

Subject Group	Subject: BTEC	
	L1/2 Tech Award	Pearson
	Enterprise	
	Y9	

**Cultural Capital** is embedded throughout our curriculum and students are constantly introduced to a wide variety of viewpoints from some of the most influential entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. Students undertake this whilst developing an increased understanding into current events that are influenced by their studies.

**Knowledge:** The most important **knowledge** for this course is - **enterprise**. This includes: knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprise, the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and financial development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving. The attitudes and working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.

Component 1: Exploring Enterprises  
36 GLH & Component 2: Planning and Presenting a Micro-Enterprise Idea  
36 GLH

		Term	Aut 1	Unit	C1	Term	Aut 2	Unit	C1	Term	Spr 1	Unit	C1	Term	Spr 2	Unit	C1 & C2	Term	Sum 1	Unit	C2	Term			
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage							
Year 9	Unit Title	C1: Exploring Enterprises. Learning aim A: Understand how and why enterprises and entrepreneurs are successful				C1: Exploring Enterprises. Learning aim B: Understand customer needs and competitor behaviour through market research				C1: Exploring Enterprises. Learning aim C: Understand how the outcomes of situational analyses may affect enterprises				C1: Exploring Enterprises. Learning aim C .				C2: Planning and Presenting a Micro-Enterprise Idea. Learning aim A: Planning and Presenting a Micro-Enterprise Idea				C2: Planning and Presenting a Micro-Enterprise Idea. Learning aim B: Planning and Presenting a Micro-Enterprise Idea			
	Sequencing: knowledge & skills	Enterprise, entrepreneurship, Size and features of SMEs, Markets, sectors, models and industries in which enterprises operate, Aims and activities of enterprises, Skills and characteristics of entrepreneurs				Market research methods, Understanding customer needs, Understanding competitor behaviour, Suitability of market research methods,				PEST (Political, Economic, Social, Technological) analysis,				C1: SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. C2: Choosing ideas for a micro-enterprise				Plan for a micro-enterprise				C2: LA: B: presentation LA: C: Review			
	Literacy & reading	KW: Students will explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.				KW: Students will explore the market research methods used by enterprises and their importance in understanding customer needs and competitor behaviour.				KW: Students 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.				KW: C1: Students 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. KW: C2: Students will develop their knowledge and understanding of the skills required to plan for a micro-enterprise idea.				KW: Students will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget.				KW: Students will deliver an accurate and realistic business plan for their chosen micro-enterprise idea summarise their research and reflect on the delivery of their plan and recommendations.			
	Differentiation for MA & LA	MA: Use business terminology to identify and explain enterprise activity. Apply business & enterprise concepts to familiar and unfamiliar contexts. LA: scaffolds, sentence starters and images, forumale				MA: Justify and evaluate the purpose of market research, segmentation, customer needs & competition. LA: Explain & understand the importance of market research, customer needs and competition using scaffolds.				MA: Evaluate the internal and external factors using PEST and SWOT analysis LA: Identify and explain the important of PEST & SWOT.				C1: MA: Evaluate the internal and external factors using PEST and SWOT analysis LA: Identify and explain the important of PEST & SWOT. LA: Identify and explain the important of PEST & SWOT. C2: MA: Evaluate the skills required to plan for a micro-enterprise idea. LA: Explain the skills required to plan for a micro-enterprise.				MA: Evaluate the importance of conducting research in developing a business plan within a given budget. LA: Understand the importance of conducting research in developing a business plan within a given budget.				MA: Demonstrate and deliver a realistic business plan and recommend a realistic business plan. Understand the importance of conducting research in developing a business plan within a given budget.			
	Enrichment & cultural refs	E: Students to investigate successful entrepreneurs.				E: The importance of market research and competition on SME's				E: The importance of external and internal factors impacting SME's				E: The importance of external and internal factors impacting SME's & the the skills required to plan for a micro-enterprise idea.				E: The importance of creating accurate and realistic business plan within a given budget.				E: The importance of creating accurate and realistic business plan within a given budget.			
	British Vals & SMSC	SMSC: Individual liberty: Understanding the inclusive characteristics demonstrated by successful entrepreneurs				SMSC: Democracy: Meeting consumer demands				SMSC: Individual liberty: the Impact on the success of the SME				SMSC: Mutual respect, tolerance of different faiths and beliefs, Rule of Law: Moral obligation of entrepreneurs on the environment				SMSC: Mutual respect, tolerance of different faiths and beliefs, Rule of Law: Moral obligation of entrepreneurs				SMSC: Mutual respect, tolerance of different faiths and beliefs, Rule of Law: Moral obligation of entrepreneurs			

