

Long-term planning

Business Enterprise - Year 10 & Year 11

Year 10 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Content Area 1-6	Students will know that					
Content Area 1-6	<p>In Topic 1, "Entrepreneurship, business organisation and stakeholders," students need to learn the following substantive facts:</p> <p>1.1 Entrepreneurship Being an entrepreneur: Students must understand the role of a successful entrepreneur, including identifying and evaluating potential business opportunities, understanding the target market, organizing resources (factors of production), raising finance, making marketing mix decisions, and managing risks.</p> <p>Entrepreneurial motivators: Students need to understand the importance of both financial (e.g., financial independence) and personal (e.g., job satisfaction, autonomy) motivators, as well as social and ethical responsibilities (e.g., sustainable sourcing, environmental considerations, paying living wage, working conditions, helping the community, providing employment opportunities, ensuring equal opportunities).</p> <p>Entrepreneurial skills and attributes: Students should understand the importance of skills such as financial,</p>	<p>In Topic 2, "Market research, market types and orientation and marketing mix" students need to learn the following substantive facts:</p> <p>2.1 The market Aspects of the market: The students will understand the market in business and enterprise and the importance of:</p> <p>Target customers: location, lifestyle, income, age, gender, race, and religion.</p> <p>Competitive environment: competitors' prices, competitors' quality, and competitors' range of products.</p> <p>Demand: trends and potential sales.</p> <p>In Topic 2.2, "The market" students need to learn the following substantive facts:</p> <p>2.2 Market research</p>	<p>In Topic 3, "Human Resource Requirements for Business and Enterprise" students need to learn the following substantive facts:</p> <p>3.1 Human Resources Methods of recruitment: Students will understand the costs and characteristics of internal and external recruitment methods, and factors influencing the chosen methods.</p> <p>Internal methods include: notice board, newsletter, website, intranet, direct communication.</p> <p>External methods include: headhunting, newspapers, trade journals, careers fairs, shop windows, recruitment agencies, online (social media, job websites, business's own website), and job centres.</p> <p>Stages of recruitment: Students will understand the different stages of recruitment, which are: identify a vacancy, develop a person specification, develop a job description, advertise</p>	<p>In Topic 4, "Operations Management" students need to learn the following substantive facts:</p> <p>4.1 Outsourcing: Students will understand the factors influencing the decision to outsource, which include quality, cost, speed, and flexibility.</p> <p>Lean production: Students will understand methods of lean production and their possible impact on business and enterprise. Just-in-time (JIT) impacts warehouse costs, employee costs, meeting demand, preventing product obsolescence, and cash flow. Cell production impacts motivation, productivity, and flexibility. Kaizen impacts waste, efficiency, and continuous improvement.</p> <p>Maintaining and improving quality: Students will understand methods of maintaining and improving quality, how these methods are applied, and their possible</p>	<p>In Topic 6, "Sources of enterprise funding and business finance" students need to learn the following substantive facts:</p> <p>6.1 Funding types: Students will understand short-term and long-term funding for business and enterprise and their appropriateness for businesses of different legal structures. Short-term funding includes: trade credit, factoring, overdrafts, and credit cards. Long-term funding includes: personal savings, bank loan, leasing, loan from friends or family, grants (government/non-government), business angel funding, crowdfunding, retained profits, and share capital.</p> <p>6.2 Financial terms and calculations: Students will understand financial terms and be able to carry out appropriate calculations, including: sales revenue, gross profit, net profit, break-even level of output, profit and loss, and margin of safety.</p> <p>Costs, liabilities and assets: Students will understand business and enterprise costs, liabilities, and assets. Costs include: start-up, fixed, and variable. Liabilities include: current and non-current (long-term). Assets include: current and non-current (fixed).</p> <p>Financial documents: Students will understand financial tools and documents, the reasons why businesses use them, and the benefits that result from their use.</p> <p>Break-even chart: Students will learn how to construct a break-even chart, the labelling of axes, cost and revenue lines, break-even point and margin of safety, and how to extract information on costs, revenues, profit, loss, and margin of safety.</p> <p>Cash flow forecast: Students will learn how to construct a cash flow forecast, and understand cash inflow, cash outflow, net cash flow, opening balance, and closing balance.</p> <p>Income statement (profit and loss account): Students will learn how to construct a simple income statement, and understand sales revenue, cost of sales, gross profit, expenses, and net profit.</p>	

communication, management, sales, IT, and timekeeping. They should also understand attributes like independence, confidence, self-starting, self-reflective, determination, decision-making, and risk-taking.

In Topic 1.2, "**Business and enterprise aims and objectives**" students need to learn the following substantive facts:

1.2 Business and enterprise aims and objectives

Reasons for aims and objectives: Students need to understand why businesses set aims and objectives, which include providing focus, informing the mission statement, helping allocate resources, and managing progress.

Financial aims and objectives: Students must understand financial aims and objectives such as increasing profit margin, increasing revenue, increasing business value, reducing costs, and improving liquidity.

Non-financial aims and objectives: Students should understand non-financial aims and objectives like maintaining a positive reputation, increasing market share, sustainability (reducing carbon footprint, using ethically sourced materials, reducing waste), supporting local businesses, promoting equality and diversity, and reducing employee turnover.

Primary market

research: The students will understand the methods of collecting primary market research and their appropriateness in different contexts:
Questionnaires: face to face, online, and postal.
Observation: disguised and non-disguised.
Focus groups: online and face to face.
Interviews: face to face, online, and telephone.

Secondary market

research: The students will understand the sources of secondary market research and their appropriateness in different contexts:
Government reports: census data, social trends.
News articles.
Competitor data.
Reports produced by market research agencies.
Trade journals.
Social media.
Online forums.

Data types: The students will understand types of market research data:
Qualitative data: focus groups, interviews, news articles, trade journals, and social media.
Quantitative data: government statistics, questionnaires using closed questions, and data from published market research reports.

the vacancy, shortlist candidates, testing, interview, obtain references, offer position, and issue contract.

Type of employment

contracts: Students will understand different contract types and how they affect flexibility, efficiency, and costs within a business. These include: permanent, temporary, freelance, fixed term, full-time, part-time, and zero-hour contracts.

3.2. Methods of staff development and

monitoring: Students will understand these methods and their impact on employees, business costs, efficiency, and flexibility. These methods are: internal training, external training, induction, staff appraisals, promotion, mentoring, disciplinary action, and dismissal.

3.3. Financial methods

of motivation: Students will understand these methods of rewarding employees, their characteristics, their impact on employee motivation, and appropriate contexts for their use. These include: wages, salaries, piece rate, hourly rate, performance-related pay, bonuses, commission, and profit sharing.

Non-financial methods of motivation: Students will understand these

impact on business and enterprise.

Quality control methods include sampling and costs.

Quality assurance methods include costs, zero waste, zero defects, and "right first time".

Production methods:

Students will understand the different production methods available to business and enterprise, including their application in terms of start-up costs, unit costs, level of demand, flexibility, time, and volume of output. These methods are: job production, batch production, flow production, and mass customisation.

Customer service:

Students will understand good customer service, how it is measured, and its benefits to business and enterprise. Customer service is measured by customer satisfaction scores, repeat business data, levels of complaints/compliments, customer surveys, and mystery shoppers.

In Topic 5, "**Business growth**" students need to learn the following substantive facts:

5.1 Internal growth: Students will understand methods of internal

Statement of financial position (balance sheet):

Students will learn about non-current (fixed) assets, current assets, current liabilities, non-current liabilities, share (owners') capital, and capital employed.

Ratio analysis: Students will understand financial ratios, their calculations, and interpretation.

Profitability ratios include: net profit margin and return on capital employed.

Liquidity ratios include: current ratio and acid-test ratio.

6.2.5 Cash flow management: Students will understand the importance of cash to business and enterprise, the usefulness of cash flow forecasting to business and enterprise, and solutions to cash flow problems.

In Topic 1.3, "Structures" students need to learn the following substantive facts:

1.3 Structures

Legal structures: Students must understand the defining features, advantages, and disadvantages of different legal structures, including sole trader, partnership, franchise, private limited company (Ltd), public limited company (PLC), and cooperative.

Impact on business of different structural characteristics:

Students need to understand the impact of flat and tall structures, span of control, delegation, and chain of command on a business.

Impact on business of changes in structure:

Students should understand the impact of delayering (communication, span of control, change in responsibilities, change to hierarchical order), redundancy (short and long-term business costs, impact on workers), and reorganisation (new departments).

In Topic 1.4, "Stakeholders" students need to learn the following substantive facts:

1.4 Stakeholders

Internal stakeholders:

Students must understand who the internal stakeholders are (employees, owners like sole traders and partnerships) and their aims and objectives.

External stakeholders:

Students need to understand who

Market types: The students will understand market types and their typical characteristics:
Mass market: high sales volume, large number of competitors, aimed at a large percentage of the market, non-specialised products, and low profit margin.

Niche market: low sales volume, small number of competitors, aimed at a small section of the market, specialised products, and high profit margins.

