

# BUSINESS STUDIES

## Curriculum intent and rationale

The Business Award in Enterprise is a knowledge rich curriculum, which sets out high expectations and performance in students. Each piece of new learning for students is broken down into the necessary components; each of these components is mastered before students produce the composite. The curriculum is sequenced and layered, to enable students to develop their schema in their long-term memory to effectively learn the curriculum. The assessment throughout the curriculum provides students with opportunities to revisit and apply knowledge, as well as allowing them to commit knowledge to their long-term memory.

The business department at Heartlands Academy is committed to providing a learning experience which helps all students to achieve their full potential. The department studies a range of topic areas and enhances the development of future work-related knowledge. The course that we offer is a Pearson BTEC award in Enterprise. The business curriculum is only offered at Key Stage 4.

The course is made up of three components: two internally assessed and one that's externally assessed. The course is adapted to the ability of students and is either conducted over one year in Year 11, or two years from Year 10.

Our knowledge based curriculum comprises of three units. The first is

examining different enterprises to develop knowledge and understanding of the characteristics of enterprises. This is in relation to the size of the enterprise and its purpose aims such as making profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, or being ethical. The characteristics of an entrepreneur that are examined involve focus, passion, motivation, dedication, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision, and the capacity to inspire. This knowledge links with the personal skills required by entrepreneurs to be successful, such as knowledge of an industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, and managing risk.

The key knowledge for this unit is, to examine the characteristics of enterprises, explore how market research helps enterprises meet customer needs, and to understand competitor behaviour. Students also investigate the factors that contribute to the success of an enterprise as well as develop transferable skills, such as research and data analysis in order to interpret their findings.

The second unit explores an enterprise idea and involves planning and pitching a micro-enterprise activity to an audience. Students use their experience from

exploring enterprises to independently generate ideas and choose one idea for a realistic micro-enterprise. This part of the curriculum is set out as a strand, and gives students an opportunity to revisit the knowledge accumulated in unit one, to deepen and enrich their schema. Enterprise ideas could involve; innovation of products/services, provision of products/services in new contexts and provision of products/services to new markets. Factors to be considered when selecting final idea include; resources available, financial forecasts, costing and pricing, methods of communication and promotion, as well as potential customers. At the end of the unit, students use feedback to review their business plan. A personal audit is created which considers leadership, personal, communication skills required as well as technical and practical skills required. Students develop their planning and research, presentation, communication and self-reflection knowledge.

The key knowledge for this unit is, to explore ideas and plan for a micro-enterprise activity. They pitch a micro-enterprise activity, review their own pitch for a micro-enterprise activity and develop their planning, research, presentation, communication and self-reflection knowledge.

The third and final unit explores the different promotional methods used by enterprises. This is based around the idea of the promotional mix, which involves advertising, sales promotion, personal selling, public relations and direct marketing. This unit also involves the factors that influence how enterprises identify and target their market. Students consider why an enterprise targets its market and the impact this has on promotion. The types of market studied

are business-to-business (B2B), and business-to-consumer (B2C). They also develop knowledge on segmentation, in particular segmenting the marketing. This knowledge includes demographics (age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group), geographic location, psychographic (social class, attitudes, lifestyle and personality characteristics), and behavioural (spending, consumption, usage, loyalty status and desired benefits).

The key knowledge for this unit is, to understand elements of promotion and financial concepts. They interpret and use promotional and financial information in relation to a given enterprise, make connections between different factors influencing a given enterprise, and advise and provide recommendations to a given enterprise on ways to improve its performance.

The course is designed in a three-block structure, explore, develop, and apply. These blocks each consist of more than one component. This has been developed to allow students to embed and build upon their knowledge. The knowledge throughout the course is set out in a chronological order. The chronological order is based on the time frame we have to cover the concepts and are guided by the exam board, who have allocated a set time in Year 11 for the external synoptic assessment. It must be noted, the chronological order also supports the ability for students to succeed, as knowledge developed in the curriculum is revisited in reoccurring themes of components. This allows students to grow in confidence and then put into practice what they have learned. The assessment structure is designed so that students can build on what they learn,

and develop their assignment knowledge, as they move through the course.

Components one and two are assessed through internal assessment. The internal assessment for these components has been designed to relate to the achievement of application of the conceptual underpinning for the sector, through realistic tasks and activities.

The design of the curriculum promotes the idea of how businesses operate in society today and the factors they need to consider. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on the development of core knowledge and understanding (disciplinary), including the range of enterprises and the key features and factors that contribute to an enterprise's level of success. It also incorporates the development and application of knowledge (substantive) such as analysing research, information, planning and financial forecasting, communicating and problem solving. This then leads onto a reflective practice, knowledge that students have built upon during the course, through pitching an idea for an enterprise activity. This also allows students to reflect on their own communication skills and the viability of their enterprise activity, following feedback given by the assessor.

Students have the opportunity to further build their knowledge by implementing measures to improve, thus aiding them the ability to master their components.

Internal assessment is through assignments that are subject to external standards verification. Assignments are provided by the exam board and

authorised assignment briefs as well as guidance in each component are given to students. The guidance is given in the means of adapting materials to local contexts that students can relate to. Local contexts include the studying of local businesses and entrepreneurs.

Component three (promotion and finance for enterprise) is an external assessment, which provides the main synoptic assessment for the qualification. This component enables learning to be brought together and applied to realistic contexts, such as real-life practices of how businesses and entrepreneurs operate. Students analyse and interpret information in relation to an enterprise and make recommendations on strategies to improve the performance of the enterprise.

The external assessment requires students to demonstrate that they can identify and effectively use a selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The design of the external assessment ensures that there is sufficient stretch and challenge.

The BTEC Tech Award in Enterprise enables students to acquire knowledge through vocational contexts, by studying the knowledge and behaviours related to researching, planning, pitching, and reviewing an enterprise idea. 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 knowledge, such as monitoring their own performance, time management, and problem solving.