Pope Francis
Catholic Multi Academy Trust

The Salesian Academy of St. John Bosco

Enterprise Curriculum Map

Vision Statement

The intent of the Enterprise curriculum is to support our school's core principles of respect, understanding, affection and humour, allowing all pupils to work and learn to the best of their abilities whilst fostering respect within the classroom. Enterprise pupils at The Salesian Academy of St. John Bosco will understand that the subject is an important part of the business sector and plays a major role in the UK's global economic status. We ensure that teaching is adapted within the classroom to ensure that all students, SEND and the more able, are taught with equal ambition. Over the course of their studies, pupils will broaden their knowledge of the careers available in the UK and beyond. The intent is also for pupils to gain an insight into the job roles available in all industries, so that they 'think big' with their aspirations when leaving school.

Year 10 Curriculum INTENT

Year 10 Enterprise pupils at The Salesian Academy of St. John Bosco will understand the impact business decisions have on a local, national and international scale.

The intent of the Enterprise curriculum is to support the school's core principles, allowing all students to work and learn to the best of their abilities whilst fostering respect within the classroom. Work is scaffolded to enable all to gain the needed knowledge and skills to apply understanding and achieve to their potential within Enterprise. All pupils are able to study this inclusive curriculum because the planning of schemes of work and the resources leads to enhance learning, engagement and appropriate challenge for every pupil in mind.

Teaching is adapted within the classroom to ensure that all students, SEND and the more able, are taught with equal ambition.

Pupils are questioned effectively within lessons using the BLT approach (making sure they provide answers with these 3 keywords; because, leading to and therefore. This encourages pupils to stretch their thinking and deepen their understanding.

Year 10 Curriculum Map – Autumn

Topic details	No. of Lessons	Rational/sequencing	Specification coverage
Component 1 - Learning Outcome A: A1: Size and features of SMEs	4	This is an introduction to Enterprise. Covers the different types of Enterprises in the local area, ownership and size. This introduction lays the foundations for the course.	**A1 Size and features of SMEs** ● Size of SMEs to include: o micro: up to 10 members of staff small: between 11–49 members of staff o medium: between 50–249 members of staff. ● Types of profit-making enterprises to include: o sole trader, partnership, limited liability partnership (LLP), ltd, social enterprise that uses some of the profits to reinvest in the enterprise. ● Features of SMEs to include: o run by a single individual or small team of people o physical location and/or online operation o sole employment or as part of a hobby/side hustle o existing in one or more sectors of the economy.
Component 1 - Learning Outcome A: A2: Sectors and business models in which enterprises operate	2	Understanding that Enterprises are owned differently and the different levels of risk involved. A natural progression from what was covered in previous lessons.	**A2 Markets, sectors, models and industries in which enterprises operate** ● Different sectors and business models, including: o markets: – Business to Business (B2B) – Business to Customer (B2C) o sector:

			– goods – services o models: – bricks and clicks and flips – e-commerce. ●Different industries in which enterprises operate.
Component 1 - Learning Outcome A: A3: Aims and objectives of enterprises	2	We are now zooming in on the purpose of different types of Enterprises in the local area. What do they want to achieve?	**A3 Aims and activities of enterprises** Aims of enterprises to include: o making a profit, surviving, breaking-even, expanding, maximising sales, being environmentally friendly, being ethical, satisfying customers, and providing a social service. ● Impact of activities in supporting the aims of enterprises to include: o developing and producing goods and services to meet the needs of changes in the market o attracting new customers and retaining existing customers through offers and promotions o managing business resources: finance, people, technology. ● Impact of failing to undertake these activities successfully.
Component 1 - Learning Outcome A: A4: Skills and characteristics of entrepreneurs	2	Once pupils understand the introductory theory related to Enterprises, we now turn our focus on to the entrepreneurs behind the enterprise. It allows students to focus on the skills and characteristics that entrepreneurs possess and how they have been demonstrated.	**A4 Skills and characteristics of entrepreneurs** ● Reasons why entrepreneurs start their own enterprise to include: o to be your own boss, to pursue a hobby, flexibility, to pursue a social mission. ● Impact of the skills and characteristics of the entrepreneur in helping to support the aims of the enterprise to include: o skills: knowledge of industry/sector, technical, interpersonal, communication and presentation, planning and researching, time management, negotiation, prioritising tasks, problem solving, managing risk, leadership and teamwork o characteristics: focus, passion, versatility, motivation and dedication, inventiveness, proactiveness, confidence, flexibility and adaptability, resilience and willingness to risk adversity, self-reliance, optimism, vision, resourcefulness, creativity and the capacity to inspire.
Component 1 - Learning Outcome A: A1 to A4: Assessment opportunity	2	Pupils will complete a mock assessment to apply the learning above. They will choose a local enterprise and apply their learning. This work will be assessed and feedback given.	***Appendix 1** for Assessment criteria covered for this assessment opportunity.
Opportunity to address feedback	1	Using school policy, students work will be assessed using What Went Well (WWW) and Even Better If (EBI). This gives them a good understanding of what is required when they complete the Summative Assessment task released by BTEC.	In line with allowing pupils a resubmission opportunity if they feel to reach the required standard first time around.