Business orientation types:

The students will understand business orientation types and their characteristics:
Market orientated: customer-led and market research-led.

Product orientated: product-led and first to market.

2.3 Marketing mix

The students will understand the marketing mix in terms of each of the 4 elements: price, place, promotion, and product.

Price: The students will understand how equilibrium prices are determined in the market, using diagrams to show how changes in supply and demand affect equilibrium price. They will also understand pricing strategies and the

methods, their application in different contexts, and their impact on employee motivation and the business. These include: job rotation, job enlargement, job enrichment, training, team working, and empowerment.

Motivation theories:

Students will understand Maslow's hierarchy of needs and Herzberg's two-factor theory, and how they can be practically applied in the workplace.

growth and their potential impact on a business or enterprise. These methods include: developing new products, updating current products, entering new markets, and geographical expansion.

External growth:

Students will understand methods of external growth and their potential impact on a business or enterprise. These methods include: mergers, takeovers, and joint ventures.

Efficiencies and costs of business and enterprise expansion:

Students will understand economies and diseconomies of scale and their potential impact on a business or enterprise. Economies of scale include: purchasing, managerial, technical, marketing, and financial. Diseconomies of scale include: control, coordination, and communication.

Challenges of growth:

Students will understand the challenges of growth and how they apply in business and enterprise. These challenges include: Additional physical resource requirements:

the external stakeholders are (customer, shareholder, local community, government, finance providers) and their aims and objectives.

Stakeholder engagement:

Students should understand the benefits of engaging with various stakeholders, including employees, customers, suppliers, the local community, government, and finance providers.

Stakeholder conflict:

Students must understand how stakeholder conflict may impact a business and how the aims and objectives of stakeholders can be incompatible and lead to conflict.

factors that influence the chosen strategy, as well as the importance of price as an element of the marketing mix:

Supply, demand, and equilibrium price.

Pricing strategy: dynamic pricing, cost plus pricing, price skimming, penetration pricing, loss leader pricing, competitive pricing, and promotional pricing.

Place: The students will understand place and its importance as an element of the marketing mix:

Channels of distribution and their advantages and disadvantages to a business or enterprise: wholesaler, retailer, and direct to customers.

Factors affecting place: whether business is online or bricks and mortar, customer location, supplier location, transport links, communication links, and availability of staff.

E-commerce and its importance to different types of business and enterprise.

Promotion: The students will understand promotion, promotional objectives, promotional methods, and their importance as an element of the marketing mix.

They will also understand the factors that influence the promotional mix

buildings, equipment, and technology.

Additional human resource requirements: skills and number of employees.

Sensitivities: cultural and local.

Understanding national and international legislation: import tariffs and import quotas.

selected by a business or enterprise:
Promotional methods:
Advertising: print media (e.g., posters, leaflets, billboards), digital media (e.g., websites, social media), and broadcast media (e.g., TV, radio).
Sales promotion: limited time offers, buy one get one free (BOGOF), discount vouchers, flash sales, free gifts, competitions, loyalty cards, and point of sale displays.
Sponsorship.
Direct marketing: email, flyers, text, and social media.
Factors that influence the promotional mix: target market, the nature of the market, finance available, competitor mix, and the nature of the product or service.
Promotional objectives: increase sales, increase market share, develop customer loyalty, and develop brand recognition.
Product: The students will understand product and its importance as an element of the marketing mix. They will understand the benefits and risks of developing new products, including:
Unique selling point (USP).
Needs of the target market.
Brand image.
Product quality.

Product life cycle and product life cycle extension strategies: The students will understand the product life cycle, its stages, and the characteristics of each stage:

Product life cycle.

Stages and characteristics: graphical representation of product life cycle, introduction, growth, maturity, and decline.

Extension strategies: changes in the marketing mix and entering new markets.

Product

development and innovation:

The students will understand the reasons why product development and innovation are important to business and enterprise: remain competitive, enter new markets, increase market share, increase sales, comply with changes in legislation, and produce patents.

Boston Matrix: The students will understand the Boston Matrix, its structure, characteristics of the 4 categories, and how it applies to businesses and enterprise: Boston Matrix: stars, question marks, cash cows, and dogs.

Uses of the Boston Matrix: product classification according to market share

and rate of growth of the market, aid decision making with regards to the product portfolio, product withdrawal, and product development.

Branding: The students will understand the importance to a business of developing its brand image and brand loyalty: Brand image: develop customer loyalty, help launch new products, and can allow for setting high prices.

Brand loyalty: help launch new products and can allow for setting high prices.

Students will know how

Based on the substantive facts for Content Area 1: Entrepreneurship, Business Organisation and Stakeholders, students should be able to do or know how to do the following with their new knowledge:

Students should be able to identify potential business opportunities, evaluate the viability of a business opportunity, understand a target market, organise resources/factors of production, raise finance, make decisions on the marketing mix, and manage risks.

Students should be able to understand and explain the importance of various entrepreneurial

Based on the substantive facts for Content Area 2: Market research, market types and orientation and marketing mix, students should be able to do or know how to do the following with their new knowledge:

Students should be able to understand the market in business and enterprise and the importance of target customers (location, lifestyle, income, age, gender, race, religion), the

Based on the substantive facts for Content Area 3: Human Resource Requirements for Business and Enterprise, students should be able to do or know how to do the following with their new knowledge:

Students should be able to understand the costs and characteristics of internal and external recruitment methods.

They should also understand the factors that influence the methods of recruitment chosen by a business or enterprise.

Based on the substantive facts for Content Area 4: Operations Management, students should be able to do or know how to do the following with their new knowledge:

Students should be able to understand the factors that influence the decision to outsource, which include quality, cost, speed, and flexibility.

Students should be able to understand the methods of lean

Based on the substantive facts for Content Area 6: Sources of enterprise funding and business finance, students should be able to do or know how to do the following with their new knowledge:

Students should be able to understand short-term and long-term funding options for businesses and enterprises, and determine their appropriateness for businesses with different legal structures.

They should know short-term funding types include: trade credit, factoring, overdrafts, and credit cards.

They should know long-term funding types include: personal savings, bank loan, leasing, loans from friends or family, grants (government/non-government), business angel funding, crowdfunding, retained profits, and share capital.

Students should be able to understand financial terms and perform appropriate calculations for: sales revenue, gross profit, net profit, break-even level of output, profit and loss, and margin of safety.

motivators, including financial (financial independence), personal (job satisfaction, autonomy), and social and ethical (responsibility: sustainable sourcing, environmental, paying the living wage, working conditions; helping the community: working with charities, supporting community projects, employment opportunities, equal opportunities).

Students should be able to understand and explain the importance of various entrepreneurial skills

(financial, communication, management, sales, IT, timekeeping) and attributes (independence, confidence, self-starting, self-reflective, determination, decision-making, risk-taking) for business and enterprise.

Students should be able to understand why businesses and enterprises set aims and objectives, such as to provide focus, inform a mission statement, help allocate resources, and manage progress.

Students should be able to understand and identify financial aims and objectives a business might have, including increasing profit margin, increasing revenue, increasing the value of the business, reducing costs, and improving liquidity.

Students should be able to understand and identify

competitive environment (competitors' prices, quality, range of products), and demand (trends, potential sales).

Students should be able to understand the methods of collecting primary market research and their appropriateness in different contexts.

These methods include: questionnaires (face-to-face, online, postal), observation (disguised, non-disguised), focus groups (online, face-to-face), and interviews (face-to-face, online, telephone).

Students should be able to understand the sources of secondary market research and their appropriateness in different contexts.

Sources include: government reports (census data, social trends), news articles, competitor data, reports produced by market research agencies, trade journals, social media, and online forums.

Students should be able to understand types of market research data,

Internal methods they should know include: notice board, newsletter, website, intranet, and direct communication.

External methods they should know include: headhunting, newspapers, trade journals, careers fairs, shop windows, recruitment agencies, online (social media, job websites, business's or enterprise's own website), and job centres.

Students should be able to understand the different stages of recruitment, which are:

identify a vacancy, develop a person specification, develop a job description, advertise the vacancy, shortlist candidates, testing, interview, obtain references, offer position, and issue contract.

Students should be able to understand the different types of contracts and how these affect the flexibility, efficiency, and costs within business and enterprise. These contract types include: permanent, temporary, freelance, fixed term, full-time, part-time, and zero hour.

Students should be able to understand staff development and

production and their possible impact on business and enterprise.

They should understand that Just-in-time (JIT) impacts warehouse costs, employee costs, meeting demand, preventing product obsolescence, and cash flow.

They should understand that Cell production impacts motivation, productivity, and flexibility.

They should understand that Kaizen impacts waste, efficiency, and continuous improvement.

Students should be able to understand methods of maintaining and improving quality, how these methods are applied, and their possible impact on business and enterprise.

They should understand quality control methods such as sampling and costs.

They should understand quality assurance methods such as costs, zero waste, zero defects, and "right first time".

