designing, creating and refining algorithms</li> <li>• Create, interpret, correct, complete and refine algorithms using pseudocode</li> <li>• Identify common errors</li> </ul>	<p><u>Review content:</u></p> <ul style="list-style-type: none"> <li>• TBA based on assessment</li> </ul>

	<p>2.2 Programming Fundamentals (As above) Subtopics include:</p> <ul style="list-style-type: none"> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> <li>• The common arithmetic operators</li> <li>• The use of the three basic programming constructs used to control the flow of a program.</li> <li>• Data types</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>	
<p><b>3A</b></p>	<p>2.1 Algorithms (As above)</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Searching and sorting algorithms</li> </ul> <p>2.2 Programming Fundamentals (As above)</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> <li>• The common arithmetic operators the use of the three basic programming constructs used to control the flow of a program</li> <li>• Data types</li> </ul> <p>2.3 Producing Robust Programs How to build a program effectively and efficiently. Programs must run correctly or they are of little value. Careful planning and testing of a program are essential, as is writing maintainable code.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Defensive design</li> <li>• Defensive design considerations Input validation</li> <li>• Maintainability</li> <li>• Testing</li> <li>• The purpose of testing</li> <li>• Types of testing</li> <li>• Identify syntax and logic errors</li> <li>• Selecting and using suitable test data</li> <li>• Refining algorithms</li> </ul> <p><b><i>Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.</i></b></p>	<p>Review content:</p> <ul style="list-style-type: none"> <li>• TBA based on assessment</li> <li>• Exam practice</li> </ul>
<p><b>3B</b></p>	<p>2.2 Programming Fundamentals (As above)</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> <li>• The common arithmetic operators</li> <li>• The use of the three basic programming constructs used to control the flow of a program</li> <li>• Data types</li> </ul> <p>2.4 Boolean Logic At the simplest level, computers are little more than a collection of transistors and circuits. They connect together to form logic gates, which in turn are used to form logic circuits.</p> <p>Subtopics include:</p> <ul style="list-style-type: none"> <li>• Simple logic diagrams using the operators AND, OR and NOT</li> </ul>	

- Truth tables
- Combining Boolean operators using AND, OR and NOT
- Applying logical operators in truth tables to solve problems

2.5 Languages & IDE Translators are needed to translate programs written in high level languages into the machine code that a computer understands. Tools exist to help programmers develop error-free code.

Subtopics include:

- Languages
- Characteristics and purpose of different levels of programming language
- The purpose of translators
- The characteristics of a compiler and an interpreter
- The Integrated Development Environment (IDE)
- Common tools and facilities available in an Integrated Development Environment.

***Students will be assessed regularly using Teams – “Do it now” Quizzes as well as a selection of exam style questions and plenary quizzes leading to a summative end of unit assessment.***

## **KS4 Business**

BTEC Tech Award in ENTERPRISE BTEC Level 1/Level 2 Tech Award in Enterprise, is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning.

The qualification enables students 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.

Students will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs.