	Personal Devt	Planning for future in employment	Understanding market research and business decisions	Understanding of PEST & SWOT	Understanding economical factors & how to plan a micro-enterprise	Understanding the planning process for a micro-enterprise	the skills re
	Careers	Small business owner. Medium business owner.	Entrepreneur & marketing manager	Finance & Economist	Economist & Entrepreneur	Entrepreneur & employment via apprenticeship	Ent

Component 2: Planning and Presenting a Micro-Enterprise Idea 36 GLH  
Component 3: Marketing and Finance for Enterprise GLH 48 (external exam)

		Term	Aut 1	Unit	C2	Term	Aut 2	Unit	C3	Term	Spr 1	Unit	C3	Term	Spr 2	Unit	C3	Term	Sum 1	Unit	C3	Term					
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					
		Unit Title	C2: Planning and Presenting a Micro-Enterprise Idea. Learning aim B: Present a plan for the micro-enterprise idea to meet specific requirements. C2: Learning aim C.					C3: Component 3: Marketing and Finance for Enterprise. LA A: Marketing activities & LA B: Financial documents and statements					C3: Component 3: Marketing and Finance for Enterprise. LA B: Financial documents and statements & LA C: Financial planning and forecasting					C3: LA C: Financial planning and forecasting					Subject audit checks and recall topics for revision. Revision & External Exam				
Year 10	Sequencing: knowledge & skills	C2: LA: B: Production and delivery of presentation. LA: C: Review of presentation					C3: LA: A: Targeting and segmenting the market, 4Ps of the marketing mix, Trust, reputation and loyalty. C3: LA: B: Financial documents and statements, Payment methods, Revenue and costs, Financial statements interpretation					C3: LA: B: Financial documents and statements, Profitability and liquidity, C3: LA: C: Budgeting, cash flow, Suggesting improvements to cash flow problems, Break-even point and break-even analysis					C3: LA: C: Suggesting improvements to cash flow					An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and will be arranged in the period timetabled by Pearson.	An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and will be arranged in the period timetabled by Pearson.				
	Literacy & reading	KW: Students will develop skills to produce and deliver an electronic presentation that summarises the business plan. Students 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.					KW: LA: A: Students will explore how and why enterprises may target their markets, the marketing mix, the factors influencing the choice of marketing methods for enterprises and the importance of brand image and reputation on attracting and retaining customers of enterprises. KW: LA B: interpret financial documents & statements, why enterprises use different payment methods, calculate sources of revenue and costs for enterprises, & how financial statements could be of interest to the stakeholders of enterprises.					KW: LA B: Students will explore how financial statements could be of interest to the stakeholders of enterprises, calculate profitability and liquidity for enterprises, and assess the results of these calculations. KW: LA C: Students will explore the range of budgets used by enterprises, calculate & interpret budget figures. Complete and interpret cash flow forecasts and statements, and identifying possible issues and suggesting solutions. 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.					KW: LA C: Students will complete and interpret cash flow forecasts and statements, and identifying possible issues and suggesting solutions. Students 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. Students 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.					Assessment objectives: AO1 Demonstrate knowledge of facts, terms and issues in relation to enterprise. AO2 Demonstrate an understanding of facts, terms and issues in relation to enterprise. AO3 Apply an understanding of facts, terms and issues in relation to enterprise. AO4 Make connections with concepts, issues and terms in enterprise. AO5 Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts.					This knowledge is acquired and 2, and Students will be able to apply this knowledge to a small business and a range of other situations.
	Differentiation for MA & LA	MA: Demonstrate the skills in the production and delivery of the presentation by making recommendations for improvement. LA: Understand the importance in the review of the production and delivery of the electronic presentation.					LA: A: MA: Justify and evaluate how and why enterprises target their markets. LA: Understand and explain why enterprises target their markets. LA: B: MA: To calculate, and interpret calculations and data. LA: To understand and calculate ratios and financial data using scaffolds, exam structures & formulae.					LA B & C: MA: To calculate, and interpret calculations and data. LA: To understand and calculate ratios and financial data using scaffolds, exam structures & formulae.					LA B & C: MA: To calculate, and interpret calculations and data. LA: To understand and calculate ratios and financial data using scaffolds, exam structures & formulae.										