Students should be able to understand the different production methods

Students should be able to understand various business and enterprise costs, liabilities, and assets.

Costs include: start-up, fixed, and variable.

Liabilities include: current and non-current (long-term).

Assets include: current and non-current (fixed).

Students should be able to understand financial tools and documents, the reasons for their use by businesses, and the resulting benefits.

Break-even chart: Students should know how to construct a break-even chart, including labelling axes, cost and revenue lines, the break-even point, and margin of safety. They should also be able to extract information on costs, revenues, profit, loss, and margin of safety from such a chart.

Cash flow forecast: Students should know how to construct a cash flow forecast and understand concepts such as cash inflow, cash outflow, net cash flow, opening balance, and closing balance.

Income statement (profit and loss account): Students should know how to construct a simple income statement and understand sales revenue, cost of sales, gross profit, expenses, and net profit.

Statement of financial position (balance sheet): Students should understand components like non-current (fixed) assets, current assets, current liabilities, non-current liabilities, share (owners') capital, and capital employed.

Students should be able to understand financial ratios, perform their calculations, and interpret them.

Profitability ratios include: net profit margin and return on capital employed.

Liquidity ratios include: current ratio and acid-test ratio.

Students should be able to understand the importance of cash to business and enterprise, the usefulness of cash flow forecasting, and solutions to cash flow problems.

	<p>non-financial aims and objectives a business might have, such as achieving a positive reputation, increasing market share, sustainability (reducing carbon footprint, ethically sourced materials, contractors or suppliers, reducing waste), supporting local businesses, supporting equality and diversity in the workforce, and reducing employee turnover.</p> <p>Students should be able to understand the defining features, advantages, and disadvantages of different legal structures available to business and enterprise, including sole trader, partnership, franchise, private limited company (Ltd), public limited company (PLC), and cooperative.</p> <p>Students should be able to understand the impact of different structural characteristics on a business and enterprise, such as flat, tall, span of control, delegation, and chain of command.</p> <p>Students should be able to understand the impact of changes in structure, such as delayering (communication, span of control, change in responsibilities, change to hierarchical order), redundancy (business costs – short and long-term, workers), and reorganisation (new departments).</p> <p>Students should be able to understand and identify</p>	<p>specifically qualitative data (focus groups, interviews, news articles, trade journals, social media) and quantitative data (government statistics, questionnaires using closed questions, data from published market research reports).</p> <p>Students should be able to understand market types and their typical characteristics.</p> <p>Mass market: high sales volume, large number of competitors, aimed at a large percentage of the market, non-specialised products, low profit margin.</p> <p>Niche market: low sales volume, small number of competitors, aimed at a small section of the market, specialised products, high profit margins.</p> <p>Students should be able to understand business orientation types and their characteristics.</p> <p>Market orientated: customer-led, market research-led.</p> <p>Product orientated: product-led, first to market.</p> <p>Students should be able to understand</p>	<p>monitoring methods and how these affect employees, business and enterprise costs, efficiency, and flexibility. These methods include: internal training, external training, induction, staff appraisals, promotion, mentoring, disciplinary action, and dismissal.</p> <p>Students should be able to understand financial methods of rewarding employees, their characteristics, their impact on employee motivation, and in which contexts these methods are appropriate. These methods include: wages, salaries, piece rate, hourly rate, performance-related pay, bonuses, commission, and profit sharing.</p> <p>Students should be able to understand non-financial methods of motivation, their application in different contexts, and their impact on employee motivation and the business. These methods include: job rotation, job enlargement, job enrichment, training, team working, and empowerment.</p> <p>Students should be able to understand</p>	<p>available to business and enterprise, including their application in terms of start-up costs, unit costs, level of demand, flexibility, time, and volume of output. These methods include: job production, batch production, flow production, and mass customisation.</p> <p>Students should be able to understand what constitutes good customer service, how it is measured, and its benefits to business and enterprise.</p> <p>Measures of customer service include: customer satisfaction scores, repeat business data, levels of complaints/compliments, customer surveys, and mystery shoppers.</p> <p>Based on the substantive facts for Content Area 5: Business growth, students should be able to do or know how to do the following with their new knowledge:</p> <p>Students should be able to understand</p>	
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the internal stakeholders of a business (employees, owners: sole traders, partnerships) and their aims and objectives.

Students should be able to understand and identify the external stakeholders of a business (customer, shareholder, local community, government, finance providers) and their aims and objectives.

Students should be able to understand the benefits of engaging with various stakeholders, including employees, customers, suppliers, local community, government, and finance providers.

Students should be able to understand how stakeholder conflict may impact a business or enterprise, specifically how the aims and objectives of stakeholders may be incompatible and lead to conflict.

how equilibrium prices are determined in the market and, using diagrams, how changes in supply and demand affect equilibrium price.

They should also understand pricing strategies and the factors influencing the chosen strategy, as well as the importance of price as an element of the marketing mix. Pricing strategies include: dynamic pricing, cost-plus pricing, price skimming, penetration pricing, loss leader pricing, competitive pricing, and promotional pricing.

Students should be able to understand "place" and its importance as an element of the marketing mix. This includes channels of distribution and their advantages and disadvantages (wholesaler, retailer, direct to customers), and factors affecting place (whether business is online or bricks and mortar, customer location, supplier location, transport links, communication links, availability of staff, and e-commerce and its importance to different

motivation theories and how these can be practically applied in the workplace.

Specifically, they should understand Maslow's hierarchy of needs and Herzberg's two-factor theory.

methods of internal growth and their potential impact on a business or enterprise. These methods include: developing new products, updating current products, entering new markets, and geographical expansion.

Students should be able to understand methods of external growth and their potential impact on a business or enterprise. These methods include: mergers, takeovers, and joint ventures.

Students should be able to understand economies and diseconomies of scale and their potential impact on a business or enterprise.

Economies of scale include: purchasing, managerial, technical, marketing, and financial. Diseconomies of scale include: control, coordination, and communication.

Students should be able to understand the challenges of growth and how

types of business and enterprise).

Students should be able to understand promotion, promotional objectives, promotional methods, and their importance as an element of the marketing mix. They should also understand factors influencing the promotional mix selection.

Promotional methods: advertising (print media, digital media, broadcast media), sales promotion (limited time offers, BOGOF, discount vouchers, flash sales, free gifts, competitions, loyalty cards, point of sale displays, sponsorship), and direct marketing (email, flyers, text, social media).

Factors influencing promotional mix: target market, the nature of the market, finance available, competitor mix, the nature of the product or service.

Promotional objectives: increase sales, increase market share, develop customer loyalty, develop brand recognition.

Students should be able to understand "product" and its

they apply in business and enterprise. These challenges include:

Additional physical resource requirements: buildings, equipment, and technology.

Additional human resource requirements: skills and number of employees.

Sensitivities: cultural and local.

Understanding national and international legislation: import tariffs and import quotas.

importance as an element of the marketing mix,

including the benefits and risks of developing new products. Key aspects are: unique selling point (USP), needs of the target market, brand image, and product quality.

Students should be able to understand the product life cycle, its stages

(introduction, growth, maturity, decline), **and the characteristics of each stage, including graphical representation.**

They should also understand extension strategies, such as changes in the marketing mix and entering new markets.

Students should be able to understand the reasons why product development and innovation are important to business and enterprise,

including: remaining competitive, entering new markets, increasing market share, increasing sales, complying with changes in legislation, and producing patents.

Students should be able to understand the Boston Matrix, its structure, characteristics of the four categories (stars, question marks, cash cows, dogs), and how it applies to businesses and enterprise. They should also understand its uses, such as product classification according to market share and rate of growth of the market, aiding decision-making regarding the product portfolio, product withdrawal, and product development.

Students should be able to understand the importance to a business of developing its brand image and brand loyalty. This includes how brand image can develop customer loyalty, help launch new products, and allow for setting high prices, and how brand loyalty can help launch new products and allow for setting high prices.