Term	Year 10 Business	Year 11 Business
1A	<p>General Business – Foundation Learning. Students will gain valuable general business knowledge which is not exam board specification focused.</p> <p>Ownerships – students will look at the different types of ownerships for a business and the impact this can have on the owners of the business e.g. liability. Students will understand the advantages and disadvantages of each type of ownership and be able to recommend ownership models based on scenarios.</p> <ul style="list-style-type: none"> <li>• Sole Traders</li> <li>• Partnerships</li> <li>• Public Limited Companies</li> <li>• Private Limited Companies</li> <li>• Franchises</li> <li>• Charities</li> </ul> <p>Stakeholders – student will look at all of the different groups with an interest in the performance and running of a business. They will be able to identify the impact a business may have on its shareholders.</p> <ul style="list-style-type: none"> <li>• Owners</li> <li>• Employees</li> <li>• Suppliers</li> <li>• Customers</li> <li>• The general public</li> <li>• Government</li> <li>• Pressure Groups</li> </ul> <p>Functional - students will look at the different functional areas within businesses. They will be able to identify why some business will have departments to look after each function and other business will have to multitask.</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Marketing</li> <li>• Distribution</li> <li>• Research and development</li> <li>• ICT</li> <li>• Production</li> <li>• Human resources</li> <li>• Purchasing</li> <li>• Sales</li> <li>• Finance</li> <li>• Customer service</li> </ul> <p><b>Assessed through ongoing exam questions.</b></p>	<p><b>A2 Plan for a micro-enterprise</b></p> <p>Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget, to include:</p> <p>Ownership of the micro-enterprise:</p> <ul style="list-style-type: none"> <li>• sole trader</li> <li>• social enterprise.</li> </ul> <p>Aims of the micro-enterprise:</p> <ul style="list-style-type: none"> <li>• financial aims: to make a profit, to break-even</li> <li>• non-financial aims: customer satisfaction, social aims such as meeting a need in the community.</li> </ul> <p>Features of the product (goods or services) to be sold, including:</p> <ul style="list-style-type: none"> <li>• ensuring product features and production of product is environmentally friendly and in the public interest, i.e. safe, ethical and legal</li> <li>• relevant benefits and unique selling points (USPs)</li> <li>• cost.</li> </ul> <p>Pricing of the product (goods or services) to be sold, including:</p> <ul style="list-style-type: none"> <li>• strategy: cost-plus/mark-up, competitive, skimming, penetration, premium</li> <li>• selling price.</li> </ul> <p>Methods of promotion:</p> <ul style="list-style-type: none"> <li>• selection of methods of promotion: advertising, use of social media or cost effectiveness.</li> </ul> <p>Identifying the target market:</p> <ul style="list-style-type: none"> <li>• market segment</li> <li>• pricing strategy, selling price and promotion appeal and relevance to target market</li> <li>• how product will reach market: selling direct, online or both</li> <li>• establishing and sustaining sales to target customers.</li> </ul> <p>Resources required:</p> <ul style="list-style-type: none"> <li>• physical resources: location, materials, equipment, fixtures and fittings, information technology, stock</li> <li>• financial resources: sources of finance, calculation of start-up costs, running costs, and production costs/cost of sales</li> <li>• human resources: skills and roles, possible training and development needs</li> <li>• how the resources will be obtained/funded.</li> </ul> <p>Financial information:</p> <ul style="list-style-type: none"> <li>• financial planning and forecasting commentary: break-even calculation and 12-month cash flow forecast</li> <li>• financial records commentary: profit and loss account (forecast statement of comprehensive income).</li> </ul> <p>Risk assessment:</p> <ul style="list-style-type: none"> <li>• description of potential and realistic risks involved: lack of skills, competitors, unexpected costs, sourcing of resources, quality control, lack of customer interest</li> <li>• threats posed by competitors: products, customers, customer service, advertising and promotion, success and failures, potential gaps in their offering</li> <li>• recommendations as to how risks can be overcome</li> <li>• recommendations as to how to ensure quality of products.</li> </ul> <p>Viability of the plan based on the following considerations:</p> <ul style="list-style-type: none"> <li>• financial data</li> <li>• safety</li> </ul>

		<ul style="list-style-type: none"> <li>• ethicality</li> <li>• legality</li> </ul> <p>environmental</p>
1B	<p>General Business – Foundation Learning.</p> <p>Marketing Mix – students will look at how business use the marketing mix when making decisions about their products.</p> <ul style="list-style-type: none"> <li>• Price</li> <li>• Place</li> <li>• Product</li> <li>• Promotion</li> </ul> <p>Business Law – students will look at the rules and regulations that a business must comply with. Students will also look at the rights that consumers have when trading with a business.</p> <ul style="list-style-type: none"> <li>• National Minimum Wage</li> <li>• Equality Act</li> <li>• Workers rights (pregnancy, holiday entitlement, working hours, contracts, trade union, carer for dependants)</li> <li>• Consumer Laws</li> </ul> <p><b>Assessed through ongoing exam questions.</b></p>	<p><b>Component 2</b></p> <p>Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements Learners will develop skills to produce and deliver an electronic presentation that summarises the business plan.</p> <p><b>B1 Production of presentation</b></p> <p>Selection of relevant information and logical sequencing of information and ideas. Use of appropriate written communication skills:</p> <ul style="list-style-type: none"> <li>• use of business terminology</li> <li>• presentation of information and data.</li> </ul> <p>Consistent visual presentation appropriate for the enterprise idea: appropriate colours, use of margins, appropriate use of images and transitions, appropriate font including size and type.</p> <p><b>B2 Delivery of presentation</b></p> <p>Methods of recording and delivery: on-screen videos and sharing, electronic presentation, pre-recorded, video group calls, vlog. Accurate and effective verbal communication skills: language and tone, pace, volume and projection, use of business terminology. Engaging non-verbal communication skills: conduct of presenter, positive attitude, well-rehearsed, body language, gestures and eye contact.</p> <p><b>Learning outcome C:</b> Review the presentation of the micro-enterprise idea to meet specific requirements Learners will develop critical thinking skills as they review and reflect on the success of the production and delivery of their presentation, making recommendations for improvements.</p> <p><b>C1 Review of presentation</b></p> <p>Review of own skills demonstrated in the production and delivery of the presentation, to include:</p> <ul style="list-style-type: none"> <li>• skills demonstrated: written, summarisation, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical</li> <li>• making supported judgements on strengths and weaknesses based on self-reflection and review: <ul style="list-style-type: none"> <li>○ what went well</li> <li>○ what went less well or did not go to plan</li> </ul> </li> <li>• recommendations for improvements to the production and delivery of the electronic presentation</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p>
2A	<p><b>Year 10 units have been realigned due to insight gained through pilot year delivery so unit being taught will not be sequential in year 10 and with year 11.</b></p> <p>Comp 2: Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.</p> <p><b>A1 Choosing ideas for a micro-enterprise</b></p> <p>Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea:</p> <ul style="list-style-type: none"> <li>• own interests/skills audit o resources available</li> <li>• potential constraints: budget, age constraints – i.e. not able to employ others, not able to have a loan from a lender, not able to rent premises</li> </ul>	<p><b>Component 3: Marketing and Finance for Enterprise</b></p> <p>Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</p> <p><b>A Marketing activities</b></p> <p>A1 Targeting and segmenting the market Learners will explore how and why enterprises may target their markets.</p> <p>Target market: the market an enterprise wants to sell its products to.</p>

