

## Business High Level Plan

| Year 10 Autumn Term (Pearson Component One (unit) - Exploring Enterprises)   | Year 11 Autumn Term (Pearson Component Three (unit) – Promotion and Finance in Business)   |
|--|--|
| <p><u>Component introduction:</u><br/>Students will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.</p> <p>In this component, students will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Students will develop disciplinary knowledge in describing and explaining ideas in relation to enterprises as well as entrepreneurs.</p> <p>Particular focus will be given to the Pearson specification learning aims.<br/>Learning aim, A: Examine the characteristics of enterprises.</p> <p><b>-What is an enterprise?</b><br/><b>-Types and characteristics of small and - medium enterprises (SMEs)</b><br/><b>-The purpose of enterprises</b><br/><b>-Entrepreneurs</b></p> <p><u>Learning aim A Assessment.</u></p> <p>Students will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for students to develop relevant skills in market research and to analyse, as well as be able to interpret findings to support their understanding of customers and competitors.</p> <p>Learning aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour.</p> | <p><u>Component introduction:</u><br/>Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise, in order to make decisions and recommend strategies for success.</p> <p>In this component, Students will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. Students will develop procedural knowledge in describing and explaining ideas in relation to concepts of finances (listed below).</p> <p>Particular focus will be given to the course specification learning aims.</p> <p>Learning aim: Demonstrate knowledge and understanding of elements of promotion and financial records</p> <ul style="list-style-type: none"> <li>- Financial documents</li> <li>- Payment methods</li> <li>- Sources of revenue and costs</li> <li>- Terminology in financial statements</li> <li>- Statement of comprehensive income</li> <li>- Statement of financial position</li> <li>- Profitability and liquidity</li> </ul> <p><b>Finance Assessment 1.</b></p> <p>Students will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them.</p> <p>Learning aim: Interpret and use promotional and financial information in relation to a given enterprise.</p> <p><b>Using cash flow data</b></p> |

|  |  |
|--|--|
| <p><b>-Customer needs</b><br/> <b>-Using market research to understand customers</b><br/> <b>-Understanding competitors</b></p> <p><u>Learning aim B Assessment.</u></p> | <p><b>Financial forecasting</b><br/> <b>Suggesting improvements to cash flow problems</b><br/> <b>Break-even analysis and break-even point</b><br/> <b>Sources of business finance</b></p> <p>Finance Assessment 2.</p> <p>Students will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.</p> <p><b>-Elements of the promotional mix and their purposes.</b><br/> <b>-Targeting and segmenting the market</b><br/> <b>- Factors influencing the choice of promotional methods</b></p> <p>Promotional Mix Assessment.</p> <p>Students will analyse the performance of an enterprise that can be affected by both internal and external factors. To monitor and improve an enterprise's performance, Students need to be aware of the impact of these factors and the strategies they can use to make the most of opportunities and minimise any threats to businesses.</p> <p>Learning aim: Be able to advise and provide recommendations to a given enterprise on ways to improve its performance. Make connections between different factors influencing a given enterprise.</p> <p>During the course of this term, students have a mock exam week, whereby they will be sitting a past exam paper (2 hours).</p> |
| <p>Year 10 Spring Term (Pearson Component one (unit) - Exploring Enterprises)</p>  | <p>Year 11 Spring Term (C3 and C2)</p>   |