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Vocabulary and the concepts they link to

To successfully understand Content Area 1: Entrepreneurship, Business Organisation and Stakeholders, students will	To successfully understand Content Area 2: Market research, market types and	To successfully understand Content Area 3: Human Resource Requirements for	To successfully understand Content Area 4: Operations Management, students will need to	To successfully understand Content Area 6: Sources of enterprise funding and business finance, students will need to know the following vocabulary and the business and enterprise concepts that link to them:
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need to know the following vocabulary and the business and enterprise concepts that link to them:

Entrepreneur, Business Opportunity, Viability, Target Market, Factors of Production, Finance, Marketing Mix, Risk Management, Financial Independence, Job Satisfaction, Autonomy, Sustainable Sourcing, Environmental, Living Wage, Working Conditions, Helping the Community, Charities, Community Projects, Employment Opportunities, Equal Opportunities, Financial Skills, Communication Skills, Management Skills, Sales Skills, IT Skills, Timekeeping, Independence, Confidence, Self-starting, Self-reflective, Determination, Decision Making, Risk Taking, Aims, Objectives, Focus, Mission Statement, Allocate Resources, Manage Progress, Profit Margin, Revenue, Value of the Business, Costs, Liquidity, Positive Reputation, Market Share, Sustainability, Reduce Carbon Footprint, Ethically Sourced Materials, Contractors or Suppliers, Reduce Waste, Support Local Businesses, Support Equality and Diversity in Workforce, Reduce Employee Turnover, Legal Structures, Sole Trader, Partnership, Franchise, Private Limited Company (Ltd), Public Limited Company (PLC), Cooperative, Flat (structure), Tall (structure), Span of Control, Delegation, Chain of Command, Delaying, Change in Responsibilities, Change to Hierarchical Order, Redundancy,

orientation and marketing mix, students will need to know the following vocabulary and the business and enterprise concepts that link to them:

Target Customers, Location, Lifestyle, Income, Age, Gender, Race, Religion, Competitive Environment, Competitors' Prices, Competitors' Quality, Competitors' Range of Products, Demand, Trends, Potential Sales, Primary Market Research, Questionnaires, Face to Face (questionnaires, interviews, focus groups), Online (questionnaires, interviews, focus groups), Postal (questionnaires), Observation (disguised, non-disguised), Focus Groups, Interviews, Telephone (interviews), Secondary Market Research, Government Reports, Census Data, Social Trends, News Articles, Competitor Data, Reports Produced by Market Research Agencies, Trade Journals, Social Media, Online Forums, Data Types, Qualitative Data, Quantitative Data, Government Statistics, Questionnaires Using Closed Questions, Data From Published Market

Business and Enterprise, students will need to know the following vocabulary and the business and enterprise concepts that link to them:

Human Resources, Methods of Recruitment, Internal (recruitment), Notice Board, Newsletter, Website (internal recruitment), Intranet, Direct Communication, External (recruitment), Headhunting, Newspapers (external recruitment), Trade Journals (external recruitment), Careers Fairs, Shop Windows, Recruitment Agencies, Online (recruitment), Social Media (recruitment), Job Websites, Business's or Enterprise's Own Website, Job Centres, Stages of Recruitment, Identify a Vacancy, Develop a Person Specification, Develop a Job Description, Advertise the Vacancy, Shortlist Candidates, Testing (recruitment), Interview (recruitment), Obtain References, Offer Position, Issue Contract, Type of Employment Contracts, Contracts of Employment, Permanent (contract), Temporary (contract), Freelance, Fixed Term (contract), Full-time (contract), Part-time (contract), Zero Hour (contract), Staff Development and

know the following vocabulary and the business and enterprise concepts that link to them:

Operations Management, Outsourcing, Quality (outsourcing factor), Cost (outsourcing factor), Speed (outsourcing factor), Flexibility (outsourcing factor), Lean Production, Just-in-Time (JIT), Warehouse Costs (JIT impact), Employee Costs (JIT impact), Meeting Demand (JIT impact), Prevent Product Obsolescence (JIT impact), Cash Flow (JIT impact), Cell Production, Motivation (cell production impact), Productivity (cell production impact), Kaizen, Waste (Kaizen impact), Efficiency (Kaizen impact), Continuous Improvement (Kaizen impact), Maintaining and Improving Quality, Quality Control, Sampling (quality control), Quality Assurance, Zero Waste (quality assurance), Zero Defects (quality assurance), Right First Time (quality assurance), Production Methods, Start-up Costs (production methods), Unit Costs (production methods), Level of Demand (production methods), Time (production methods), Volume of

Business and Enterprise Funding, Funding Types, Short-term (funding), Trade Credit, Factoring, Overdrafts, Credit Cards, Long-term (funding), Personal Savings, Bank Loan, Leasing, Loan from Friends or Family, Grants (government/non-government), Business Angel Funding, Crowdfunding, Retained Profits, Share Capital, Financial Terms, Financial Calculations, Sales Revenue, Gross Profit, Net Profit, Break-even Level of Output, Profit and Loss, Margin of Safety, Liabilities, Assets, Start-up (costs), Fixed (costs), Variable (costs), Current (liabilities/assets), Non-current (long-term) (liabilities), Non-current (fixed) (assets), Financial Documents, Break-even Chart, Labelling of Axes, Cost and Revenue Lines, Break-even Point, Margin of Safety (break-even chart), Extract Information, Revenues, Loss, Cash Flow Forecast, Cash Inflow, Cash Outflow, Net Cash Flow, Opening Balance, Closing Balance, Income Statement (profit and loss account), Sales Revenue (income statement), Cost of Sales, Gross Profit (income statement), Expenses, Net Profit (income statement), Statement of Financial Position (balance sheet), Share (owners') Capital, Capital Employed, Ratio Analysis, Profitability (ratios), Net Profit Margin, Return on Capital Employed, Liquidity (ratios), Current Ratio, Acid-Test Ratio, Cash Flow Management, Importance of Cash, Usefulness of Cash Flow Forecasting, Solutions to Cash Flow Problems.

	<p>Business Costs, Workers, Reorganisation, New Departments, Stakeholders, Internal Stakeholders, Employees, Owners, External Stakeholders, Customer, Shareholder, Local Community, Government, Finance Providers, Stakeholder Engagement, Stakeholder Conflict, Incompatible (aims).</p>	<p>Research Reports, Market Types, Mass Market, High Sales Volume, Large Number of Competitors, Aimed at a Large Percentage of the Market, Non-Specialised Products, Low Profit Margin, Niche Market, Low Sales Volume, Small Number of Competitors, Aimed at a Small Section of the Market, Specialised Products, High Profit Margins, Business Orientation Types, Market Orientated, Customer-Led, Market Research-Led, Product Orientated, Product-Led, First to Market, Price, Place, Promotion, Product, Equilibrium Prices, Supply, Pricing Strategy, Dynamic Pricing, Cost Plus Pricing, Price Skimming, Penetration Pricing, Loss Leader Pricing, Competitive Pricing, Promotional Pricing, Channels of Distribution, Wholesaler, Retailer, Direct to Customers, Factors Affecting Place, Online (business), Bricks and Mortar, Customer Location, Supplier Location, Transport Links, Communication Links, Availability of Staff, E-commerce, Promotional Objectives, Promotional Methods, Advertising, Print Media, Digital Media, Broadcast Media, Sales Promotion, Limited Time Offers, Buy One Get</p>	<p>Monitoring, Methods of Staff Development and Monitoring, Internal Training, External Training, Induction, Staff Appraisals, Promotion (staff development), Mentoring, Disciplinary Action, Dismissal, Motivation, Financial Methods of Motivation, Wages, Salaries, Piece Rate, Hourly Rate, Performance-Related Pay, Bonuses, Commission, Profit Sharing, Non-Financial Methods of Motivation, Job Rotation, Job Enlargement, Job Enrichment, Training (non-financial motivation), Team Working, Empowerment, Motivation Theories, Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory.</p>	<p>Output (production methods), Job Production, Batch Production, Flow Production, Mass Customisation, Customer Service, Customer Satisfaction Scores, Repeat Business Data, Levels of Complaints/Compliments, Customer Surveys, Mystery Shoppers.</p> <p>To successfully understand Content Area 5: Business growth, students will need to know the following vocabulary and the business and enterprise concepts that link to them:</p> <p>Business and Enterprise Growth, Internal Growth, Developing New Products, Updating Current Products, Entering New Markets, Geographical Expansion, External Growth, Mergers, Takeovers, Joint Ventures, Efficiencies and Costs of Business and Enterprise Expansion, Economies of Scale, Purchasing (economies of scale), Managerial (economies of scale), Technical (economies of scale), Marketing (economies of scale), Financial (economies of scale), Diseconomies of Scale, Control (diseconomies of scale), Coordination (diseconomies of scale),</p>	
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One Free (BOGOF), Discount Vouchers, Flash Sales, Free Gifts, Competitions, Loyalty Cards, Point of Sale Displays, Sponsorship, Direct Marketing, Email, Flyers, Text (direct marketing), Factors That Influence the Promotional Mix, Target Market (promotion), Nature of the Market (promotion), Finance Available (promotion), Competitor Mix, Nature of the Product or Service (promotion), Increase Sales (promotional objective), Increase Market Share (promotional objective), Develop Customer Loyalty (promotional objective), Develop Brand Recognition, Unique Selling Point (USP), Needs of the Target Market (product), Brand Image (product), Product Quality, Product Life Cycle, Stages and Characteristics (product life cycle), Graphical Representation of Product Life Cycle, Introduction (product life cycle), Growth (product life cycle), Maturity (product life cycle), Decline (product life cycle), Extension Strategies, Changes in the Marketing Mix (extension strategy), Entering New Markets (extension strategy), Product Development,

Communication (diseconomies of scale), Challenges of Growth, Additional Physical Resource Requirements, Buildings (physical resource), Equipment (physical resource), Technology (physical resource), Additional Human Resource Requirements, Skills (human resource), Number of Employees (human resource), Sensitivities, Cultural (sensitivities), Local (sensitivities), Understanding National and International Legislation, Import Tariffs, Import Quotas.