	<ul style="list-style-type: none"> <li>• financial forecasts</li> <li>• costing and pricing</li> <li>• methods of communication and promotion</li> <li>• potential customers</li> <li>• gaps in the market</li> </ul> <p>Innovative ideas which are realistic and within budget and could include:</p> <ul style="list-style-type: none"> <li>• animal and horticulture</li> <li>• art and design</li> <li>• cleaning and maintenance</li> <li>• creative and speciality crafts</li> <li>• entertainment, performing arts and leisure</li> <li>• fashion and accessories</li> <li>• food and drink o hair and beauty</li> <li>• holding/hosting events o lifestyle</li> <li>• mental health and wellbeing</li> <li>• sport and exercise</li> <li>• sustainable and environmental</li> <li>• teaching, educational and coaching</li> <li>• technological, digital, social media and e-commerce</li> <li>• writing and publishing</li> </ul>	<p>Market segmentation: key differentiators that divide customers into groups to be targeted:</p> <ul style="list-style-type: none"> <li>• demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group</li> <li>• geographic:</li> <li>• location</li> <li>• psychographic: social class, attitudes, lifestyle and personality characteristics</li> <li>• behavioural: spending, consumption, rate of usage, loyalty status, desired benefits.</li> </ul> <p>Markets: Business to Business (B2B), Business to Consumer (B2C), niche, mass.</p> <p>A2 4Ps of the marketing mix Learners will explore the marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises.</p> <p>Product:</p> <ul style="list-style-type: none"> <li>• product portfolio: comprises all products (goods and services) of an enterprise o product life cycle: development, introduction, growth, maturity, decline</li> <li>• USP (unique selling point) o branding, brand personality, brand image.</li> </ul> <p>Price:</p> <ul style="list-style-type: none"> <li>• pricing strategies: penetration, skimming, competitive, cost-plus, premium.</li> </ul> <p>Place:</p> <ul style="list-style-type: none"> <li>• digital and physical distribution of products.</li> </ul> <p>Promotion:</p> <ul style="list-style-type: none"> <li>• promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR), social media marketing, personal selling, direct marketing, sales promotion</li> <li>• ‘above the line’ and ‘below the line’ promotion.</li> </ul> <p>Multichannel marketing: using a range of traditional and/or digital methods.</p> <p><b>A3 Factors influencing the choice of marketing methods Learners will explore the factors influencing the choice of marketing methods for enterprises.</b></p> <p>Factors influencing the choice of marketing methods:</p> <ul style="list-style-type: none"> <li>• appropriateness for product and its brand image</li> <li>• speed/accessibility of information/ease of reaching target market</li> <li>• cost to the enterprise</li> <li>• competitors’ activities o experience of the entrepreneur</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p>
2B	<p><b>A2 Plan for a micro-enterprise</b></p> <p>Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget, to include:</p> <p>Ownership of the micro-enterprise:</p> <ul style="list-style-type: none"> <li>• sole trader</li> <li>• social enterprise.</li> </ul> <p>Aims of the micro-enterprise:</p> <ul style="list-style-type: none"> <li>• financial aims: to make a profit, to break-even</li> <li>• non-financial aims: customer satisfaction, social aims such as meeting a need in the community.</li> </ul> <p>Features of the product (goods or services) to be sold, including:</p>	<p>Comp 3</p> <p><b>A4 Trust, reputation and loyalty Learners will explore the importance of brand image and reputation on attracting and retaining customers of enterprises.</b></p> <p>Importance of brand image: perceptions of quality, value, variety and customer service.</p> <p>Importance of reputation: actions of the enterprise and how they affect public opinion o being environmentally friendly o rejecting unethical or controversial marketing strategies o responding to customer service issues quickly and efficiently o getting involved in the local community through help/donations/prizes.</p> <p><b>B Financial documents and statements</b></p>