Component 1 - Learning Outcome B: B1: Market research methods	2	Following the sequencing in the BTEC Enterprise Technical Award Level 1/2 specification. The next task is to look at different market research techniques that are used by enterprises of all sizes. We will then zoom in and look at what market research techniques smaller businesses use and the reasons why.	**B1 Market research methods** ● The range of primary research methods used by enterprises to include: o qualitative and quantitative questionnaires and surveys: face-to-face, telephone, post, on a website/social media site o visits or observation: looking at and recording how customers and competitors behave in situations in a structured way o formal or informal interviews, chats or focus groups: talking to people to find out their views and experiences. ● The range of secondary research methods used by enterprises to include: o online research o books, journals, trade magazines o company materials o market and government reports and statistics. ● Benefits and drawbacks of a range of primary research methods used by enterprises. ●Benefits and drawbacks of a range of secondary research methods used by enterprises
Component 1 - Learning Outcome B: B2: Understanding customer needs	2	We will be looking at the information gathered through market research and then look at how this information is used to meet customer needs.	**B2 Understanding customer needs** ● The importance of the information that primary and secondary research methods can provide about customers to include: o understanding the market: anticipating and identifying customer needs o producing products to market that solve a problem or add value for the customers o identifying customer expectations: good-value products, rapid response to enquiries, clear and honest information, after-sales service o adapting different products to meet customer needs according to age, gender, income, lifestyle and location.
Component 1 - Learning Outcome B: B3: Understanding competitor behaviour	2	Same as above but looking at how the information gathered can help Enterprises gain a competitive advantage.	**B3 Understanding competitor behaviour** ● Understanding the market: o anticipating and identifying competitor behaviour o producing products to market that are different from competitors o identifying features of the competitors. ● Competitive advantage: o the ability to meet customer needs better than competitors on quality, price, features, customer service, availability, convenience.

Component 1 - Learning Outcome B: B4: Suitability of market research methods	2	Once the information has been gathered, it is important that pupil's understand the pros and cons of the market research techniques covered.	**B4 Suitability of market research methods** ● Suitability of market research methods that could help the enterprise in gaining further information to include: o finding out further information about their customers and their competitors o alternative methods based on the size of the enterprise, cost of research, time and human resources available to undertake research.
Component 1 - Learning Outcome B: B1-B4: Assessment opportunity	2	To allow regular assessment of pupil learning, pupils will complete mock assessment 2. They will continue applying their learning to the enterprise identified for Mock Task 1.	***Appendix 2** for Assessment criteria covered for this assessment opportunity.
Opportunity to address feedback	1	Using school policy, students work will be assessed using What Went Well (WWW) and Even Better If (EBI). This gives them a good understanding of what is required when they complete the Summative Assessment task released by BTEC.	In line with allowing pupils a resubmission opportunity if they feel to reach the required standard first time around.
Component 1 - Learning Outcome C: C1: PEST Analysis	3	In line with the exam board's specification for the BTEC Enterprise Technical Award Level 1/2, students will now analyse the external factors that affect an enterprise.	**C1 PEST (Political, Economic, Social, Technological) analysis** ● Recommendations for actions that enterprises could take based on research and analysis of the following factors: o political: governmental changes, new regulations, changes in taxation o economic: consumer confidence in the economy, growth/recession, level of employment, cost of borrowing, cost of energy o social: changing consumer behaviour and trends o technological: social media, energy efficiency, technological trends, costs of marketing and selling. ● Suitability of recommendations made according to the potential positive and negative impact on costs and revenues.

