

**Subject:** Enterprise      **Year:** 11      **Ability:** Mixed

Term / Date(s)	Component 2 LOA (4 weeks)	Component 2 LOB (4-6 weeks)	Component 2 LOC (4-6 weeks)	Component 3 LOA (8 weeks)	Component 3 LOB (8 weeks)	Component 3 LOC (8 weeks)
<b>Topic</b>	Planning and Presenting a Micro-Enterprise Idea	Planning for and Pitching an Enterprise Activity	Planning for and Pitching an Enterprise Activity	Marketing and Finance for Enterprise	Marketing and Finance for Enterprise	Marketing and Finance for Enterprise
Topic overview	Choose an idea and produce a plan for a micro-enterprise idea	Present a plan for the micro-enterprise idea to meet specific requirements	Review the presentation of the micro-enterprise idea to meet specific requirements	Marketing activities	Financial Documents and statements	Financial planning and forecasting
<b>Pupils will learn...</b>	Students will develop their knowledge and understanding of the skills required to plan for a micro-enterprise activity.	Students will develop skills to produce and deliver an electronic presentation that summarises the business plan.	Students will develop critical thinking skills as they review and reflect on the success of the production and delivery of their presentation, making recommendations for improvements.	Students will look at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future.	Students will analyse financial information in context, complete and use financial documents and financial statements. Students will consider different payment methods. Students will investigate profitability and liquidity and its effects on a given enterprise using ratios.	Students will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.
<b>Components</b>	<ul style="list-style-type: none"> <li>Students research ideas for a micro enterprise activity so that they can understand the factors they need to consider when selecting their final idea</li> <li>Students understand the features of a skills audit, in order to determine whether they have the skills and qualities to run an enterprise</li> <li>Students understand financial and non-financial aims so they can set realistic targets for their enterprise</li> <li>Students investigate the unique selling point for an</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a presentation, in order to present the key elements of a business plan</li> <li>Students understand the effectiveness of visual aids in a business pitch so that they can keep an audience engaged and informed during the presentation</li> <li>Students understand the presentation and communication skills required for a pitch, in order to effectively present their business idea</li> </ul>	<ul style="list-style-type: none"> <li>Students review their own skills demonstrated in the production and delivery of the presentation, in order to reflect on the success and suggest recommendations</li> <li>Students make supported judgements on strengths and weaknesses based on self-reflection and review</li> <li>Students make recommendations for the production, in order to make improvements to the delivery of the electronic production</li> </ul>	<ul style="list-style-type: none"> <li>Students explore targeting and segmenting the market so that they can understand how and why enterprises approach their markets</li> <li>Students understand types of markets so they can identify B2B, B2C, niche and mass markets</li> <li>Students explore the marketing mix, in order to understand how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises</li> <li>Students explore the factors influencing the choice of marketing methods, in order</li> </ul>	<ul style="list-style-type: none"> <li>Students investigate different types of financial documents used by an enterprise so that they can understand the importance of accuracy when these documents are being used</li> <li>Students understand different payment methods available to enterprises so they can determine the impact on customers and enterprises of using different methods</li> <li>Students identify start-up and running costs to fully understand what is required to run an enterprise</li> <li>Students know the main terminology in financial</li> </ul>	<ul style="list-style-type: none"> <li>Students explore the range of budgets used by enterprises, in order to calculate simple budget figures and comment on the results</li> <li>Students investigate cash inflows and outflows so that they understand how an enterprise produce a cash flow statement</li> <li>Students identify cash inflows and outflows in order to understand how they determine business decisions made by an enterprise</li> <li>Students understand how cash flow problems could cause issues to enterprises so they are able to suggest solutions to problems</li> </ul>

	<p>enterprise so that they understand how enterprises can stand out from their competitors and gain a competitive advantage</p> <ul style="list-style-type: none"> <li>Students understand market segmentation so that they can determine how a product or service will reach market</li> <li>Students understand resources required for a micro enterprise, in order for them to be able to plan for the costs involved</li> </ul> <p>Students understand risk assessments so that they are able to implement contingency plans for their enterprise</p>			<p>to understand how enterprises, attract their audience</p> <ul style="list-style-type: none"> <li>Students investigate the importance of brand image and reputation, in order to understand how enterprises attract and retain customers</li> </ul>	<p>statements so they are able to complete financial statements</p> <ul style="list-style-type: none"> <li>Students understand how to complete and interpret a statement of comprehensive income in order to suggest appropriate actions for an enterprise</li> <li>Students understand how to complete and interpret a statement of financial position so that they can suggest appropriate actions</li> <li>Students learn how to calculate profitability and liquidity ratios in order for them understand if an enterprise is able to pay their current debts</li> </ul>	<ul style="list-style-type: none"> <li>Students learn how to construct and interpret a break-even chart so that they understand the value and importance of break-even for enterprises, when making business decisions</li> <li>Students investigate sources of finance, in order to understand why enterprises may plan different sources of finance for different purposes</li> </ul>
<p><b>What pupils should already know (prior learning components)</b></p>	<p><b><u>From Component 1</u></b></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"> <li>how a business sets financial and non-financial aims</li> <li>identifying a target market</li> <li>an estimation of the resources needed and how to obtain them</li> <li>an appropriate timescale for the activity</li> <li>selecting an appropriate method of promotion communication</li> <li>carrying out a risk assessment and identifying contingency plans to overcome any issues identified</li> </ul> <p>producing initial financial forecasts</p>	<p><b><u>From Component 1</u></b></p> <p>Students have covered the following areas in Component 1 and will use this prior learning to complete a presentation/pitch for their idea:</p> <ul style="list-style-type: none"> <li>understanding the target market and presenting ideas to convince them to invest in the project</li> <li>quality of promotional material; including handouts</li> </ul>	<p><b><u>From Component 1</u></b></p> <p>Students have covered the following areas in Component 1 and will use this prior learning to complete a presentation/pitch for their idea:</p> <ul style="list-style-type: none"> <li>understanding the target market and presenting ideas to convince them to invest in the project</li> <li>quality of promotional material; including handouts</li> </ul>	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</p> <p><b><u>From Component 1</u></b></p> <p>A1: The role of customer service in attracting new customers, securing repeat purchase, customer loyalty and an improved reputation.</p> <p>A1: Enterprises use creativity and innovation to meet customers' needs by identifying gaps in the market for goods or services, or by identifying a market for new goods or services.</p> <p>B1: The importance of anticipating and identifying customer needs.</p> <p>B2: The ways in which different products can be linked to different kinds of customers according to age, gender, income, lifestyle and location.</p>	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</p> <p><b><u>From Component 1</u></b></p> <p>A4: Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk.</p> <p>B3: The main features which make products competitive</p> <p>C1: Factors within the control of the enterprise that can impact positively or negatively on costs</p> <p>C2: Factors outside the control of the enterprise that can impact positively or negatively on costs</p> <p>C2: Factors outside the control of the enterprise that can impact positively or negatively on revenues</p>	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</p> <p><b><u>From Component 1</u></b></p> <p>A3: How social and political pressures can influence enterprises to consider wider ethical responsibilities.</p> <p>C1: effective planning and financing</p> <p>C3: Using situational analysis to identify how internal and external factors might affect an Enterprise</p> <p>C4: Methods of measuring enterprise success</p>