<ul style="list-style-type: none"> <li>ensuring product features and production of product is environmentally friendly and in the public interest, i.e. safe, ethical and legal</li> <li>relevant benefits and unique selling points (USPs)</li> <li>cost.</li> </ul> <p>Pricing of the product (goods or services) to be sold, including:</p> <ul style="list-style-type: none"> <li>strategy: cost-plus/mark-up, competitive, skimming, penetration, premium</li> <li>selling price.</li> </ul> <p>Methods of promotion:</p> <ul style="list-style-type: none"> <li>selection of methods of promotion: advertising, use of social media o cost effectiveness.</li> </ul> <p>Identifying the target market:</p> <ul style="list-style-type: none"> <li>market segment</li> <li>pricing strategy, selling price and promotion appeal and relevance to target market</li> <li>how product will reach market: selling direct, online or both</li> <li>establishing and sustaining sales to target customers.</li> </ul> <p>Resources required:</p> <ul style="list-style-type: none"> <li>physical resources: location, materials, equipment, fixtures and fittings, information technology, stock</li> <li>financial resources: sources of finance, calculation of start-up costs, running costs, and production costs/cost of sales</li> <li>human resources: skills and roles, possible training and development needs</li> <li>how the resources will be obtained/funded.</li> </ul> <p>Financial information:</p> <ul style="list-style-type: none"> <li>financial planning and forecasting commentary: break-even calculation and 12-month cash flow forecast</li> <li>financial records commentary: profit and loss account (forecast statement of comprehensive income).</li> </ul> <p>Risk assessment:</p> <ul style="list-style-type: none"> <li>description of potential and realistic risks involved: lack of skills, competitors, unexpected costs, sourcing of resources, quality control, lack of customer interest</li> <li>threats posed by competitors: products, customers, customer service, advertising and promotion, success and failures, potential gaps in their offering</li> <li>recommendations as to how risks can be overcome</li> <li>recommendations as to how to ensure quality of products.</li> </ul> <p>Viability of the plan based on the following considerations:</p> <ul style="list-style-type: none"> <li>financial data</li> <li>safety</li> <li>ethicality</li> <li>legality</li> <li>environmental</li> </ul>	<p><b>B1 Financial documents</b></p> <p>Learners will complete and interpret financial documents. Learners will explore the purpose, typical format, sequence and the part that each document plays when ordering, checking, recording and paying for goods and/or services.</p> <p>Types of financial documents: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts.</p> <p>Importance of accuracy when these documents are being used.</p> <p>Importance of accurate financial documents and record-keeping to business accounting.</p> <p><b>B2 Payment methods</b></p> <p>Learners will explore why enterprises use some or all of the following payment methods.</p> <p>Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.</p> <p>Impact on customers and enterprises of using different payment methods.</p> <p><b>B3 Revenue and costs</b></p> <p>Learners will explore the sources of revenue and costs for enterprises and how and why they can be minimised/maximised.</p> <p>Revenue/turnover.</p> <p>Start-up and running costs.</p> <p><b>B4 Financial statements</b></p> <p>Learners will complete and interpret financial statements for enterprises. Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.</p> <p>Profit and loss account (statement of comprehensive income): shows the profit or loss of an enterprise over time:</p> <ul style="list-style-type: none"> <li>revenue, cost of sales, expenses, gross profit, net profit (profit for the year)</li> </ul> <p>Balance sheet (statement of financial position): shows the financial performance of an enterprise at a point in time:</p> <ul style="list-style-type: none"> <li>fixed (non-current) and current assets</li> <li>working capital (net current assets)</li> <li>long term (non-current) and current liabilities o debtors (accounts receivable) and creditors (accounts payable)</li> <li>equity.</li> </ul> <p>Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers.</p> <p><b>B5 Profitability and liquidity</b></p> <p>Learners will explore how these financial statements could be of interest to the stakeholders of enterprises. Learners will calculate profitability and liquidity for enterprises, and comment on the results of these calculations.</p> <ul style="list-style-type: none"> <li>Difference between cash and profit.</li> <li>Difference between liquidity and profitability.</li> <li>Calculate profitability ratios from given formulae: o gross profit margin percentage (GPM) = (gross profit ÷ revenue) × 100 o net profit margin percentage (NPM) = (net profit ÷ revenue) × 100.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Calculate liquidity ratios from given formulae: <ul style="list-style-type: none"> <li>o current ratio = current assets ÷ current liabilities</li> <li>o liquid capital ratio = (current assets – inventory) ÷ current liabilities.</li> </ul> </li> </ul> <p><b>C Financial planning and forecasting</b></p> <p>C1 Budgeting Learners will explore the range of budgets used by enterprises, calculate simple budget figures and comment on the results.</p> <ul style="list-style-type: none"> <li>• Expenditure and revenue budgets: <ul style="list-style-type: none"> <li>• capital expenditure</li> <li>• cash</li> <li>• labour</li> <li>• marketing/promotion</li> <li>• overheads</li> <li>• production</li> <li>• purchases/materials</li> <li>• revenue/sales.</li> </ul> </li> </ul> <p>Difference between budgeting and budgetary control (checking performance against plan). Impact of favourable and adverse variances <b>Practise external assessments – mix of in class questions and whole papers.</b></p>
3A	<p><b>Component 2</b> Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements Learners will develop skills to produce and deliver an electronic presentation that summarises the business plan.</p> <p><b>B1 Production of presentation</b> Selection of relevant information and logical sequencing of information and ideas. Use of appropriate written communication skills:</p> <ul style="list-style-type: none"> <li>• use of business terminology</li> <li>• presentation of information and data.</li> </ul> <p>Consistent visual presentation appropriate for the enterprise idea: appropriate colours, use of margins, appropriate use of images and transitions, appropriate font including size and type.</p> <p><b>B2 Delivery of presentation</b> Methods of recording and delivery: on-screen videos and sharing, electronic presentation, pre-recorded, video group calls, vlog. Accurate and effective verbal communication skills: language and tone, pace, volume and projection, use of business terminology. Engaging non-verbal communication skills: conduct of presenter, positive attitude, well-rehearsed, body language, gestures and eye contact.</p> <p><b>Learning outcome C:</b> Review the presentation of the micro-enterprise idea to meet specific requirements Learners will develop critical thinking skills as they review and reflect on the success of the production and delivery of their presentation, making recommendations for improvements.</p> <p><b>C1 Review of presentation</b> Review of own skills demonstrated in the production and delivery of the presentation, to include:</p> <ul style="list-style-type: none"> <li>• skills demonstrated: written, summarisation, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical</li> <li>• making supported judgements on strengths and weaknesses based on self-reflection and review: <ul style="list-style-type: none"> <li>o what went well</li> <li>o what went less well or did not go to plan</li> </ul> </li> <li>• recommendations for improvements to the production and delivery of the electronic presentation</li> </ul>	<p>Comp 3: C2 Cash flow Learners will explore, complete and interpret cash flow forecasts and statements. They will consider the differences between predicted and actual cash flow.</p> <ul style="list-style-type: none"> <li>• Cash flow forecast: predicted inflows/receipts, outflows/payments, net inflows/outflows, opening and closing balances, surpluses, deficits.</li> <li>• Purpose of cash flow forecasts: <ul style="list-style-type: none"> <li>o to identify money coming in and going out of the enterprise over time</li> <li>o to determine the impact of timings of inflows and outflows</li> <li>o to determine positive and negative liquidity and make business decisions.</li> </ul> </li> <li>• Difference between forecasted and actual cash flows.</li> </ul> <p>C3 Suggesting improvements to cash flow problems Learners will explore the effects of positive and negative cash flow on enterprises and their stakeholders, identifying possible issues and suggesting solutions. Cash flow problems: cash surpluses, cash deficits. Suggested solutions to problems:</p> <ul style="list-style-type: none"> <li>• increasing revenue</li> <li>• selling off unused assets/inventory</li> <li>• chasing debtors for monies owed</li> <li>• cutting costs</li> <li>• delaying payment to suppliers</li> <li>• reducing credit period offered to customers</li> <li>• cutting back or delaying expansion plans</li> <li>• paying off debts</li> <li>• investment.</li> </ul> <p>C4 Break-even point and break-even analysis</p> <p>Learners will calculate the break-even point and margin of safety, construct and interpret a break-even chart, and recognise the strengths and limitations of break-even analysis. Fixed, variable and total costs, and total revenue.</p>