Year 10 Curriculum Map – Spring			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
Component 1 - Learning Outcome C: C1: PEST Analysis	3	Continuation of above. More lessons have been set aside for PEST analysis due to time taken to cover all elements in detail and using the time to look at Government websites and the Bank of England's websites. This shows pupils that the information they are learning is relevant and up to date.	**C1 PEST (Political, Economic, Social, Technological) analysis** ● Recommendations for actions that enterprises could take based on research and analysis of the following factors: o political: governmental changes, new regulations, changes in taxation o economic: consumer confidence in the economy, growth/recession, level of employment, cost of borrowing,

			cost of energy o social: changing consumer behaviour and trends o technological: social media, energy efficiency, technological trends, costs of marketing and selling. ● Suitability of recommendations made according to the potential positive and negative impact on costs and revenues.
Component 1 - Learning Outcome C: C2: SWOT Analysis	2	In line with a situational analysis, the next logical step is to reflect/review all learning so far related to the topics covered. The Business model used to do this is a SWOT Analysis.	**C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis** ● Impact of the strengths, weaknesses, opportunities and threats based on research, analysis and understanding of enterprises to include: o strengths: effective planning and financing, marketing and promoting the enterprise, location, reputation, unique selling point (USP), strong branding, competitive advantage o weaknesses: unforeseen human resources costs (i.e. staff illness), lack of investment, poorly performing product/service, competitive disadvantage o opportunities: growing market trends, developments in technology, gaps in the market, government policy changes, loans and grants, funding, events/holidays, development of additional products and services, adaptations to existing market offering, developing adapted marketing strategies, amendments to staffing, alternative investment decisions o threats: competitors, supplier problems, developments in technology, government policy, lack of funding, market changes. ● Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues.
Component 1 - Learning Outcome C: C1-C3: Assessment opportunity	2	Assessment window to check pupil learning to date. In preparation for the Summative Assessment task to start.	***Appendix 3** for Assessment criteria covered for this assessment opportunity.
Opportunity to address feedback	1	Using school policy, pupils work will be assessed using What Went Well (WWW) and Even Better If (EBI). This gives them a good understanding of what is required when they complete the Summative Assessment task released by BTEC.	In line with allowing pupils a resubmission opportunity if they feel to reach the required standard first time around.
Component 1 – Summative Assessment window	10	Following exam board guidelines, pupils will now complete the published summative assessment	Pupils will have to choose a local enterprise that fits in with the brief. Then they must use the knowledge gained up until this point to apply their learning. Pupils will be given 2 weeks

			of preparation time to prepare 6 sides of notes (in line with guidance) and then under controlled assessment conditions, they will spend 6 hours writing their assignment.
Component 2 – Learning Outcome A: A1: Choosing ideas for a micro-enterprise	2	Pupils will now be given the opportunity to plan their own micro-enterprise. They will be hosting a Summer Fair at The Salesian Academy of St. John Bosco in July to get a deeper understanding of the processes involved. These lessons will be used to think of 3 ideas which will be reduced to 1.	**A1 Choosing ideas for a micro-enterprise** ● Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea: o own interests/skills audit o resources available o potential constraints: budget, age constraints – i.e. not able to employ others, not able to have a loan from a lender, not able to rent premises o financial forecasts o costing and pricing o methods of communication and promotion o potential customers o gaps in the market. ● Innovative ideas which are realistic and within budget
Component 2 – Learning Outcome A: A2: Plan for a micro-enterprise – ownership and aims	2	Pupils will create their own financial and non-financial aims for the enterprise idea.	**A2 Plan for a micro-enterprise** Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget, to include: ● Ownership of the micro-enterprise: o sole trader o social enterprise. ● Aims of the micro-enterprise: o financial aims: to make a profit, to break-even o non-financial aims: customer satisfaction, social aims such as meeting a need in the community. ● Features of the product (goods or services) to be sold ● Pricing of the product (goods or services) to be sold. ● Methods of promotion ● Identifying the target market. ● Resources required. ● Financial information: o financial planning and forecasting commentary. ● Risk assessment. ● Viability of the plan based on the following considerations.
Component 2 – Learning Outcome A: A2: Features of the product	2	Once the idea has been finalised. Pupils will be expected to zoom in and think of the features of their product – including their Unique selling point.	**A2 Plan for a micro-enterprise** Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget, to include: ● Ownership of the micro-enterprise: o sole trader o social enterprise. ● Aims of the micro-enterprise: o financial aims: to make a profit, to break-even

			o non-financial aims: customer satisfaction, social aims such as meeting a need in the community.

