

	<ul style="list-style-type: none"> Students understand social and political pressures and how they influence the enterprises ethical responsibilities. Students understand reasons for starting own enterprise, in order to appreciate what motivates entrepreneurs to be successful Students understand the characteristics of entrepreneurs in order to make links between the entrepreneur and the success of the enterprise 	products stand out from similar products in the market		<p>determine how a product or service will reach market</p> <ul style="list-style-type: none"> Students understand resources required for a micro enterprise, in order for them to be able to plan for the costs involved Students understand risk assessments so that they are able to implement contingency plans for their enterprise
What pupils should already know (prior learning components)	<p>From Year 9 Computing National Curriculum:</p> <ul style="list-style-type: none"> undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability <p>This qualification provides opportunities to apply learning from GCSE English and mathematics to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of the characteristics of a small enterprise, or strategies to improve business performance, or when completing financial statements.</p>	<p>This qualification provides opportunities to apply learning from GCSE English and mathematics to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of the characteristics of a small enterprise, or strategies to improve business performance, or when completing financial statements.</p>	<p>This qualification provides opportunities to apply learning from GCSE English and mathematics to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of the characteristics of a small enterprise, or strategies to improve business performance, or when completing financial statements.</p>	<p>From Component 1</p> <p>Students have covered the following areas in Component 1 and will use prior learning to generate ideas for a micro enterprise in this component:</p> <ul style="list-style-type: none"> how a business sets financial and non-financial aims identifying a target market an estimation of the resources needed and how to obtain them an appropriate timescale for the activity selecting an appropriate method of promotion communication carrying out a risk assessment and identifying contingency plans to overcome any issues identified producing initial financial forecasts
Transferrable knowledge (skills)	<ul style="list-style-type: none"> Researching skills- use of texts and sources to find examples that can be related to Component 2 when students will be exploring their own enterprise ideas Planning skills- use of recognised planning methods such as aims and SMART 	<ul style="list-style-type: none"> Researching skills- use of texts and sources to find examples that can be related to Component 2 when students will be exploring their own enterprise ideas Planning skills- use of recognised planning methods such as aims and SMART 	<ul style="list-style-type: none"> Researching skills- use of texts and sources to find examples that can be related to Component 2 when students will be exploring their own enterprise ideas Planning skills- use of recognised planning methods such as aims and SMART 	<ul style="list-style-type: none"> Researching skills- Research existing micro enterprise activities on the internet; and to navigate prices and availability of resources Planning skills- use of recognised planning methods such as aims and SMART objectives to be able to

	<p>objectives to be able to develop a solution to a specific business need</p> <ul style="list-style-type: none"> The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Students will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them. Demonstrating a secure understanding of the written language, including Spag. 	<p>objectives to be able to develop a solution to a specific business need</p> <ul style="list-style-type: none"> Students will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them. Demonstrating a secure understanding of the written language, including Spag. 	<p>objectives to be able to develop a solution to a specific business need</p> <ul style="list-style-type: none"> Students will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them. Demonstrating a secure understanding of the written language, including Spag. 	<p>develop a solution to a specific business need</p> <ul style="list-style-type: none"> Demonstrating a secure understanding of the written language, including Spag.
Key vocabulary pupil will know and learn	<p>Customer Consumer Goods Services Need Want Added value Aims Objectives Sole trader Partnership Limited Company</p>	<p>Primary Research Secondary Research Competitors After-sales Quantitative Data Qualitative Data</p>	<p>Internal factor External factor Planning Financing Consumer behaviour Unforeseen human resources Borrowing Regulations Taxation Competitors Social Trends Legislation SWOT PEST Break-even</p>	<p>Innovation Products Services Financial forecasts Skills audit Financial aims Non-financial aims USP Competitors Market segment Target market Physical resources Financial resources Human resources Risk assessment Contingency plans Quality control</p>
Assessment activities	<ul style="list-style-type: none"> Students will complete coursework based on the PSA released by the exam board in Oct and Feb. <p>In response to Task 1, learners will use the information provided on the sectors to select and research an</p>	<ul style="list-style-type: none"> Students will complete coursework based on the PSA released by the exam board in Oct and Feb. <p>In response to Task 2, learners will investigate the market research methods</p>	<ul style="list-style-type: none"> Students will complete coursework based on the PSA released by the exam board in Oct and Feb. <p>In response to Task 3, learners analyse PEST and SWOT factors to make supported judgements on the actions</p>	<ul style="list-style-type: none"> Students will complete coursework based on the PSA released by the exam board in Oct and Feb. <ul style="list-style-type: none"> In response to Task 1, learners will use research methods to choose and reject

	<p>appropriate enterprise and their associated entrepreneur(s), exploring how the activities of the enterprise and the skills and characteristics of the entrepreneur(s) help the enterprise to achieve their aims</p> <p>The assignment will take approximately 6 hours of monitored preparation and 5 supervised hours to complete.</p>	<p>currently used by their chosen enterprise and explore the information this provides the enterprise on their customers and competitors, making recommendations for improvements to these methods.</p> <p>The assignment will take approximately 6 hours of monitored preparation and 5 supervised hours to complete.</p>	<p>the enterprise could take and make supported judgements on opportunities and threats as a result.</p> <p>The assignment will take approximately 6 hours of monitored preparation and 5 supervised hours to complete.</p>	<p>ideas for a micro-enterprise and develop a business plan.</p> <p>The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.</p>
Resources available	<p>Lesson Resources on TEAMS/Student Area</p> <p>SOL available</p> <p>Enterprise Tech Award Student Text Book</p>	<p>Lesson Resources on TEAMS/Student Area</p> <p>SOL available</p> <p>Enterprise Tech Award Student Text Book</p>	<p>Lesson Resources on TEAMS/Student Area</p> <p>SOL available</p> <p>Enterprise Tech Award Student Text Book</p>	<p>Lesson Resources on TEAMS/Student Area</p> <p>SOL available</p> <p>Enterprise Tech Award Student Text Book</p>
Notes Why this topic is important...	<p>This topic teaches students to find out about real local SMEs and will demonstrate their understanding of how their characteristics contribute to their success. These should be individually selected and can be linked to the student's own knowledge of a particular SME.</p> <p>This topic will allow students to identify and describe all relevant characteristics and the purpose of the SME and their owners.</p>	<p>This activity will help students to prepare for Component 2, where they will have to plan their own micro-enterprise activity.</p> <p>Students will investigate how two SMEs carry out market research to find out about customer needs and how the SMEs are affected by competitor behaviour.</p> <p>Students will explain and assess how effective the market research methods used by the SMEs are in terms of meeting customer needs and understanding competitor behaviour.</p>	<p>Students will look at the internal and external factors that affect success in SMEs. The same SMEs can be used for this assignment as used for learning aims A and B.</p> <p>Students will investigate internal and external factors that have an impact on the operations of selected SMEs.</p>	<p>Students will develop a comprehensive plan for their micro-enterprise idea. It will need to be based on the research concepts from Component 1 and students will show how they considered relevant factors when choosing their activity to plan.</p> <p>Financial forecasts will be realistic for the type of enterprise activity and timescales.</p> <p>Financial forecasts will form part of the exam preparation/content (Component 3)</p>