	<p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p>	<p>Break-even point, margin of safety, area of profit and area of loss.  Importance to an enterprise of breaking even.  Strengths and limitations of break-even analysis</p> <p>C5 Sources of business finance  Learners will explore why enterprises may plan different sources of finance for different purposes or at different stages, and the advantages and disadvantages of each source.</p> <p>Internal sources of finance: o personal sources: savings, credit cards, borrowing from friends and family</p> <ul style="list-style-type: none"> <li>• retained profits</li> <li>• sale of assets.</li> </ul> <p>External sources of finance:</p> <ul style="list-style-type: none"> <li>• long-term: mortgages, share capital, taking on new partners</li> <li>• medium-term: hire purchase (HP), leasing, loans, peer-to-peer lending (P2P), investment from business angels</li> <li>• short-term: bank overdraft, crowdfunding, trade credit</li> <li>• government and charitable grants</li> </ul> <p><b>Practise external assessments – mix of in class questions and whole papers.</b></p>
3B	<p><b>Component 1 - This will be assessed in the yr. 11 for this group.</b></p> <p>Learning outcome, A: Understand how and why enterprises and entrepreneurs are successful  Learners will explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.</p> <p><b>A1 Size and features of SMEs</b>  Size of SMEs to include:</p> <ul style="list-style-type: none"> <li>• micro: up to 10 members of staff</li> <li>• small: between 11–49 members of staff</li> <li>• medium: between 50–249 members of staff.</li> </ul> <p>Types of profit-making enterprises to include:</p> <ul style="list-style-type: none"> <li>• sole trader, partnership, limited liability partnership (LLP), ltd, social enterprise that uses some of the profits to reinvest in the enterprise.</li> </ul> <p>Features of SMEs to include:</p> <ul style="list-style-type: none"> <li>• run by a single individual or small team of people o physical location and/or online operation</li> <li>• sole employment or as part of a hobby/side hustle</li> <li>• existing in one or more sectors of the economy.</li> </ul> <p><b>A2 Markets, sectors, models and industries in which enterprises operate</b>  Different sectors and business models, including:</p> <ul style="list-style-type: none"> <li>• markets: – Business to Business (B2B) – Business to Customer (B2C)</li> <li>• sector: – goods – services</li> <li>• models: – bricks and clicks and flips – e-commerce.</li> </ul> <p>Different industries in which enterprises operate.</p> <p><b>A3 Aims and activities of enterprises</b>  Aims of enterprises to include:</p>	