Year 10 Curriculum Map – Summer			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
Component 2 – Learning Outcome A: A2: Choosing ideas for a micro-enterprise	2	Pupils now have to consider the price of their product. They will have to consider the costs involved in creating/purchasing product and indirect costs.	**A2 Plan for a micro-enterprise** ● Pricing of the product (goods or services) to be sold. ● Methods of promotion
Component 2 – Learning Outcome A: A2: Identifying target market	2	Pupils will learn the importance of knowing your target market. They will have to consider if their products meets the needs of their target market (this will involve conducting market research).	**A2 Plan for a micro-enterprise** ● Identifying the target market.
Component 2 – Learning Outcome A: A2: Resources	2	Pupils will categorise resources; human, technological, physical. This is so they understand all areas of an enterprise idea that needs to be considered during the planning stage.	**A2 Plan for a micro-enterprise** ● Resources required. Including human, physical and technological.
Component 2 – Learning Outcome A: A2: Financial Information	4	Pupils will gather financial information and construct a cashflow forecast and a forecast statement of comprehensive income. This mirrors what an entrepreneur would do when putting together their business plan.	**A2 Plan for a micro-enterprise** ● Financial information: o financial planning and forecasting commentary.
Component 2 – Learning Outcome A: A2: Risk Assessment	2	It's important for pupils to consider the risks involved in creating an enterprise. They can then put in place contingency planning to reduce risks identified.	**A2 Plan for a micro-enterprise** ● Risk assessment. ● Viability of the plan based on a number of considerations.
Component 2 – Learning Outcome A: A2: Viability of the plan	2	Pupils will review their plan and consider it's viability, as would any entrepreneur preparing an enterprise pitch.	**A2 Plan for a micro-enterprise** ● Viability of the plan based on a number of considerations.
Component 2 - Learning Outcome A: A1 to A2: Assessment opportunity	4	To allow regular assessment of pupil learning, pupils will complete mock assessment 3. They will put together a plan based on all of the information gathered for Component 2 – Learning Outcome A.	***Appendix 4** for Assessment criteria covered for this assessment opportunity.
Opportunity to address feedback	1	Using school policy, pupils work will be assessed using What Went Well (WWW) and Even Better If (EBI). This gives them a good understanding of what is required when they complete the Summative Assessment task	In line with allowing pupils a resubmission opportunity if they feel to reach the required standard first time around.

		released by BTEC.	
Summer Fair		Pupils will now sell their products at The Salesian Academy of St. John Bosco's Summer Fair.	

Year 11 Curriculum INTENT
Year 11 Enterprise pupils at The Salesian Academy of St. John Bosco will understand that enterprise is an important part of the business sector and plays a major role in the UK's global economic status. In Year 11, the intent is to allow pupils to showcase their transferable skills by presenting the mini-enterprise pitch they completed in Year 10. They will then review their pitch and presentation skills. Additionally, in Year 11, the focus is understanding and applying the knowledge they gained in Year 10 by studying a synoptic unit. This will allow them to consolidate their learning of how SMEs promote and finance their business. As in Year 10, he intent of the Enterprise curriculum is to support the school's core principles, allowing all students to work and learn to the best of their abilities whilst fostering respect within the classroom. Work is scaffolded to enable all to gain the needed knowledge and skills to apply understanding and achieve to their potential within Enterprise. All pupils are able to study this inclusive curriculum because the planning of schemes of work and the resources leads to enhance learning, engagement and appropriate challenge for every pupil in mind. Teaching is adapted within the classroom to ensure that all students, SEND and the more able, are taught with equal ambition. Pupils are questioned effectively within lessons using the BLT approach (making sure they provide answers with these 3 keywords; because, leading to and therefore. This encourages pupils to stretch their thinking and deepen their understanding. In Year 11, pupils will be exploring choices after school and the intent of this course if to broaden their knowledge of the careers available in the UK and beyond. The intent is also for pupils to gain an insight into the job roles available in all industries.