Innovation, Remain Competitive, Patents, Boston Matrix, Stars (Boston Matrix), Question Marks (Boston Matrix), Cash Cows (Boston Matrix), Dogs (Boston Matrix), Uses of the Boston Matrix, Product Classification According to Market Share and Rate of Growth of the Market, Aid Decision Making With Regards to the Product Portfolio, Product Withdrawal, Branding, Brand Loyalty.

Assessment

**Content Unit 1 Test
Assessing Knowledge and Understanding
AO1: Recall knowledge and show understanding by testing:**

- Fundamental terms related to ventures and their characteristics, including specific roles, functions, and associated risks.
- Understanding of "financial independence."
- Entrepreneurial motivators and their explanations.
- The differentiation of entrepreneurial attributes from skills.
- Definitions for aims and objectives.
- Understanding of the SMART acronym for objectives.
- Characteristics, liabilities, and disadvantages specific types of business structures.

**Content Unit 2 Test
Assessing Knowledge and Understanding
AO1: Recall knowledge and show understanding by testing:**

- Definitions of key market terms.
- The concepts in product development.
- Different types of research sources (primary, secondary) and data (qualitative, quantitative).
- The relationship between customer need, competition, and demand.
- Components of the marketing mix (4Ps).
- Stages and characteristics of the product lifecycle (e.g., maturity).

**Content Unit 3 & 4 Test
Assessing Knowledge and Understanding
AO1: Recall knowledge and show understanding by testing:**

- Definitions for various production methods: "Cell production," "Mass customisation," "Job production," "Lean" production, "Batch production," and "Flow production."
- Advantages of quality control and the concept of "Quality assurance."
- Information found in job advertisements and the meaning of "CV."
- Definitions and understanding of "Internal recruitment" and "External recruitment," including advantages, disadvantages, and specific methods like "Headhunting" and staff transfers/promotions.
- Characteristics of a "Personal statement" and the role of a "covering letter."
- The "Interview" process in recruitment.
- The definition of "Outsourcing."
- The meaning of the acronym "CSAT."
- Factors in Herzberg's motivation theory ("Hygiene").
- Tests measuring candidate skills.
- The correct order for benchmarking steps.
- Aspects of the "shortlisting" process.
- The missing word in "TQM."
- Advantages of "JIT" (Just-in-Time).

**Content Unit 5 Test:
Assessing Knowledge and Understanding
AO1: Recall knowledge and show understanding by testing:**

- Methods of business growth and their alternative names.
- Advantages and disadvantages of internal growth.
- Types of external growth (e.g., integration types like backward and horizontal, mergers, takeovers, joint ventures) and their characteristics.
- Concepts related to economies and diseconomies of scale.
- Challenges of business growth, specifically regarding human resources, cultural

**Content end of Year Test (Unit1 1-6)
Section A (Short Answer / Multiple Choice - Focus on Recall and Basic Application):**

- Questions often require selecting the correct option from a list based on fundamental business concepts.
 - Some questions ask for the identification or stating of basic methods or pieces of information related to business functions.
 - There are questions that prompt explanations of simple advantages or disadvantages of business practices, tying directly to a given scenario or company.
- This section heavily emphasizes **AO1 (Recall Knowledge and Show**

- Factual information and advantages specific to partnerships.
- Specific terminology for a franchise owner and the advantages associated with running a franchise.
- Abbreviations and ownership facts for private and public limited companies, along with advantages specific to them.
- Defining characteristics and advantages of cooperatives.
- Concepts related to organisational hierarchy types, including "span of control" and characteristics of a tall organisation.
- Definitions and examples of internal and external stakeholders.
- Interests of different stakeholder groups, and contrasting those interests.

AO3: Analyse and evaluate knowledge and understanding by testing the ability to compare, contrast, and provide reasoned judgments about the impacts of different types of organisation structures.

- Alternative terms for primary research and characteristics of qualitative data.
- The nature of a market-oriented approach.
- "Equilibrium price" and various pricing strategies.
- The role of a "wholesaler."
- Meanings of acronyms related to sales promotion and product strengths.
- Examples of primary research methods.
- Elements of "Place" in the marketing mix, including direct distribution and e-commerce advantages.
- Promotional methods like "limited time offers."
- Acronyms related to retail displays.
- Understanding "tangible" vs. "intangible" products.
- Risks of product development without market consideration.
- Categories within the Boston Matrix.
- The definition of "brand image."

AO2: Apply knowledge and understanding by testing:

- The name of the document outlining job roles and the document focusing on individual requirements.
 - Who may carry out "Quality control tests."
 - The use of "application forms" in recruitment.
 - Characteristics related to internal recruitment and employee morale.
 - "Needs analysis" as the first stage in recruitment.
 - Levels in Maslow's hierarchy.
 - "Kaizen" and worker responsibilities within this approach.
 - "Telephone interviews" as a recruitment method.
 - The term for requests made to previous employers or teachers about a candidate.
 - Disadvantages of internal recruitment.
 - Examples of financial methods of motivation.
- AO3: Analyse and evaluate knowledge and understanding by testing:**
- The ability to explain and evaluate the benefits and drawbacks of different types of promotion.

sensitivities, and understanding legislation (e.g., import quotas).

AO3: Analyse and evaluate knowledge and understanding

- Analysis and evaluation of different challenges faced by a business due to growth.

Understanding) and AO2 (Apply Knowledge and Understanding) at a basic level. Questions are typically multiple-choice or short-answer, asking for definitions, characteristics, or straightforward identification of concepts. For example, selecting the correct reason for a business structure change or identifying traits of an entrepreneur tests direct recall. Applying knowledge might involve stating methods of market research or explaining a simple disadvantage of a business practice in a given context.

Section B (Medium Answer - Focus on Application and Initial Analysis):

- Questions continue to involve selecting correct options related to HR or operational concepts, sometimes requiring interpretation of simple data.
- There are questions that ask for explanations of appropriate production methods or recruitment strategies for a specific company.
- Explaining advantages and disadvantages of operational decisions (e.g., quality control, stock control) for a given business context is common.
- Some questions start to move towards analysing the potential impact of

- The application of knowledge about product-oriented approaches to specific scenarios.
- AO3: Analyse and evaluate knowledge and understanding by testing:**
- The ability to analyse and evaluate the advantages and disadvantages of different approaches in a given context, leading to reasoned judgments about potential outcomes.

changes on a business, including a recommendation with justification.

Section B builds on the foundational knowledge, with a greater focus on **AO2 (Apply Knowledge and Understanding)** and the introduction of **AO3 (Analyse and Evaluate Knowledge and Understanding)**. Learners need to apply their understanding to specific business scenarios. For instance, explaining the most appropriate production method for a company or an appropriate recruitment method demonstrates application. The move towards initial analysis is seen in questions asking for explanations of advantages and disadvantages of operational systems and the potential impact of changes on employee productivity.

Section C (Medium to Long Answer - Focus on Application, Analysis, and Evaluation):

- Questions may involve interpreting financial data presented in charts or graphs to determine specific financial outcomes.
- Understanding and explaining how changes in costs or revenue impact financial tools (like break-even charts) for a business is covered.
- Explaining economies of scale or the advantages/disadvantages

					<p>of business growth strategies are also present.</p> <ul style="list-style-type: none">• There are analytical questions that require assessing the potential impact of external factors or challenges on a business, culminating in a justified choice about which factor has the most significant impact. <p>This section significantly increases the demand for AO2 (Apply Knowledge and Understanding) and AO3 (Analyse and Evaluate Knowledge and Understanding). Questions require learners to interpret data, analyse financial implications, and explain broader economic concepts like economies of scale. The core of this section involves analysing challenges faced by a business and evaluating their potential impact, often requiring a justified choice. This necessitates breaking down complex situations and forming reasoned judgments.</p> <p>Section D (Long Answer - Focus on Evaluation and Justified Recommendation):</p> <ul style="list-style-type: none">• This section features extended response questions that present a business dilemma with multiple options.• Learners are expected to evaluate the different options, considering various internal and
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					<p>external factors specific to the case study.</p> <ul style="list-style-type: none"> • The ultimate requirement is to make a justified recommendation to the business's decision-makers, demonstrating a comprehensive understanding and ability to apply, analyse, and evaluate complex scenarios. <p>Section D is the pinnacle for AO3 (Analyse and Evaluate Knowledge and Understanding), integrating AO2 (Apply Knowledge and Understanding) comprehensively. These extended response questions present complex business dilemmas, requiring learners to evaluate multiple options. They must apply a wide range of knowledge from across the syllabus, analyse various factors (financial, human resources, market conditions), weigh the pros and cons of each option, and ultimately make a well-justified recommendation to the business's board of directors. This section demands critical thinking, synthesis of information, and the ability to construct a coherent and persuasive argument.</p>
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Diversity & development of cultural capital

The NCFE Level 1/2 Technical Award in Business and Enterprise qualification offers opportunities for diversity and the development of cultural capital primarily through its content areas and suggested teaching guidance

Understanding Cultural Differences in Business Growth (Content Area 5): The course specifically addresses challenges of growth, including "sensitivities" related to "cultural" differences. It emphasizes the importance of businesses understanding cultural differences when operating worldwide, noting that these differences can be linked to customs, traditions, and body language. This section aims to ensure staff can interact "sensitively and effectively with customers, business partners and colleagues from different cultural backgrounds".