	Enrichment & cultural refs	E: The importance of critical thinking skills.	E: Using formulae and business equations to develop numeracy skills	E: Using formulae and business equations to develop numeracy skills	E: Using formulae and business equations to develop numeracy skills		
	British Vals & SMSC	SMSC: Mutual respect & Rule of Law: Moral obligation of supported judgements on strengths and weaknesses	SMSC: Democracy & Individual liberty: marketing and financial decisions impact on the success of the enterprise	SMSC: Mutual respect & Rule of Law: considering the importance of financial planning and forecasting for an enterprise	SMSC: Mutual respect & Rule of Law: considering the importance of financial planning and forecasting for an enterprise		
	Personal Devt	the skills required to produce, deliver and review a	Understanding marketing and financial decision making	Understanding the importance of financial documents and statements	Understanding the importance of financial documents and statements		
	Careers	Entrepreneur & employment via apprenticeships	Marketing & Accounting	Accounting & Finance	Accounting & Finance		



quired to produce, deliver and review
repreneur & employment via apprenticeships

Week*	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Component Two: Planning and Presenting a Micro-Enterprise Idea 36 GLH	LOB and LOC Recap	LOB and LOC Tasks 2a and 2b mock using PSA Sample M	LOB and LOC Tasks 2a and 2b mock using PSA Sample M	SA	SA	SA	M	M	M					
Component Three: Marketing and Finance for Enterprise							LOA Targeting and segmenting the market (A1)	LOA 4Ps of the marketing mix (A2)	LOA Factors influencing the choice of marketing methods (A3)	LOA Trust, reputation and loyalty (A4)	LOA R MEA	LOB Financial Documents (B1)	LOB Payment methods (B2)	LOB Revenue and costs (B3)

Sum 2	Unit	C3	
Curriculum/Syllabus Coverage			Assesment
Exam			<p><b>Please Note:</b> PSAs for Enterprise are available in June and September (SA) Window 1: Early June for submission of centre marks by approx. 15th Dec (MO) Window 2: Early September for submission of centre marks by approx. 15th May (MO) The PSA for component 2 will take approximately 7 supervised hours to complete. • 5 hours to complete Task 1 • 2 hours to complete Task 2</p> <p><b>Autumn</b> Term:1: assessment on C2 LA: A &amp; B <b>Autumn</b> Term 2: Preparation for formal assessment C2, Marking, moderation and submission of C2 Formal Assessment</p> <p>Spring Term 1: C3 Pass paper Spring 2: C3 pass exam paper Summer Term: C3 Formal EXAM</p>
worth 60 marks will be completed under supervised conditions. The assessed assessment period is 2 hours arranged in the period timetabled by Pearson.			
External component builds on knowledge, understanding and practices and developed in Components 1 and 2 includes synoptic assessment. will be provided with a case study to medium-sized enterprise (SME), number of questions to answer.			

Term 2														
Week*	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Component Three: Marketing and Finance for Enterprise	LOB Financial statements (B4)	LOB Profitability and Liquidity (B5)	LOB R MEA	LOC Budgeting (C1)	LOC Budgeting (C1)	LOC Cash Flow (C2)	LOC Cash Flow (C2)	LOC Suggesting improvements to cash flow problems (C3)	LOC Break-even point and break-even analysis (C4)	LOC Break-even point and break-even analysis (C4)	LOC Sources of finance (C5)	LOC R MEA	R	R

Term 3							
Week*	31	32	33	34	35	36	37
Component Three: Marketing and Finance for Enterprise	R	EXT					

**Key:**

- EXT = External assessment
- LO = Suggestions for order in which to deliver the Learning Outcomes
- M = Marking and internal moderation (within centre)
- MO = Moderation (submission of work and marks)
- MEA = Mock external assessment
- R = Revision for external assessment
- SA = Summative assessment

PSA's released in two windows.  
Window 1: Early September, moderation December  
Window 2: Mid-June, moderation May

External assessment will be available from January 2024 in two windows:  
Window 1: January/ February  
Window 2: May/ June




15

MO:  
Moderation  
deadline to  
be sent to  
Pearson 15<sup>th</sup>  
Dec

LOB  
Financial  
statements  
(B4)

30

MEA

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