Year 11 Curriculum Map – Autumn			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
Component 2 – Learning Outcome B: B1: Production of presentation	4	On returning to school, pupils will revisit their business plan and then be given the opportunity to prepare a presentation for key stakeholders (close to what would happen in reality). As they have already organised and ran the summer fair at The Salesian Academy of St John Bosco they will be more knowledgeable about the content of their plan which will result in a more confident pitch.	**B1 Production of presentation** ● Selection of relevant information and logical sequencing of information and ideas. ● Use of appropriate written communication skills: o use of business terminology o presentation of information and data. ● Consistent visual presentation appropriate for the enterprise idea: appropriate colours, use of margins, appropriate use of images and transitions, appropriate font including size and type.
Component 2 – Learning Outcome B: B2: Delivery of presentation	4	A timetable will be put together so all pupils get the opportunity to deliver their presentation to a key stakeholder.	**B2 Delivery of presentation** ● Methods of recording and delivery: on-screen videos and sharing, electronic presentation, pre-recorded, video

			group calls, vlog. ● Accurate and effective verbal communication skills: language and tone, pace, volume and projection, use of business terminology. ● Engaging non-verbal communication skills: conduct of presenter, positive attitude, well-rehearsed, body language, gestures and eye contact. ***Appendix 5** for Assessment criteria covered for this assessment opportunity.
Component 2 – Learning Outcome C: C1: Review of presentation	4	Using the predetermined criteria from the exam board, pupils will evaluate their performance. This skill can be transferred to all areas in life in the future.	**C1 Review of presentation** ● Review of own skills demonstrated in the production and delivery of the presentation, to include: o skills demonstrated: written, summarisation, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical o making supported judgements on strengths and weaknesses based on self-reflection and review: – what went well – what went less well or did not go to plan o recommendations for improvements to the production and delivery of the electronic presentation. ***Appendix 6** for Assessment criteria covered for this assessment opportunity.
Component 3 – Learning Outcome A: A1: Targeting and segmenting the market	2	Pupils have already been introduced to market segmentation when creating their micro-enterprise pitch. We are now going to be looking at how they can answer exam questions on targeting and segmenting the market. This section is about reviewing why they targeted their market. Pupils can draw on knowledge gained for Component 1 and Component 2. Component 1 looked at the different types of markets (C1, A2). Component 2 looked at identifying target markets (C2, A2).	● Target market: the market an enterprise wants to sell its products to. ● Market segmentation: key differentiators that divide customers into groups to be targeted: o demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group o geographic: location o psychographic: social class, attitudes, lifestyle and personality characteristics o behavioural: spending, consumption, rate of usage, loyalty status, desired benefits. ● Markets: Business to Business (B2B), Business to Consumer (B2C), niche, mass.
Component 3 – Learning Outcome A: A2: 4Ps of marketing	6	Pupils will explore the marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises. Pupils can draw on knowledge gained for Component 2. Component 2 looked at the 4Ps (C3, A2).	● Product: o product portfolio: comprises all products (goods and services) of an enterprise o product life cycle: development, introduction, growth, maturity, decline o USP (unique selling point) o branding, brand personality, brand image. ● Price: o pricing strategies: penetration, skimming, competitive, cost-plus, premium. ● Place: o digital and physical distribution of products.

			● Promotion: o promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR), social media marketing, personal selling, direct marketing, sales promotion o 'above the line' and 'below the line' promotion. ● Multichannel marketing: using a range of traditional and/or digital methods.

Year 11 Curriculum Map – Spring			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
Component 3 – Learning Outcome A: A3: Factors influencing the choice of marketing methods	1	Once pupils have gained knowledge on the marketing mix, they need to then consider the factors that influence choices. This is because they can then start thinking of the suitability of their marketing methods which will help them answer exam questions on the topic confidently (knowledge of this area will allow pupils to access higher mark bands). Pupils can draw on knowledge gained for Component 1 and Component 2. Component 1 they looked at suitability of market research methods (C1, B4) and for Component 2, they looked at Viability (C2,B2).	● Factors influencing the choice of marketing methods: o appropriateness for product and its brand image o speed/accessibility of information/ease of reaching target market o cost to the enterprise o competitors' activities o experience of the entrepreneur.
Component 3 – Learning Outcome A: A4: Trust reputation and loyalty	2	Pupils will now explore the importance of brand image and reputation on attracting and retaining customers. This will make pupils consider decisions made by enterprise and how some of them result in tarnishing the brand. Pupils can draw on knowledge gained for Component 1 and Component 2. For Component 1 they looked at aims and activities of enterprises (C1, A3) and for component 2 they looked at aims of their micro enterprise (C2, A2).	●Importance of brand image: perceptions of quality, value, variety and customer service. ● Importance of reputation: actions of the enterprise and how they affect public opinion o being environmentally friendly o rejecting unethical or controversial marketing strategies o responding to customer service issues quickly and efficiently o getting involved in the local community through help/donations/prizes.
Component 3 – Learning Outcome A: A1 – A4	2	Pupils will be given the opportunity to apply their learning by answering exam questions related to Learning Outcome A. This will allow them to identify and address any misconceptions and any gaps in knowledge.	
Component 3 – Learning Outcome B: B1: Financial Documents	2	Pupils will complete and interpret financial documents. Pupils will explore the purpose, typical format, sequence and the part that each document plays	● Types of financial documents: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts.