External Environment Influences (Content Area 7): Learners will understand "external influences" and their impact on businesses, including "social" factors like fashion and trends. This can involve exploring diverse consumer behaviours and societal norms across different cultures. The teaching guidance suggests considering international/global events and their impact on businesses, which inherently involves diverse cultural contexts.

Diverse Workforce and Global Operations (Content Area 5): As businesses grow, the course acknowledges they may employ a more diverse workforce and operate or sell to customers in different countries. This implicitly encourages an understanding of different cultural backgrounds within both internal and external business environments.

Real-World Case Studies and Contexts: The assessment methods emphasize using "real-world case studies and contexts that are relevant to the sector". The teaching guidance frequently recommends investigating a variety of businesses, including local, national, and international examples. This exposure to diverse business examples and scenarios helps learners understand how business principles apply in different cultural and economic settings.

Stakeholder Engagement (Content Area 1): The course covers "Stakeholder engagement" and "Stakeholder conflict," including internal and external stakeholders. Understanding different stakeholder interests and how they might vary across cultures contributes to cultural capital by fostering an appreciation for diverse perspectives.

Focus on Applied Learning: The qualification promotes learning through "hands-on experiences" and "content that is concrete and directly related to those experiences". This practical application, especially when using varied case studies, can expose learners to different business practices and cultural considerations.

Cross-curricular opportunities and enrichment

The NCFE Level 1/2 Technical Award in Business and Enterprise qualification offers a variety of cross-curricular opportunities and enrichment, as indicated by its aims, objectives, and teaching guidance.

Mathematics:

- Financial calculations: Learners will understand financial terms and carry out appropriate calculations, including sales revenue, gross profit, net profit, break-even level of output, profit and loss, and margin of safety.
- Ratio analysis: They will learn financial ratios, their calculations (e.g., net profit margin, return on capital employed, current ratio, acid-test ratio), and interpretation. They will not be expected to recall the formulae.
- Cash flow forecasting and break-even charts: Learners will construct and interpret cash flow forecasts and break-even charts.
- Analysing data and making calculations: This is a general skill developed within the qualification.

English:

- Communication skills: Developing communication skills is explicitly mentioned as an entrepreneurial skill.
- Report writing and presentation: The qualification requires learners to create a portfolio of evidence, which likely involves written communication. The NEA also assesses the ability to effectively draw together knowledge and communicate it.
- Understanding diverse perspectives: Engaging with various stakeholders and understanding cultural differences can enhance comprehension and communication skills across different contexts.

Economics:

- Market understanding: Concepts like supply, demand, and equilibrium price are covered.
- External influences: Learners will understand the impact of economic factors (e.g., GDP, interest, employment levels, minimum wage) on businesses.
- Business growth concepts: Economies and diseconomies of scale are integral to understanding business expansion.

Geography:

- Geographical expansion: This is a method of internal business growth discussed.
- Customer and supplier location: These factors influence the "Place" element of the marketing mix.
- Global operations: The course addresses the complexities of operating and selling to customers in different countries and understanding national and international legislation.

ICT/Digital Literacy:

- IT skills: Listed as an entrepreneurial skill.
- Online research: The NEA includes open-book preparation and research time where learners can access the internet.
- E-commerce: Understanding e-commerce and its importance is a component of the "Place" marketing mix.
- Social media in marketing and recruitment: social media is mentioned as a source of secondary market research and a method of promotion and external recruitment.

Enrichment Opportunities:

Guest Speakers and External Visits:

- The teaching guidance recommends inviting local businesspeople, entrepreneurs, HR representatives, finance representatives, operations managers, small business advisors, and marketing managers to speak to learners. Visits to local businesses, banks, and educational establishments (to meet HR/union representatives) are also suggested. These interactions provide real-world insights and connections.

Case Study Analysis:

The curriculum encourages the study of diverse case studies, including:

- Successful entrepreneurs (e.g., James Dyson, Deborah Meaden, Larry Page, Levi Roots, J.K. Rowling, Peter Jones, Alan Sugar).
- Well-known businesses (local, national, international) for aims, objectives, and structures.
- Businesses that have grown or downsized.
- Large supermarket chains for marketing mix strategies (e.g., Apple, Nestlé, Coca-Cola, Samsung).
- Automotive manufacturing (e.g., Nissan) for operations management.
- Businesses that have expanded rapidly (e.g., Primark, Amazon) or suffered from diseconomies of scale.
- Businesses affected by international, national, or local events.

Project-Based Learning / Hypothetical Business Plan:

- The qualification has a "vocational and project-based element". Learners are encouraged to develop an idea for their own hypothetical business start-up and complete a business plan covering all necessary sections. This hands-on approach fosters practical skills and entrepreneurial thinking.

Discussion and Scenario-Based Learning:

- The teaching guidance suggests using scenarios to explore recruitment, contracts, disciplinary procedures, staff training, and motivation methods, encouraging learners to discuss potential outcomes and research correct procedures.

Self-Reflection and Study Skills:

The course encourages learners to reflect on their preferred learning style and identify relevant study skills. This personal development aspect enriches their learning journey.

Year 11 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Content Areas 7-8, NEA & EA	Students will know that					See content areas 1-8
	<p>In Topic 7, “The impact of the external environment on business and enterprise” students need to learn the following substantive facts:</p> <p>7.1 External influences: Students will understand external influences and their impact on business and enterprise and its stakeholders. These influences include:</p> <p>Taxation: VAT, rates, income tax, and corporation tax.</p> <p>Economics: Gross domestic product (GDP), interest, employment levels, availability of skills, and minimum wage.</p> <p>Legislation: Employment legislation, anti-discrimination legislation, health and safety legislation, advertising legislation, and data protection legislation.</p> <p>Social: Fashion and trends.</p> <p>Technological: Availability of new production equipment, increase and improvements in mobile technology, and growth of e-commerce.</p> <p>Environmental: Climate change.</p> <p>Competitive environment: Number of competitors and growth opportunities.</p>	<p>In Topic 8, “Business and enterprise planning” students need to learn the following substantive facts:</p> <p>8.1 Purposes and benefits of planning: Students will understand the purposes and benefits of business and enterprise planning. Purposes include: informing potential investors, informing employees, monitoring progress, identifying necessary resources, and reducing risks. Benefits include: identifying short and long-term finance needs, helping in raising finance, reducing the likelihood of cash flow problems, aligning employees' focus with the business, and ensuring resources are available when needed.</p> <p>Sections of a business plan: Students will understand the various sections of a business plan.</p> <p>Executive summary includes: company name, product or service provided, reasons for product or service, target market, legal structure, and finance required.</p>	<p>Using the combined 8 content areas the students will complete an NEA designed by NCFE. The expectation is that the students will:</p> <p>1. Business Activity: Students will use their knowledge of different business structures, aims, and objectives to develop a realistic business idea for their NEA project.</p> <p>2. Business in the Real World: Learners will apply their understanding of external factors affecting businesses (e.g., economic, social, technological) when conducting research and making decisions for their proposed business or evaluating an existing one.</p> <p>3. Marketing: A crucial aspect of the NEA involves students using marketing concepts. They'll likely conduct market research (primary and secondary), analyse target markets, and develop marketing strategies (product, price, place, promotion) for their business idea.</p> <p>4. Human Resources: Students might apply HR principles by considering staffing needs, roles, and potential training requirements for their business, or by analysing human resource strategies within an existing business being evaluated.</p> <p>5. Operations: Understanding operations is key as students will likely need to plan how their product or service will be produced or delivered, considering aspects like production methods, quality control, and stock management.</p> <p>6. Finance: A significant part of the NEA often requires students to develop financial plans, including revenue forecasts, cost projections, and potentially break-even analysis or cash flow forecasts, directly applying their financial literacy.</p> <p>7. Influences on Business: Students will draw on their knowledge of various influences, such as ethical considerations, environmental impacts, and legal frameworks, to ensure their business idea or evaluation is comprehensive and realistic.</p> <p>8. Business Planning: Ultimately, the NEA culminates in students using all the above content areas to create or evaluate a detailed business plan. This involves synthesizing information from all areas into a coherent and viable proposal, demonstrating their synoptic understanding of how different business functions interrelate.</p>			