- making a profit, surviving, breaking-even, expanding, maximising sales, being environmentally friendly, being ethical, satisfying customers, providing a social service.

Impact of activities in supporting the aims of enterprises to include:

- developing and producing goods and services to meet the needs of changes in the market
- attracting new customers and retaining existing customers through offers and promotions
- managing business resources: finance, people, technology.

Impact of failing to undertake these activities successfully

**Learning outcome B: Understand customer needs and competitor behaviour through market research**

Learners will explore the market research methods used by enterprises and their importance in understanding customer needs and competitor behaviour.

**B1 Market research methods**

Benefits and drawbacks of a range of primary research methods used by enterprises to include:

- qualitative and quantitative questionnaires and surveys: face-to-face, telephone, post, on a website/social media site
- visits or observation: looking at and recording how customers and competitors behave in situations in a structured way
- formal or informal interviews, chats or focus groups: talking to people to find out their views and experiences.

Benefits and drawbacks of a range of secondary research methods used by enterprises to include:

- online research o books, journals, trade magazines
- company materials o market and government reports and statistics.

**B2 Understanding customer needs**

The importance of the information that primary and secondary research methods can provide about customers to include:

- understanding the market: anticipating and identifying customer needs
- producing products to market that solve a problem or add value for the customers
- identifying customer expectations: good-value products, rapid response to enquiries, clear and honest information, after-sales service
- adapting different products to meet customer needs according to age, gender, income, lifestyle and location.

**B3 Understanding competitor behaviour**

Understanding the market:

- anticipating and identifying competitor behaviour
- producing products to market that are different from competitors
- identifying features of the competitors

Competitive advantage:

- the ability to meet customer needs better than competitors on quality, price, features, customer service, availability, convenience.

**B4 Suitability of market research methods**

Suitability of market research methods that could help the enterprise in gaining further information to include:

- finding out further information about their customers and their competitors o alternative methods based on the size of the enterprise, cost of research, time and human resources available to undertake research.

Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises Learners will carry out research into internal and external factors for use in a PEST and SWOT analysis to help them understand how these factors affect enterprises.

**C1 PEST (Political, Economic, Social, Technological) analysis**

Recommendations for actions that enterprises could take based on research and analysis of the following factors:

- political: governmental changes, new regulations, changes in taxation
- economic: consumer confidence in the economy, growth/recession, level of employment, cost of borrowing, cost of energy
- social: changing consumer behaviour and trends
- technological: social media, energy efficiency, technological trends, costs of marketing and selling.

Suitability of recommendations made according to the potential positive and negative impact on costs and revenues.

**C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis**

Impact of the strengths, weaknesses, opportunities and threats based on research, analysis and understanding of enterprises to include:

- strengths: effective planning and financing, marketing and promoting the enterprise, location, reputation, unique selling point (USP), strong branding, competitive advantage
- weaknesses: unforeseen human resources costs (i.e. staff illness), lack of investment, poorly performing product/service, competitive disadvantage
- opportunities: growing market trends, developments in technology, gaps in the market, government policy changes, loans and grants, funding, events/holidays, development of additional products and services, adaptations to existing market offering, developing adapted marketing strategies, amendments to staffing, alternative investment decisions
- threats: competitors, supplier problems, developments in technology, government policy, lack of funding, market changes.

Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues.

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations***

## **KS5 - BTEC Business Studies**

Business teachers and the nature of the course. In Year 12 all must complete Units 1, 2, 3 and 4 if doing the Dip Level plus Units 8 and 27 as the preferred optional units.