		when ordering, checking, recording and paying for goods and/or services.	● Importance of accuracy when these documents are being used. ● Importance of accurate financial documents and record-keeping to business accounting.
Component 3 – Learning Outcome B: B2 Payment methods	1	Pupils will explore why enterprises use some or all of the payment methods available.	● Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. ● Impact on customers and enterprises of using different payment methods.
Component 3 – Learning Outcome B: B3 Revenue and costs	2	Pupils will explore the sources of revenue and costs for enterprises and how and why they can be minimised/maximised.	●Revenue/turnover. ● Start-up and running costs.
Component 3 – Learning Outcome B: B4: Financial statements	4	Pupils will complete and interpret financial statements for enterprise. They will also explore how these financial statements could be of interest to the stakeholders of the enterprise. Pupils can draw on knowledge gained for Component 2. They had to produce financial information for their micro-enterprise idea (C2, A2).	● Profit and loss account (statement of comprehensive income): shows the profit or loss of an enterprise over time: o revenue, cost of sales, expenses, gross profit, net profit (profit for the year). ● Balance sheet (statement of financial position): shows the financial performance of an enterprise at a point in time: o fixed (non-current) and current assets o working capital (net current assets) o long term (non-current) and current liabilities o debtors (accounts receivable) and creditors (accounts payable) o equity. ● Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers.
Component 3 – Learning Outcome B: B5: Profitability and Liquidity	1	Pupils will explore how these financial statements could be of interest to stakeholders of the enterprise. Pupils will learn how to calculate profitability and liquidity for enterprises and comment on the results of these calculations. Pupils can draw on knowledge gained for Component 2. They had to produce financial information for their micro-enterprise idea (C2, A2).	● Difference between cash and profit. ● Difference between liquidity and profitability. ● Calculate profitability ratios from given formulae: o gross profit margin percentage (GPM) = (gross profit ÷ revenue) × 100 o net profit margin percentage (NPM) = (net profit ÷ revenue) × 100. ● Calculate liquidity ratios from given formulae: o current ratio = current assets ÷ current liabilities o liquid capital ratio = (current assets − inventory) ÷ current liabilities.
Component 3 – Learning Outcome B: B1-B5	2	Pupils will be given the opportunity to apply their learning by answering exam questions related to Learning Outcome B. This will allow them to identify and address any misconceptions and any gaps in knowledge.	

Year 11 Curriculum Map – Summer			
Topic details	**No. of**	**Rational/sequencing**	**Specification coverage**

	Lessons		
Component 3 – Learning Outcome C: C1: Budgeting	2	Pupils will explore the range of budgets used by an enterprise, calculate simple budget figures and comment on the results.	● Expenditure and revenue budgets: o capital expenditure o cash o labour o marketing/promotion o overheads o production o purchases/materials o revenue/sales. ● Difference between budgeting and budgetary control (checking performance against plan). ● Impact of favourable and adverse variances
Component 3 – Learning Outcome C: C2: Cash Flow	2	Pupils will explore, complete and interpret cashflow statements. They will consider the difference between predicted and actual cashflow. Pupils can draw on knowledge gained for Component 2. They had to produce financial information for their micro-enterprise idea (C2, A2).	● Cash flow forecast: predicted inflows/receipts, outflows/payments, net inflows/outflows, opening and closing balances, surpluses, deficits. ● Purpose of cash flow forecasts: o to identify money coming in and going out of the enterprise over time o to determine the impact of timings of inflows and outflows o to determine positive and negative liquidity and make business decisions. ● Difference between forecasted and actual cash flows.
Component 3 – Learning Outcome C: C3: Suggesting improvements to cash flow problems	2	Pupils will explore the effects of positive and negative cashflows on enterprises and their stakeholders, identifying possible issues and suggested solutions. Pupils can draw on knowledge gained for Component 2. They had to examine the viability of their plan for their micro-enterprise idea (C2, A2).	● Cash flow problems: cash surpluses, cash deficits. ● Suggested solutions to problems: o increasing revenue o selling off unused assets/inventory o chasing debtors for monies owed o cutting costs o delaying payment to suppliers o reducing credit period offered to customers o cutting back or delaying expansion plans o paying off debts o investment.
Component 3 – Learning Outcome C: C4: Break-even point and break-even analysis	3	Pupils 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. Pupils can draw on knowledge gained for Component 2. They had to produce financial information for their micro-enterprise idea (C2, A2).	● Fixed, variable and total costs, and total revenue. ● Break-even point, margin of safety, area of profit and area of loss. ● Importance to an enterprise of breaking even. ● Strengths and limitations of break-even analysis.
Component 3 – Learning Outcome C: C5: Sources of finance	3	Pupils 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. Pupils can draw on knowledge gained for Component 2. They had to consider resources required for their micro-enterprise idea (C2, A2).	● Internal sources of finance: o personal sources: savings, credit cards, borrowing from friends and family o retained profits o sale of assets. ● External sources of finance: o long-term: mortgages, share capital, taking on new partners o medium-term: hire purchase (HP), leasing, loans, peer-to-peer lending (P2P), investment from business angels o short-term: bank overdraft, crowdfunding, trade credit o government and charitable grants.
Component 3 – Learning	2	Pupils will be given the opportunity to apply their	