|   |   |
|---|---|
| <p>Students will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. Students will discover how success can be monitored in an SME. This Pearson component overall, will give you an understanding of the factors that contribute to a successful enterprise. Students will develop transferable skills, such as research and data analysis.</p> <ul style="list-style-type: none"> <li>-Internal factors</li> <li>-External factors</li> <li>-Situational analysis</li> <li>-Measuring the success of an SME</li> </ul> <p><u>Learning aim C Assessment.</u></p> <p><u>Pearson Component One Coursework.</u></p> <p>Students will spend a significant amount of time in writing up their coursework under controlled conditions as per advised by the exam board.</p> | <p>Students over the first four weeks in January will be revising topics covered in the first term. This is in preparation for their exam during the first week of February. The topics delivered to students for revision will be areas identified from assessment. There will also be an additional two assessments (mixture of questions taken from past papers) before they sit their exam.</p> <p><b><u>Pearson Component Three exam (40% of grade).</u></b></p> <p>After the completion of the exam, students will return to the Pearson component two.</p> <p>Particular focus is given to Learning aim C: Review own pitch for a micro-enterprise activity.</p> <p><b>- Using feedback and review to identify possible changes to the pitch</b></p> <p><u>Pearson Component Two Coursework.</u></p> <p>Students will then spend a significant amount of time in writing up their coursework under controlled conditions as per advised by the exam board.</p> |
| <p>Year 10 Summer Term - (Pearson Component Two (unit) – Planning for and pitching for an enterprise activity)</p>  | <p>Year 11 Summer Term (Review of course)</p>   |
| <p><b><u>Component in brief:</u></b></p> <p>Students will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.</p> <p>In this component, Students will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. Students will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. They will need to take responsibility for creating and then delivering a pitch for a developed idea to an audience using your knowledge of business, and</p>   | <p>Students will complete the formalities of the Pearson paperwork (learner assessment submission).</p> <p>Students will then have finished the course and are preparing for their summer exams.</p>  |

demonstrating entrepreneurial characteristics, qualities and skills.

In the final part of the component Students will use feedback to review their plan and pitch for the micro-enterprise activity, reflecting on their plan, pitch and the skills you demonstrated when pitching. Students will develop powerful knowledge and cultural capital in planning and pitching an enterprise idea.

Particular focus will be given to the course specification learning aims. Students will develop powerful and cultural knowledge in developing a skillset required to present as well as pitch their business idea.

Learning aim, A: Explore ideas and plan for a micro-enterprise activity.

- **Generating ideas for a micro-enterprise activity**
- **Plan for a micro-enterprise activity**

Learning aim B: Pitch a micro-enterprise activity

- **Pitching a micro-enterprise activity**
- **Presenting a business pitch**

**End of academic year.**

## **Higher level plan - essential information for assessment decisions.**

### **Exploring Enterprises.**

#### **Learning aim A: Examine the characteristics of enterprises**

##### **Evidence for the assignment:**

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.

Level 1 learners will identify and outline some characteristics of the SMEs and their owners. Evidence can take any comparable form suitable for the vocational scenario and may include forms such as reports, presentations, articles, blogs or interviews.

**For Level 2 Distinction:** learners will show that they understand how far the characteristics of a selected local SME and its owners contribute to its levels of success. They will carefully consider the purpose of the SME and each of its characteristics, including the number of people who run the enterprise, the number of people it employs, the type of ownership and whether the enterprise operates physically, online or both. They will also consider how the characteristics of the entrepreneur running the SME have contributed to its success, such as how innovation and adaptability have helped fill gaps in the market. They will clearly show the importance of each characteristic in contributing to the success of the enterprise, showing clear links and interrelationships between the two, and they will be able to select which characteristics are most important, supporting this with relevant reasons and examples.

**For Level 2 Merit:** learners will carefully examine the purpose and characteristics of the selected local SME, including the number of people it employs, its type of ownership and whether it operates online or physically, and the characteristics of the entrepreneur running the SME such as innovation or adaptability. Learners will use detailed examples to clearly show the importance of the characteristics in allowing the SME to meet its purpose.

**For Level 2 Pass:** learners will give clear details of the purpose and characteristics of the selected local SMEs, including relevant information about the purpose of the enterprises, the number of people running them, the type of ownership and whether they operate online or physically, and the characteristics of their owners, such as being innovative. Learners will give reasons or relevant examples to show how these characteristics help the enterprises to achieve their purpose. Learners will make links between the purpose and characteristics of the SMEs and their owners, but some links may be irrelevant or unclear.

