

Y11 – GCSE Business

Scheme	What are they learning?	Why are they learning it?	HOW will it help in the real world?	Does it fit with the school INTENT statement? If so, how?	How will it link to future learning?	End points
3:3 Operations Management	<ul style="list-style-type: none"> • 1A Production Processes • 1A Role of procurement • 1A Concept of Quality • 1A Customer service 	<p>To develop a deeper understanding of operations management as a crucial business function that will be assessed in the final GCSE exams. Students explore the way in which businesses produce quality products to ensure profitability and business success</p>	<p>If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring</p>	<p>Stretch and challenge students from all backgrounds. Support and develop students' thinking on relevant uses of living in modern Britain. Responsible citizens who continue to make a positive contribution to society</p>	<p>Students will develop knowledge and transferable skills, such as research and data analysis, which will support progression through the full GCSE course, enabling success in the final GCSE examinations and facilitating progress onto level 3 BTEC or A-level courses.</p>	<p>Pupils can explain the difference between job, batch and flow production. Pupils can also explain the concept of JIT and how costs can fall because of its use. The importance of good quality customer service can also be explained.</p>
3:5 Marketing	<ul style="list-style-type: none"> • 1B Identifying and understanding customers • 1B Segmentation • 1B Market Research • 2A The marketing mix (the 4Ps) 	<p>To develop a deeper understanding of marketing as a paramount business function that will be assessed in the final GCSE exam. Students explore the way in which consumers can be influenced to make choices and entrepreneurs create desirable products.</p>	<p>Being able to create questionnaires and other forms of market research will help students when they need to do this in a future career, especially if they are running their own business.</p>	<p>Stretch and challenge students from all backgrounds. Support and develop students' thinking on relevant uses of living in modern Britain. Responsible citizens who continue to make a positive contribution to society</p>	<p>Students will develop knowledge and transferable skills, such as research and data analysis, which will support progression through the full GCSE course, enabling success in the final GCSE examinations and facilitating progress onto level 3 BTEC or A-level courses.</p>	<p>Know the elements of the marketing mix and be able to apply to a given business. Pupils can segment a market using some of the required characteristics. Understand the importance of market research.</p>
3: 6 Finance	<ul style="list-style-type: none"> • 2A Sources of finance • 2B Cash flow • 2B Financial terms and calculations • 2B Analysing the financial performance of a business 	<p>To develop a deeper understanding of finance as a pivotal business function that will be assessed in the final GCSE exams. Students explore the way in which businesses track and monitor financial performance to achieve success</p>	<p>If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical,</p>	<p>Stretch and challenge students from all backgrounds. Support and develop students' thinking on relevant uses of living in modern Britain. Financial information will be useful for those students wanting to set up their own business.</p>	<p>Students will develop knowledge and transferable skills, such as research and data analysis, which will support progression through the full GCSE course, enabling success in the final GCSE examinations and facilitating progress</p>	<p>Identify a limited number of sources of finance. Be able to read a CFF and point out any potential successes or problems. Understand the basic terms of fixed, variable and total costs.</p>