Outcome C: C1-C5		learning by answering exam questions related to Learning Outcome C. This will allow them to identify and address any misconceptions and any gaps in knowledge.	
Component 3 – Learning Outcomes A-C	1	Pupils will sit a mock exam in preparation for the external assessment.	
Component 3 – Learning Outcomes A-C Revision	3		
Component 3 – Learning Outcomes A-C External Assessment		**End of course (June)**	

Marking grid

Appendix 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: The impact of the activities carried out by the selected enterprise to its success **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **superficial** and **generic** information on a **limited number** of activities showing a **lack** of understanding of the selected enterprise • **simplistic** and **illogical** reasons to show how the activities help to support the aims of the selected enterprise.	**Adequate** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **some** activities are **partially detailed** and **partially specific** and show a **basic** understanding of the selected enterprise • **partially developed** and **partially logical** reasons to show how the activities help to support the aims of the selected enterprise.	**Good** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **most** activities are **mostly detailed** and **mostly specific** and show a **good** understanding of the selected enterprise • **mostly developed** and **mostly logical** reasons to show how the activities help to support the aims of the selected enterprise.	**Comprehensive** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **all** activities are **fully detailed** and **fully specific** and show a **deep** understanding of the selected enterprise • **fully developed** and **fully logical** reasons to show how the activities help to support the aims of the selected enterprise.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: The impact of the activities carried out by the selected enterprise to its success *(continued)* **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
No rewardable material	**Limited** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **unsupported** and make **irrelevant** links to how these help to support the aims of the selected enterprise.	**Adequate** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **partially supported** and make **partially relevant** links to how these help to support the aims of the selected enterprise.	**Good** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **mostly supported** and make **mostly relevant** links to how these help to support the aims of the selected enterprise.	**Comprehensive** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **fully supported** and make **fully relevant** links to how these help to support the aims of the selected enterprise.

Appendix 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **superficial** and **generic** information on a **limited number** of skills and characteristics showing a **lack** of understanding of the specific entrepreneur(s) • **simplistic** and **illogical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Adequate** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **some** skills and characteristics are **partially detailed** and **partially specific** and show a **basic** understanding of the specific entrepreneur(s) • **partially developed** and **partially logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Good** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **most** skills and characteristics are **mostly detailed** and **mostly specific** and show a **good** understanding of the specific entrepreneur(s) • **mostly developed** and **mostly logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Comprehensive** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **all** skills and characteristics are **fully detailed** and **fully specific** and show a **deep** understanding of the specific entrepreneur(s) • **fully developed** and **fully logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success *(cont'd)* **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
No rewardable material	**Limited** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **unsupported** and make **irrelevant links** to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Adequate** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **partially supported** and make **partially relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Good** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **mostly supported** and make **mostly relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Comprehensive** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **fully supported** and make **fully relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.