		<p>Primary and secondary research covers: Competition: products and prices, number and location, and distribution methods.</p> <p>Target market: location, characteristics, and number.</p> <p>Labour needs: skills, number of employees, and cost.</p> <p>Premises: location and cost.</p> <p>Equipment: items needed and cost.</p> <p>Raw materials and/or components: quantity, cost, and supplier.</p> <p>Market analysis includes: target market, competitive environment, and potential suppliers.</p> <p>Marketing covers: product/service, place, price, and promotion.</p> <p>People considerations: skills required, training needs, structure of management, and cost.</p> <p>Operational considerations: methods of production, equipment, distribution methods, and cost.</p> <p>Financial plan includes: start-up costs, running costs (fixed and variable), cash flow forecast, break-even chart and analysis, and</p>	<p>Through this hands-on application, the NEA helps students develop essential vocational and transferable skills, such as research, analysis, problem-solving, and communication, making their learning concrete and relevant to real-world business scenarios.</p>	
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		projected income statement.		
Students will know how				
<p>Based on the substantive facts for Content Area 7: The impact of the external environment on business and enterprise, students should be able to do or know how to do the following with their new knowledge:</p> <p>Students should be able to understand various external influences and their impact on business and enterprise and its stakeholders.</p> <p>They should understand the impact of taxation, including VAT, rates, income tax, and corporation tax.</p> <p>They should understand the impact of economics, such as gross domestic product (GDP), interest, employment levels, availability of skills, and minimum wage.</p> <p>They should understand the impact of legislation, including employment legislation, anti-discrimination legislation, health and safety legislation, advertising legislation, and data protection legislation.</p> <p>They should understand the impact of social factors like fashion and trends.</p>	<p>Based on the substantive facts for Content Area 8: Business and enterprise planning, students should be able to do or know how to do the following with their new knowledge:</p> <p>Students should be able to understand the purposes and benefits of business and enterprise planning.</p> <p>Purposes they should know include informing potential investors, informing employees, monitoring progress, identifying necessary resources, and reducing risks.</p> <p>Benefits they should know include identifying short and long-term finance needs, helping in raising finance, reducing the likelihood of cash flow problems, aligning employees' focus with the business, and ensuring resources are available when needed.</p> <p>Students should be able to understand the various sections of a business plan.</p>	<p>Based on the substantive facts within the 8 content areas, the students should apply their knowledge in the following areas:</p> <p>1. Business Idea and Purpose Students will demonstrate understanding of: The purpose and aims of a business, articulating clear objectives for their proposed enterprise. Different business structures (e.g., sole trader, private limited company) and justifying the chosen structure for their specific business idea.</p> <p>2. Market Understanding and Research Students are expected to apply knowledge of: Market analysis, including identifying and defining a target market. Market research methods, distinguishing between primary and secondary research, and applying relevant methods to gather data for their business idea. Analysing competitors and identifying unique selling points (USPs).</p> <p>3. Marketing Strategy Demonstration of facts related to: The marketing mix (4Ps): justifying product features, pricing strategies (e.g., penetration pricing, price skimming), chosen distribution channels (place), and promotional activities (e.g., advertising, social media). Understanding how marketing communication reaches the target audience.</p> <p>4. Operations and Production Students will show understanding of: Production methods (e.g., job, batch, flow) and justifying the most appropriate one for their product/service. Quality control measures and their importance. Stock management systems (e.g., just-in-time) if applicable to their business.</p> <p>5. Human Resources Management Facts related to: Staffing requirements, including identifying necessary roles and skills. Basic recruitment processes and types of contracts (e.g., permanent, fixed-term). The importance of training and motivation for employees.</p> <p>6. Financial Planning and Analysis</p>	See content areas 1-8	

They should understand the impact of technological advancements, such as the availability of new production equipment, increases and improvements in mobile technology, and the growth of e-commerce. They should understand the impact of environmental factors like climate change. They should understand the impact of the competitive environment, specifically the number of competitors and growth opportunities.

The executive summary section includes: company name, product or service provided, reasons for product or service, target market, legal structure, and finance required. The primary and secondary research section covers:
 Competition: products and prices, number and location, and distribution methods.
 Target market: location, characteristics, and number.
 Labour needs: skills, number of employees, and cost.
 Premises: location and cost.
 Equipment: items needed and cost.
 Raw materials and/or components: quantity, cost, and supplier.
 The market analysis section includes: target market, competitive environment, and potential suppliers.
 The marketing section covers: product/service, place, price, and promotion.
 The people and operations section includes:
 People considerations: skills required, training needs, structure of management, and cost.
 Operational considerations: methods of production, equipment, distribution methods, and cost.

Crucial demonstration of facts here includes:
 Developing financial forecasts, such as revenue, costs, and profit projections.
 Understanding and calculating break-even points if relevant.
 Identifying appropriate sources of finance (e.g., loans, retained profits) and their implications.
 Understanding the components of a cash flow forecast.
7. External Influences and Business Ethics
 Students must consider and apply facts about:
 Economic factors (e.g., inflation, interest rates), social trends, and technological advancements impacting their business.
 Ethical considerations and environmental responsibilities in business operations.
 Relevant legal requirements for their business.
8. Overall Business Planning and Evaluation
 This integrates all areas. Students will demonstrate:
 The ability to synthesize information from all content areas into a coherent, well-structured business plan.
 The capacity to evaluate the viability and potential challenges of a business idea, supporting conclusions with evidence and analysis.
 The NEA moves beyond simple recall, requiring students to apply, analyse, and synthesize these substantive facts within a comprehensive project.

		<p>The financial plan section includes: start-up costs, running costs (fixed and variable), cash flow forecast, break-even chart and analysis, and projected income statement.</p>		
Vocabulary and the concepts they link to				
<p>To successfully understand Content Area 7: The impact of the external environment on business and enterprise, students will need to know the following vocabulary and the business and enterprise concepts that link to them: External influences , Taxation , VAT , Rates , Income tax , Corporation tax , Economics , Gross domestic product (GDP) , Interest (economics) , Employment levels , Availability of skills , Minimum wage , Legislation , Employment legislation , Anti-discrimination legislation , Health and safety legislation , Advertising legislation , Data protection legislation , Social (external influence) , Fashion (social influence) , Trends (social influence) , Technological (external influence) , Availability of new production equipment , Increase and improvements in mobile technology , Growth of e-commerce , Environmental (external influence) , Climate change , Competitive environment , Number of competitors , Growth opportunities.</p>	<p>To successfully understand Content Area 8: Business and enterprise planning, students will need to know the following vocabulary and the business and enterprise concepts that link to them: Business and enterprise planning , Purposes (of planning) , Benefits (of planning) , Informs potential investors , Informs employees , Monitors progress , Identifies necessary resources , Reduces risks , Identifies short and long-term finance needs , Helps in raising finance , Reduces likelihood of cash flow problems , Employees' focus is aligned with business , Ensures resources are available when needed , Sections of a business plan , Executive summary , Company name , Product or service provided , Reasons for product or service , Target market (executive summary) , Legal structure</p>	See content areas 1-8		

(executive summary) ,
Finance required , Primary
and secondary research
(business plan section) ,
Competition (business plan
section) , Products and
prices (competition) ,
Number and location
(competition) ,
Distribution methods
(competition) , Target
market (research) ,
Characteristics (target
market) , Number (target
market) , Labour needs ,
Skills (labour needs) ,
Number of employees
(labour needs) , Cost
(labour needs) , Premises ,
Location (premises) , Cost
(premises) , Equipment
(business plan section) ,
Items needed (equipment)
 , Cost (equipment) , Raw
materials and/or
components , Quantity
(raw materials) , Cost (raw
materials) , Supplier (raw
materials) , Market
analysis , Competitive
environment (market
analysis) , Potential
suppliers (market analysis)
 , Marketing (business plan
section) , Product/service
(marketing) , Place
(marketing) , Price
(marketing) , Promotion
(marketing) , People and
operations , People
considerations , Skills
required (people
considerations) , Training
needs (people
considerations) , Structure
of management , Cost
(people considerations) ,

Operational considerations , Methods of production (operational considerations) , Equipment (operational considerations) , Distribution methods (operational considerations) , Cost (operational considerations) , Financial plan , Start-up costs (financial plan) , Running costs (fixed and variable) , Cash flow forecast (financial plan) , Break-even chart and analysis (financial plan) , Projected income statement.

Assessment

AO1: Recall Knowledge and Show Understanding

Many questions directly test the recall of terms, definitions, and factual information.

Examples:

- Recalling the meaning of an acronym.
- Identifying a specific organization or authority responsible for a decision.
- Recalling a specific number or entitlement.
- Stating whether a given statement is true or false based on factual knowledge.
- Identifying common terms or sections within business documents.

AO2: Apply Knowledge and Understanding

- Some questions require learners to apply their understanding to general scenarios or to explain the impact of certain factors.
- Examples:
- Using economic understanding to evaluate a general statement about economic conditions.
- Explaining how changes in a financial factor impact consumer behaviour or business outcomes.
- Describing a business concept.
- Applying understanding of external factors to explain their differing impact on various types of businesses.