In Year 13 all Dip students must complete Units 5 and 6. Unit 7 must be completed for those wishing to do the Extended Dip and they must choose 4 other optional units.

To ensure students are able to tailor their course to meet future career or further study goals, the four optional units are totally student driven and can vary from Human Resources to Accounts or Digital Marketing (because of this, multiple units will be delivered in the same lesson making it difficult to put into terms).

For the overview, units are shown as one at a time but they will overlap. Students in year 12 are currently on a mix of Extended Certificate and Diploma. In year 13 all students are currently following the Diploma or Extended Diploma route.

Year 13 Business

Autumn Term 1a

Term 1b

**These units are normally completed during year 12 but have carried over into year 13 to enable students to have access to the correct amount of contact and re-submission time.**

**Unit 1: Exploring Business** - Encourage learners to research and learn about local, national and international businesses in different sectors. Learners needed to look at 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. Learners will also look at the importance of innovation and enterprise to the success and survival of businesses, plus the associated risks and benefits.

Specific Learning Aims of this Unit:

- A1 Features of businesses.
- A2 Stakeholders and their influence.
- A3 Effective business communications.
- B1 Structure and organisation.
- B2 Aims and objectives.
- C1 External environment.
- C2 Internal environment.
- C3 Competitive environment.
- C4 Situational analysis.
- D1 Different market structures.
- D2 Relationship between demand, supply and price.
- D3 Pricing and output decisions.

**Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.**

**During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.**

**Unit 8 - Recruitment and Selection Process** - This is a practical unit which allows learners the opportunity to investigate how the recruitment process is carried out in business (particularly large organisations of 250 or more staff) from job analysis through to selecting a suitable candidate. Learners will research and learn about the processes and procedures involved in recruitment and selection in different large businesses.

Specific Learning Aims of this Unit:

- A: Examine how effective recruitment and selection contribute to business success.  
B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer. C: Reflect on the recruitment and selection process and your individual performance.

**Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.**

**During teaching students' understanding will be assessed by teacher lead Q+A, and appropriate interventions.**

**Unit 27 - Work Experience in Business** - Another practical unit will require learners to investigate, plan and carry out 40 hours of work related learning in an appropriate and safe manner. Again this unit helps learners to develop life skills.

Learners should be encouraged to research a number of appropriate work experience placements before securing a final placement.

Specific Learning Aims of this Unit:

- A: Investigate opportunities for work-related learning.  
B: Carry out work experience in an appropriate and safe manner.  
C: Reflect on work experience undertaken and its influence on own personal and professional development.

**Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.**

**During teaching, students' understanding will be assessed by teacher lead Q+A, and appropriate interventions.**

**This unit is being revisited to enable students the opportunity to secure knowledge and sit the examinations which they where due to sit at the end of year 12.**

**Unit 6: Principles of Management** – This unit gives our learners opportunities to apply the principles of management to a variety of business situations. In doing so they will gain a greater understanding of the challenges faced by managers, and discover that different management approaches can be taken to address issues relating to aspects such as change management and motivation in the workplace.

Learners will be introduced to the work of management theorists and investigate their influence on contemporary management practices. The suggested range of activities below will enable learners to appreciate how the functions of management can be applied in a practical setting and develop their personal skills in areas such as critical thinking and working with others.

Topic A – The definitions and functions of management.

Topic B – Management and leadership styles and skills.

Topic C – Managing human resources.

Topic D – Factors influencing management, motivation and performance of the workforce. Topic E – Impact of change.

Topic F – Quality management.

***This unit is assessed externally. Learners will be given a case study two weeks prior to the supervised assessment in order to carry out research. Learners will then complete the assessment over a 6 hours examination.***

***During teaching students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

Summer Term 3a	Term 3b
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**This unit is being revisited to enable students the opportunity to secure knowledge and sit the examinations which they were due to sit at the end of year 12.**

**Unit 7: Business Decision Making** - This is a practical unit, which will allow learners to understand the importance of planning and decision making in running a successful business. As this is a synoptic unit, the focus should be on consolidating the understanding and skills developed in previous units.

Learners will then be able to make rational decisions based on information given relating to complex business problems. The rationale behind this unit is to enable learners to ‘think on their feet’ which will benefit them when faced with real-life business decisions or in interview situations when learners are expected to demonstrate their ability to find solutions to given scenarios in a relatively short space of time.

Topic A – Business plans.

Topic B – Decision making in business.

Topic C – Use of research to justify the marketing of a business.

Topic D – Efficient operational management of the business.

Topic E – Understand the importance of managing resources.

Topic F – Creation and interpretation of financial forecasts.

Topic G – Viability of a business.

Topic H – Demonstrate business skills/IT skills.