Appendix 3

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: PEST analysis **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **superficial** and **unsupported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **inappropriate** and **unsupported** by the PEST analysis.	**Adequate** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **partially detailed** and **partially supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **partially appropriate** and **partially supported** by the PEST analysis.	**Good** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **mostly detailed** and **mostly supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **mostly appropriate** and **mostly supported** by the PEST analysis.	**Comprehensive** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **fully detailed** and **fully supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **fully appropriate** and **fully supported** by the PEST analysis.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: SWOT analysis **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **simplistic** and **unsupported** in how these factors may affect the selected enterprise • **simplistic** and **illogical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Adequate** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **partially detailed** and **partially supported** in how these factors may affect the selected enterprise • **partially developed** and **partially logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Good** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **mostly detailed** and **mostly supported** in how these factors may affect the selected enterprise • **mostly developed** and **mostly logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Comprehensive** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **fully detailed** and **fully supported** in how these factors may affect the selected enterprise • **fully developed** and **fully logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats

Appendix 4

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Choosing an idea **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **superficial** and show a **lack of understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **simplistic** and show a **lack of understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **unsupported** by relevant research.	**Adequate** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **partially detailed** and show a **basic understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **partially developed** and show a **basic understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **partially supported** by reference to relevant research.	**Good** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **mostly detailed** and show a **good understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **mostly developed** and show a **good understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **mostly supported** by reference to relevant research.	**Comprehensive** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **fully detailed** and show a **deep understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **fully developed** and show a **deep understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **fully supported** by reference to relevant research.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning your chosen micro-enterprise idea (aims, features, pricing, promotion and resources) **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **simplistic** and **lack relevance** to the target market • physical, financial and human resources are **simplistic** and **unrealistic**. Financial resources are given with **many errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **unsupported** by research.	**Adequate** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **partially detailed** and **partially relevant** to the target market • physical, financial and human resources are **partially detailed** and **partially realistic**. Financial resources are given with **some errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **partially supported** by research.	**Good** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **mostly detailed** and **mostly relevant** to the target market • physical, financial and human resources are **mostly detailed** and **mostly realistic**. Financial resources are given with **few errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **mostly supported** by research.	**Comprehensive** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **fully detailed** and **fully relevant** to the target market • physical, financial and human resources are **fully detailed** and **fully realistic**. Financial resources are given with **no errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **fully supported** by research.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning your chosen micro-enterprise idea (financial planning, forecasting and records) **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records have **many omissions and errors** and are **unrealistic** • risk assessment that is **simplistic and unrealistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **unsupported** by research. Viability judgement is **unsupported** by financial data, safety, ethicality, legality and environmental considerations.	**Adequate** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **partially complete, accurate and realistic** • risk assessment that is **partially detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **partially supported** by research. Viability judgement is **partially supported** by financial data, safety, ethicality, legality and environmental considerations.	**Good** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **mostly complete, accurate and realistic** • risk assessment that is **mostly detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **mostly supported** by research. Viability judgement is **mostly supported** by financial data, safety, ethicality, legality and environmental considerations.	**Comprehensive** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **complete, accurate and realistic** • risk assessment that is **fully detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **fully supported** by research. Viability judgement **is fully supported** by financial data, safety, ethicality, legality and environmental considerations.

Appendix 5

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2a: Presenting your business plan **Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **most** elements are **not effectively summarised** and **do not** cover relevant and important information • use of business terminology is **inconsistent** and **inaccurate** and presentation is **inappropriate** to the enterprise idea *Delivery* • verbal communication is **inaccurate** and **ineffective**. Non-verbal communication is **not engaging**.	**Adequate** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **some** elements are **effectively summarised** and **some relevant and important** information is covered • use of business terminology is **partially consistent** and **partially accurate** and presentation is **partially appropriate** to the enterprise idea *Delivery* • verbal communication is **partially accurate** and **partially effective**. Non-verbal communication is **partially engaging**.	**Good** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **most** elements are **effectively summarised** and **most relevant and important** information is covered • use of business terminology is **mostly consistent** and **mostly accurate** and presentation is **mostly appropriate** to the enterprise idea *Delivery* • verbal communication is **mostly accurate and mostly effective**. Non-verbal communication is **mostly engaging**.	**Comprehensive** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **all** elements are **effectively summarised** and **all relevant and important** information is covered • use of business terminology is **consistent** and **accurate** and presentation is **appropriate** to the enterprise idea *Delivery* • verbal communication is **accurate** and **effective**. Non-verbal communication is **engaging throughout**.

Appendix 6

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2b: Reviewing the presentation **Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **simplistic** and **unsupported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **simplistic** and **unsupported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **simplistic** and are **unsupported** by reference to the production and delivery of the electronic presentation.	**Adequate** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation.	**Good** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation.	**Comprehensive** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation.