



Business Studies

Curriculum Intent

At Carnforth High School we recognise the need to offer vocational courses as an alternative to the purely academic pathway. Business Studies has been and remains an extremely popular vocational area that many young people are enthused by and aspire too. The Business qualification we offer at Carnforth High School aims to use the Business sector as a vehicle to develop learners more broadly, so they are prepared and equipped with the knowledge, understanding and skills to pursue a career in any context.

At Key Stage 3 we offer a series of introductory lessons which allow students to become familiar with the key Business terminology, structure of the Key Stage 4 course and allows them to be creative and develop their entrepreneurial skills by designing their own unique business idea.

At Key Stage 4 we offer a Level 1 and Level 2 BTEC qualification in Enterprise. As a department we provide access to a wide range of resources. Our aim is to equip students with the relevant vocational skills and underpinning knowledge that will help them to prepare for the next stage in their education or their future careers.

Throughout the course, learners will develop a range of transferable and essential life skills including: use of initiative, planning skills, researching skills, critical thinking and being reflective. Alongside this, they will improve their innovation and creativity skills, problem solving skills, communication skills and their ability to apply their business knowledge and understanding to real life examples. Where they respond to assignment briefs students will develop skills in self-management, self-motivation and the ability to work independently. Students will also gain experience of taking part in delivering business pitch presentations to a group of peers.

In addition to these transferable skills, a variety of general skills that can be applied to a vast range of topics are developed and assessed within our business course and this will prepare learners to progress to further learning in a broad range of subject areas. These skills include learning about different business sectors, exploring businesses and new ideas for businesses, planning marketing activities and producing marketing materials, exploring the use of technology in a business setting.

Implementation

Key Stage 3

Year 9 Students will take part in a series of carousel lessons designed to give them an experience of studying the subjects that make up Business and Enterprise before potentially choosing the subject as a Key Stage 4 option.

Within these lessons students will be introduced to the various elements that make up a business by looking at local business case studies. They will then examine the mindsets and skillsets that successful entrepreneurs possess. Following this they will then complete an independent research project where they will design their own business idea whilst incorporating theory learnt in the lessons such as costs, budgeting, PR Stunts, promotion and customer segmentation. Upon completion, students will have the opportunity to further develop their communication and presentation skills by presenting their idea to their peers.



Key
Stage 4
Year 10

Students will study and write an assignment based on each of the following sections of the course that make up **Component 2 – Exploring Enterprises** (Internally Assessed Coursework Assignments):

Learning Aim A – Explore ideas and plan for a micro-enterprise activity. Students will individually research three potential ideas for a micro-enterprise activity and produce a realistic plan based on one of the ideas that they have explored.

Learning Aim B – Pitch a micro-enterprise activity. Students will carry out an individual pitch of their plan so that they have an opportunity to explain their idea to an audience. Students must demonstrate presentation and communication skills when pitching the plan.

Learning Aim C - Review own pitch for a micro-enterprise activity. Students will individually reflect on the plan produced and evaluate whether their plan and pitch were successful and suggest improvements. Students will consider in detail how their use of skills contributed to the preparation of the plan and the success of the pitch. They will include their strengths and development needs. They will support their evaluation with evidence drawn from an audit of their skills and feedback from others. They will make clear links between their use of skills and the success of the pitch. They will reach a reasoned conclusion and give reasons for any identified development needs.

Students will study and complete a formal written exam based on each of the following sections of the course that make up **Component 3 – Promotion and Finance for Enterprise** (Externally Assessed Exam)

Learning Aim A – Promotion. Students explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate. Students will also consider why an enterprise targets its market, and the impact this has on promotion. Finally, they will consider the factors affecting the choice of promotional method for an enterprise.

Learning Aim B – Financial Records. Students will complete, interpret and check the information on financial documents and statements. Students will start with completing and interpreting a statement of comprehensive income using given figures and suggest appropriate actions. Students will then complete and interpret a statement of financial position using given figures and suggest appropriate actions. Finally, students will interpret statements of comprehensive income and statements of financial position to calculate ratios.

Learning Aim C - Financial planning and forecasting. Students will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise. Students will construct and interpret a break-even chart, and recognise its limitations. Students will also consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.

This unit also provides opportunities to apply learning from GCSE English and Mathematics to Business. 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 written explanations of financial statements.

Year 11

Students will study and write an assignment based on each of the following sections of the course that make up **Component 1 – Exploring Enterprises** (Internally Assessed Coursework Assignments):

Learning Aim C - Investigating the factors that contribute to the success of an enterprise. Students will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and how they affect the success of SMEs. They will then use situational analysis: SWOT and PEST to apply their investigation of internal and external factors. Students will analyse the factors that measure success applied to their chosen SME.

Due to disruption from Covid 19 last year, students will revisit and have the option to complete a resit

opportunity of the formal written exam based on each of the following sections of the course that make up **Component 3 – Promotion and Finance for Enterprise** (Externally Assessed Exam) :

Learning Aim A – Promotion. Students explore the different methods of promotion used by enterprises and their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate. Students will also consider why an enterprise targets its market and the impact this has on promotion. Finally, they will consider the factors affecting the choice of promotional method for an enterprise.

Learning Aim B – Financial Records. Students will complete, interpret and check the information on financial documents and statements. Students will start with completing and interpreting a statement of comprehensive income using given figures and suggest appropriate actions. Students will then complete and interpret a statement of financial position using given figures and suggest appropriate actions. Finally, students will interpret statements of comprehensive income and statements of financial position to calculate ratios.

Learning Aim C - Financial planning and forecasting. Students will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise. Students will construct and interpret a break-even chart, and recognise its limitations. Students will also consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.

This unit also provides opportunities to apply learning from GCSE English and Mathematics to Business. 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 written explanations of financial statements.

Impact

Assessment

KS3 – Introductory Vocational Carousel

Year 9 students will be assessed on their final business idea presentation of their chosen business idea in front of their peers. The students will develop a new and realistic business idea that they could potentially open at their age. Within this presentation, students will be assessed on the use of business terminology, research and presentation skills. They will also evaluate themselves and the work of others.



KS4 – Pearson BTEC Level 1/Level 2 Tech Award in Enterprise

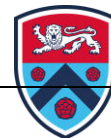
Students will be assessed regularly throughout their course using authorised Pearson BTEC assignments which will be internally assessed. They will also be regularly provided with exam questions in order to prepare for the externally assessed exam modules which are marked and graded by the exam board.

In the exam and coursework series the students will be assessed as outlined below.

Component Title	Component 1: Exploring Enterprises	Component Type	Coursework Assignments
Structure	1 Learning Aim: <u>Learning Aim C</u> - Investigate the factors that contribute to the success of an enterprise.		
Content	What is an enterprise?, Types and characteristics of SMEs, the purpose of enterprises, entrepreneurs, customer needs, using market research to understand customers, understanding competitors, internal factors, external factors, situational analysis, measuring the success of an SME.		
Value (%)	30%	Date	Internally assessed marks to be submitted to the exam board

Component Title	Component 2: Planning for and Pitching an Enterprise Activity	Component Type	Coursework Assignments and a Presentation
Structure	3 Learning Aims: <u>Learning Aim A</u> – Explore ideas and plan for a micro-enterprise activity <u>Learning Aim B</u> – Pitch a micro-enterprise activity <u>Learning Aim C</u> - Review own pitch for a micro-enterprise activity		
Content	Generating ideas for a micro-enterprise activity, plan for a micro-enterprise activity, pitching a micro-enterprise activity, presenting a business pitch, using feedback and review to identify possible changes to the pitch.		
Value (%)	30%	Date	Internally assessed marks to be submitted to the exam board

Component Title	Component 3: Promotion and Finance for Enterprise	Component Type	Examination
Structure	3 Learning Aims: A. Promotion B. Financial Records C. Financial Planning and Forecasting 4 Assessment Objectives: AO1 Demonstrate knowledge and understanding of elements of promotion and financial records AO2 Interpret and use promotional and financial information in relation to a given enterprise AO3 Make connections between different factors influencing a given enterprise AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance		
Content	This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete.		



	Elements of the promotional mix and their purposes, targeting and segmenting the market, factors influencing the choice of promotional methods, financial documents, payment methods, sources of revenue and costs, terminology in financial statements, statement of comprehensive income, statement of financial position, profitability and liquidity, using cash flow data, financial forecasting, suggesting improvements to cash flow problems, break-even analysis and break-even point, sources of business finance.				
Value (%)	40%	Length	2hr	Date	TBC

Department

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