***Assessment is via an external assessment and will be assessed as per criteria over a 3 hour examination, this is based on an unseen case study.***

***During teaching, students’ understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### Year 12 Business

Autumn Term 1a	Term 1b
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**Unit 2: Developing a Marketing Campaign** – This is a practical unit that allows learners to investigate the role that marketing plays in business success.

Learners must develop a sound understanding of marketing concepts and how a marketing campaign is developed. Learners also need to be able to interpret and use data to suggest an appropriate marketing campaign for a business and justify why the campaign will suit the needs of the business.

Consumers are bombarded with marketing messages on a daily basis. Our learners should be exposed to a wide range of examples of successful and less successful campaigns. In this way, they will learn what works and will be able to use successful examples as inspiration when they come to develop their own rationale and plan for a marketing campaign.

Specific Learning Aims of this Unit:

- Learning Aim A is an introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign.
- Learning Aim B is using information to develop the rationale for a marketing campaign.
- Learning Aim C is planning and developing a marketing campaign.

***Assessment is via an external assessment and will be assessed as per criteria over a 6 hour examination.***

***During teaching, students’ understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

Spring Term 2a

Term 2b

**Unit 3: Personal and Business Finance – Is a traditional external written examination unit.**

Topic A – Understand the importance of managing personal finance – Learners will develop an understanding of personal finance and how their decisions can impact their credit rating. They will look at a wide number of aspects of personal finance including debt, bank accounts and student loans.

Topic B – Explore the personal finance sector – Learners will explore the differences between all sources of finance, methods of saving and insurance against loss.

Topic C – Understand the purpose of accounting – Learners must grasp the importance and methods that businesses use to complete accounts. Especially the importance of accuracy and the possible negative impacts inaccuracy.

Topic D – Select and evaluate different sources of business finance – Learners need to be able to select and critically evaluate the source of finance based on the need and circumstance of the business. Topic E – Break-even and cash flow forecasts – Learners need to be able to complete and retrieve information from financial records. Learners should then be able to make recommendations based on this.

Topic F – Complete statements of comprehensive income and financial position and evaluate a business's performance - this is the most technical aspect of this unit, learners must be able to use all appropriate account ratios and use these to make critical judgements about the businesses.

***Assessment is via an external assessment and will be assessed as per criteria over a 1hr 30 min examination.***

***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete end of topic assessments, these will overlap on all previous topics.***

Summer Term 3a

Term 3b

**Unit 1: Exploring Business** - Encourage learners to research and learn about local, national and international businesses in different sectors. Learners needed to look at 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. Learners will also look at the importance of innovation and enterprise to the success and survival of businesses, plus the associated risks and benefits.

Specific Learning Aims of this Unit:

- A1 Features of businesses.
- A2 Stakeholders and their influence.
- A3 Effective business communications.
- B1 Structure and organisation.
- B2 Aims and objectives.
- C1 External environment.
- C2 Internal environment.
- C3 Competitive environment.
- C4 Situational analysis.
- D1 Different market structures.
- D2 Relationship between demand, supply and price.
- D3 Pricing and output decisions.

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

**Unit 5: International Business** – Some learners are likely to be familiar with a number of global business organisations in their role as consumers or in a workplace setting.

This unit gives learners the opportunity to understand how globalisation can impact upon all businesses, regardless of their size. In approaching this unit, therefore, learners will have the opportunity to focus not only on the major players in the global economy but also those small and medium businesses in the local economy who are directly involved in international business or who are influenced by changes in international markets.

Learners need to be familiar with local, national and international businesses so that they gain an appreciation of the complex network of business relationships that exist in the global economy and how technology influences these networks. Additionally, learners should also consider the risks faced by those businesses who are involved in international business in order to understand that although the global economy gives businesses opportunities for growth and profits, it also brings with it considerable challenges.

***Assessment is via an external assessment and will be assessed as per criteria over a 6-hour examination.***

***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

**Unit 8 - Recruitment and Selection Process** - This is a practical unit which allows learners the opportunity to investigate how the recruitment process is carried out in business (particularly large organisations of 250 or more staff) from job analysis through to selecting a suitable candidate. Learners will research and learn about the processes and procedures involved in recruitment and selection in different large businesses.

Specific Learning Aims of this Unit:

A: Examine how effective recruitment and selection contribute to business success.

B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer. C: Reflect on the recruitment and selection process and your individual performance.

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching students' understanding will be assessed by teacher lead Q+A, and appropriate interventions.***

**Unit 27 - Work Experience in Business** - Another practical unit will require learners to investigate, plan and carry out 40 hours of work-related learning in an appropriate and safe manner. Again, this unit helps learners to develop life skills.

Learners should be encouraged to research a number of appropriate work experience placements before securing a final placement.

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A: Investigate opportunities for work-related learning.

B: Carry out work experience in an appropriate and safe manner.

C: Reflect on work experience undertaken and its influence on own personal and professional development.

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A, and appropriate interventions.***