The NEA (Non-Examined Assessment) for the NCFE VCert Business and Enterprise course primarily tests **AO2 (Apply knowledge and understanding)**, **AO3 (Analyse and evaluate knowledge and understanding)**, and **AO4 (Demonstrate the application of relevant technical skills, techniques and processes)**, and **AO5 (Analyse and evaluate the demonstration of relevant technical skills, techniques and processes)**. It also implicitly draws upon **AO1 (Recall knowledge and show understanding)** as a foundation for applying and analysing.

AO2: Apply Knowledge and Understanding

The NEA requires learners to apply their theoretical knowledge to a practical, real-world business context, such as creating or evaluating a business plan. This means using concepts learned in areas like marketing, finance, and operations to make informed decisions and build their project. For instance, students will apply their understanding of market research methods to collect data for their business idea.

AO3: Analyse and Evaluate Knowledge and Understanding

The external assessment (the written exam paper) primarily tests **AO1 (Recall knowledge and show understanding)**, **AO2 (Apply knowledge and understanding)**, and **AO3 (Analyse and evaluate knowledge and understanding)**.

AO1: Recall Knowledge and Show Understanding

This AO is assessed through questions that require students to remember and communicate fundamental elements of knowledge and understanding. These are often direct questions asking for definitions, characteristics, or specific facts.

AO2: Apply Knowledge and Understanding

This AO focuses on learners using their knowledge and understanding in real-world contexts and novel situations. Questions often present a business scenario and ask students to explain how a concept applies to that specific situation.

AO3: Analyse and Evaluate Knowledge and Understanding

This AO assesses learners' ability to develop analytical thinking skills to make reasoned judgments and reach

<ul style="list-style-type: none"> Identifying advantages of a particular business practice or technology. Explaining the importance and application of research methods within a business context, including providing illustrative examples. 	<p>Students must analyse different aspects of their business idea or an existing business, evaluating its viability, strengths, weaknesses, opportunities, and threats. This involves making reasoned judgments and drawing conclusions based on their research and understanding of business principles. For example, they'll analyse market data to justify their target market and evaluate different pricing strategies.</p> <p>AO4: Demonstrate the Application of Relevant Technical Skills, Techniques and Processes</p> <p>This AO is central to the NEA as it focuses on the practical demonstration of skills. Learners will produce tangible outputs like a business plan, an action plan, market analysis, and financial projections. This involves using specific tools and techniques relevant to the vocational sector, such as data analysis, financial forecasting, and presentation skills.</p> <p>AO5: Analyse and Evaluate the Demonstration of Relevant Technical Skills, Techniques and Processes</p> <p>Beyond simply demonstrating skills, the NEA often requires students to reflect on their own processes and outcomes. This means analysing the effectiveness of the techniques they used, evaluating the quality of their work, and potentially identifying areas for improvement in their business plan or the research process. This critical self-assessment is a key component of vocational learning.</p> <p>While not explicitly listed as a primary focus, AO1 (Recall Knowledge and Show Understanding) underpins all the other AOs in the NEA. Students need to recall fundamental business facts and definitions to effectively apply them (AO2), analyse them (AO3), and use them in their practical demonstrations (AO4).</p>	<p>conclusions. These questions often require deeper thought, comparison, and justification of choices.</p> <p>AO4 (Demonstrate the application of relevant technical skills, techniques and processes) and AO5 (Analyse and evaluate the demonstration of relevant technical skills, techniques and processes) are not directly assessed in this external written examination. These AOs typically relate to practical demonstrations and evaluations, which are usually covered in non-examined assessments (NEAs).</p>
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Diversity & development of cultural capital

The NCFE Level 1/2 Technical Award in Business and Enterprise qualification offers opportunities for diversity and the development of cultural capital primarily through its content areas and suggested teaching guidance

Understanding Cultural Differences in Business Growth (Content Area 5): The course specifically addresses challenges of growth, including "sensitivities" related to "cultural" differences. It emphasizes the importance of businesses understanding cultural differences when operating worldwide, noting that these differences can be linked to customs, traditions, and body language. This section aims to ensure staff can interact "sensitively and effectively with customers, business partners and colleagues from different cultural backgrounds".

External Environment Influences (Content Area 7): Learners will understand "external influences" and their impact on businesses, including "social" factors like fashion and trends. This can involve exploring diverse consumer behaviours and societal norms across different cultures. The teaching guidance suggests considering international/global events and their impact on businesses, which inherently involves diverse cultural contexts.

Diverse Workforce and Global Operations (Content Area 5): As businesses grow, the course acknowledges they may employ a more diverse workforce and operate or sell to customers in different countries. This implicitly encourages an understanding of different cultural backgrounds within both internal and external business environments.

Real-World Case Studies and Contexts: The assessment methods emphasize using "real-world case studies and contexts that are relevant to the sector". The teaching guidance frequently recommends investigating a variety of businesses, including local, national, and international examples. This exposure to diverse business examples and scenarios helps learners understand how business principles apply in different cultural and economic settings.

Stakeholder Engagement (Content Area 1): The course covers "Stakeholder engagement" and "Stakeholder conflict," including internal and external stakeholders. Understanding different stakeholder interests and how they might vary across cultures contributes to cultural capital by fostering an appreciation for diverse perspectives.

Focus on Applied Learning: The qualification promotes learning through "hands-on experiences" and "content that is concrete and directly related to those experiences". This practical application, especially when using varied case studies, can expose learners to different business practices and cultural considerations.

Cross-curricular opportunities and enrichment

The NCFE Level 1/2 Technical Award in Business and Enterprise qualification offers a variety of cross-curricular opportunities and enrichment, as indicated by its aims, objectives, and teaching guidance.

Mathematics:

- Financial calculations: Learners will understand financial terms and carry out appropriate calculations, including sales revenue, gross profit, net profit, break-even level of output, profit and loss, and margin of safety.
- Ratio analysis: They will learn financial ratios, their calculations (e.g., net profit margin, return on capital employed, current ratio, acid-test ratio), and interpretation. They will not be expected to recall the formulae.
- Cash flow forecasting and break-even charts: Learners will construct and interpret cash flow forecasts and break-even charts.
- Analysing data and making calculations: This is a general skill developed within the qualification.

English:

- Communication skills: Developing communication skills is explicitly mentioned as an entrepreneurial skill.
- Report writing and presentation: The qualification requires learners to create a portfolio of evidence, which likely involves written communication. The NEA also assesses the ability to effectively draw together knowledge and communicate it.
- Understanding diverse perspectives: Engaging with various stakeholders and understanding cultural differences can enhance comprehension and communication skills across different contexts.

Economics:

- Market understanding: Concepts like supply, demand, and equilibrium price are covered.
- External influences: Learners will understand the impact of economic factors (e.g., GDP, interest, employment levels, minimum wage) on businesses.
- Business growth concepts: Economies and diseconomies of scale are integral to understanding business expansion.

Geography:

- Geographical expansion: This is a method of internal business growth discussed.
- Customer and supplier location: These factors influence the "Place" element of the marketing mix.
- Global operations: The course addresses the complexities of operating and selling to customers in different countries and understanding national and international legislation.

ICT/Digital Literacy:

- IT skills: Listed as an entrepreneurial skill.
- Online research: The NEA includes open-book preparation and research time where learners can access the internet.
- E-commerce: Understanding e-commerce and its importance is a component of the "Place" marketing mix.
- Social media in marketing and recruitment: social media is mentioned as a source of secondary market research and a method of promotion and external recruitment.

Enrichment Opportunities:

Guest Speakers and External Visits:

- The teaching guidance recommends inviting local businesspeople, entrepreneurs, HR representatives, finance representatives, operations managers, small business advisors, and marketing managers to speak to learners. Visits to local businesses, banks, and educational establishments (to meet HR/union representatives) are also suggested. These interactions provide real-world insights and connections.

Case Study Analysis:

The curriculum encourages the study of diverse case studies, including:

- Successful entrepreneurs (e.g., James Dyson, Deborah Meaden, Larry Page, Levi Roots, J.K. Rowling, Peter Jones, Alan Sugar).
- Well-known businesses (local, national, international) for aims, objectives, and structures.
- Businesses that have grown or downsized.
- Large supermarket chains for marketing mix strategies (e.g., Apple, Nestlé, Coca-Cola, Samsung).
- Automotive manufacturing (e.g., Nissan) for operations management.
- Businesses that have expanded rapidly (e.g., Primark, Amazon) or suffered from diseconomies of scale.
- Businesses affected by international, national, or local events.

Project-Based Learning / Hypothetical Business Plan:

- The qualification has a "vocational and project-based element". Learners are encouraged to develop an idea for their own hypothetical business start-up and complete a business plan covering all necessary sections. This hands-on approach fosters practical skills and entrepreneurial thinking.

Discussion and Scenario-Based Learning:

- The teaching guidance suggests using scenarios to explore recruitment, contracts, disciplinary procedures, staff training, and motivation methods, encouraging learners to discuss potential outcomes and research correct procedures.

Self-Reflection and Study Skills:

The course encourages learners to reflect on their preferred learning style and identify relevant study skills. This personal development aspect enriches their learning journey.