			financial and human resources – which means the skills that you and others bring		onto level 3 BTEC or A-level courses.	
Revision and Preparation for the GCSE Examinations	<ul style="list-style-type: none"> • 3 Comprehensive recap on all areas covered in the course, including exam-style questions and targeted revision sessions 	Students go back over the course and complete focused, structured lessons, designed to prepare them for the final GCSE exams. Focus is applied to exam-style questions, case study comprehension and key terminology.	The sessions enable students to build key transferrable skills, such as reading, comprehending and analysing text, evaluating challenging concepts and using formal terminology and language.	Progress successfully to the next stage of education, employment or training. Support and develop students' thinking on relevant issues of living in modern Britain	Students will develop knowledge and transferable skills, such as research and data analysis, which will facilitate progress onto level 3 BTEC or A-level courses.	Pupils can give an outline description for the main headings in each section of the specification.
Y11 – Btec Enterprise						
Scheme	What are they learning?	Why are they learning it?	HOW will it help in the real world?	Does it fit with the school INTENT statement? If so, how?	How will it link to future learning?	End points
Component 1	Exploring Enterprises					
Learning Aim A Year 10	<ul style="list-style-type: none"> • 3b Exploring enterprises • 3b What is an enterprise • 3b Types and characteristics of small and medium enterprises • 3b The purpose of enterprises <ul style="list-style-type: none"> • 3b entrepreneurs 	Students will have seen businesses on the high street shut down. Knowing why this might have happened will give them an insight into the business and real world.	In the future students may run their own businesses and know what skills they need, and what makes a business a success will help them succeed.	Support and develop students' thinking on relevant issues of living in modern Britain- why are high street shops shutting down?	Students will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or 3 vocational or academic qualifications.	Define what an enterprise is and explain how they can be different.
Learning Aim B	Market research <ul style="list-style-type: none"> • 1a customer needs • 1a primary market research • 1a secondary market research 	Students need to understand the importance of having a clear focus on the customer and the importance of meeting their needs. It is important for students to develop relevant skills in market	Being able to create questionnaires and other forms of market research will help students when they need to do this in a future career, especially if they are running their own business.	<ul style="list-style-type: none"> - Stretch and challenge students from all backgrounds - support and develop students' thinking on relevant uses 	Students will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or 3 vocational or academic qualifications.	Distinguish between needs and wants. Explain the difference between primary and secondary market research. Understand how the features/actions of competitors can affect an enterprise.

	<ul style="list-style-type: none"> • 1a understanding competitors 	research and to analyse and be able to interpret their findings to support their understanding of customers and competitors.		<p>of living in modern Britain</p> <p>-responsible citizens who continue to make a positive contribution to society</p>		
Learning aim C	<p>Factors that contribute to the success of an enterprise</p> <ul style="list-style-type: none"> • 1b Internal factors • 1b External factors • 1b SWOT • 1b PEST • 1b How to measure the success of an enterprise 	Knowing why some businesses are successful will help students be able to make decisions about what they can control (internal factors) compared with those they cannot control (external factors)	Brexit is causing much uncertainty in the business world. Students will learn situational analysis tools which can help them in making decisions to minimise this uncertainty.	<ul style="list-style-type: none"> - Stretch and challenge students from all backgrounds - -support and develop students' thinking on relevant uses of living in modern Britain <p>-responsible citizens who continue to make a positive contribution to society</p>	Students will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or 3 vocational or academic qualifications.	Define SWOT and PEST and apply several of the elements involved to a given business enterprise.

Component 3- promotion and finance for enterprise (Revision Term 3 up to final Examination)	<ul style="list-style-type: none"> • 2a Elements of the promotional mix and their purposes • 2a Targeting and segmenting the market • 2a Factors influencing the choice of promotional activity • 2a Financial documents • 2b Payment methods 	The performance of an enterprise 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.	Students will learn skills such as research, planning, problem solving and communicating. Independent learning is also a huge factor in this unit which is a general skill that fits well into the world of work.	<ul style="list-style-type: none"> - Stretch and challenge students from all backgrounds - -support and develop students' thinking on relevant uses of living in modern Britain. - Financial information will be useful for those students wanting to set up their own business. 	This qualification provides opportunities to apply learning from GCSE English and mathematics to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of the characteristics of a small enterprise, or strategies to improve business performance, or when completing financial statements. These skills will all be needed in Level 3 learning.	<p>Understand the 4 p's of marketing.</p> <p>Be able to list 4 market segments and understand why they are targeted.</p> <p>Be able to label elements of financial documents.</p> <p>Be able to explain at least 2 methods of payment.</p> <p>Be able to list business costs.</p>
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	<ul style="list-style-type: none"> • 2b Sources of revenue and costs • 2b Terminology in financial statements • 2b Statement of comprehensive income • 2b Statement of financial position • 2b Profitability and liquidity • 2b Cash flow-forecasting and improvements • 2b Break even • 2b Sources of business finance 					<p>Understand why a business might need to use a source of finance. Including own funds and bank loans.</p> <p>Be able to complete profitability and liquidity ratios using a specific formula.</p> <p>Describe the use of a cash flow forecast.</p> <p>Understand the concept of breakeven.</p>
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