**For Level 1 Merit:** learners will give a brief description of the purpose and characteristics of two contrasting local SMEs including the number of people they employ, its type of ownership and type of operation, and some characteristics of their owners, such as innovation. However, there will be no attempt to make links between the purpose and characteristics of the enterprises.

**For Level 1 Pass:** learners will state the purpose and characteristics of two contrasting local SMEs, including the number of people they employ, type of ownership and operation, such as physical or online, and some characteristics of their owners, such as being innovative. However, details will be lacking and learners will make no links between the characteristics and purpose of the enterprises. Learners may present work in a bulleted or list format.

**Learning aim B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour.**

**Evidence for the assignment:**

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 should ensure that the SMEs they select enable them to have access to the relevant information.

Level 2 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.

Level 1 learners will state and outline how two SMEs use market research methods to meet customer needs and understand competitor behaviour.

This activity will help them to prepare for Component 2, where they will have to plan their own micro-enterprise activity.

**For Level 2 Distinction:** learners will show how the market research methods are used by two SMEs to meet customer needs and understand competitor behaviour. There will be some analysis of the appropriateness of the methods used and learners will assess how effective these methods are in providing sufficient information for one of the SMEs to be able to meet customer needs, and understand how their competitors behave.

**For Level 2 Merit:** learners will show how the market research methods are used by two SMEs to meet customer needs and understand competitor behaviour. The work will show evidence of a clear discussion as to how market research methods are designed to meet different customer needs and show how competitor behaviour has been researched in two SMEs.

**For Level 2 Pass:** learners will explain the key features of market research. They will demonstrate the various methods of primary and secondary research and how the SMEs use or analyse the data collected. Their work will include examples of qualitative and quantitative research results. Evidence will include how the SMEs use and present this information to identify customer needs and expectations. Learners will relate their investigations to how research enables the SMEs to understand their competitors.

**For Level 1 Merit:** learners will outline the key features of market research. They will list the various methods of primary and secondary research and show how the SMEs use or analyse the data collected. Their work will include examples of qualitative and quantitative research results.

Evidence will include an outline of how the SMEs use and present this information to identify customer needs and expectations. Learners will link their investigations to how research enables the SMEs to understand their competitors.

**For Level 1 Pass:** learners will outline some of the key features of market research and they will list some of the methods of primary and secondary research. There will be limited reference as to how this is used by the SMEs to identify customer needs and understand competitor behaviour.

### **Learning aim C: Investigate the factors that contribute to the success of an enterprise**

#### **Evidence for the assignment:**

Learners will look at the internal and external factors that affect success in SMEs. The same SMEs can be used for this assignment as used for learning aims A and B.

Level 2 learners will investigate internal and external factors that have an impact on the operations of selected SMEs.

Level 1 learners will investigate some of the factors affecting the success of SMEs.

**For Level 2 Distinction:** learners will evaluate the internal and external factors affecting an SME to decide which are the most significant in affecting the success of an SME. Their work will include a situational analysis in the form of a SWOT and PEST analysis. They will refer to measures of success used by SMEs to determine to what extent the SME is making a profit and meeting customer needs. There should be supporting evidence to justify the comments made.

**For Level 2 Merit:** learners will analyse how the internal and external factors determine the success of an SME. To achieve this, they will have looked at a detailed range of factors and give examples to support their analysis. They will also have included situational analysis and looked at the reasons for measuring success, and the methods of measuring success.

**For Level 2 Pass:** learners will explain how both internal and external factors impact on SMEs. There will be a clear explanation with a range of factors considered and examples included. For example, how an increase in taxation might have an impact on SMEs.

**For Level 1 Merit:** learners will outline how both internal and external factors influence two SMEs. There will be a clear explanation with a range of factors considered and examples included. For example, how a change to the levels of employment in the area might influence staffing policies and the success of the SME.

**For Level 1 Pass:** learners will identify some of the internal and external factors that impact on the success of two SMEs. Examples may be limited and not always applied to the selected SMEs.