					<p><b>From Component 2</b></p> <p>A2: Financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales</p> <p>A2: Risk assessment, and contingency plans</p>	<p><b>From Component 2</b></p> <p>A1: Cost factors to be considered when selecting final idea</p> <p>A2: Financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales</p> <p>A2: Risk assessment, and contingency plans</p>
<p><b>Transferrable knowledge (skills)</b></p>	<ul style="list-style-type: none"> <li>Researching skills- Research existing micro enterprise activities on the internet; and to navigate prices and availability of resources</li> <li>Planning skills- use of recognised planning methods such as aims and SMART objectives to be able to develop a solution to a specific business need</li> <li>Demonstrating a secure understanding of the written language, including Spag.</li> </ul>	<ul style="list-style-type: none"> <li>Pitching- use of presentation skills to present a project, with a script and well-crafted support material to persuade an audience</li> <li>Demonstrating a secure understanding of the written language, including Spag.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating a secure understanding of the written language, including Spag.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Demonstrating a secure understanding of the written language, including Spag.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Demonstrating a secure understanding of the written language, including Spag.</li> <li>This component 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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Demonstrating a secure understanding of the written language, including Spag.</li> <li>This component 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.</li> </ul>
<p><b>Key vocabulary pupil will know and learn</b></p>	<p>Innovation Products Services Financial forecasts Skills audit Financial aims</p>	<p>Audience Pitch Products Services Communication Skills audit</p>	<p>Review Presentation Recommendation Communication Verbal-communication Non-verbal communication</p>	<p>Marketing Segmentation Demographics Business to Business Business to Consumer Niche</p>	<p>Assets Purchase order Delivery note Goods received note Credit note Invoice</p>	<p>Cash flow Cash flow forecast Inflow Outflow Revenue Assets</p>

	<p>Non-financial aims USP Competitors Market segment Target market Physical resources Financial resources Human resources Risk assessment Contingency plans Quality control</p>	<p>Financial aims Non-financial aims Competitors</p>		<p>Mass Product Price Place Promotion Unique Selling Point (USP) Trust Reputation loyalty</p>	<p>Receipts Statement of account Capital Start-up costs Running costs Cost of sales Net profit Gross profit Revenue Liabilities Profit Loss Expenses Profitability Liquidity</p>	<p>Break-even Margin of safety Owners funds Retained profits Loans Credit cards Government grants Hire purchase Trade credit Venture capital Peer-to-peer lending</p>
<b>Assessment activities</b>	<ul style="list-style-type: none"> <li>Students will complete coursework based on the PSA released by the exam board in Oct and Feb.</li> <li>In response to Task 1b, learners will use research methods to choose and reject ideas for a micro-enterprise and develop a business plan.</li> </ul> <p>The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.</p>	<ul style="list-style-type: none"> <li>Students will complete coursework based on the PSA released by the exam board in Oct and Feb.</li> <li>In response to Task 2a, learners will present their business plan</li> </ul> <p>The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.</p>	<ul style="list-style-type: none"> <li>Students will complete coursework based on the PSA released by the exam board in Oct and Feb.</li> <li>In response to Task 2b, learners will review the production and delivery of their presentation.</li> </ul> <p>The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.</p>	<p>This component is assessed by a written assessment set and marked by Pearson.</p> <p>The external assessment will be 2 hours in length. The number of marks for the assessment is 60. The assessment availability is twice a year in February and May.</p>	<p>This component is assessed by a written assessment set and marked by Pearson.</p> <p>The external assessment will be 2 hours in length. The number of marks for the assessment is 60. The assessment availability is twice a year in February and May.</p>	<p>This component is assessed by a written assessment set and marked by Pearson.</p> <p>The external assessment will be 2 hours in length. The number of marks for the assessment is 60. The assessment availability is twice a year in February and May.</p>
<b>Resources available</b>	<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> <p>Revision Pack to include past papers and calculations worksheets</p>	<p>Lesson Resources on TEAMS/Student Area</p> <p>SOL available</p> <p>Enterprise Tech Award Student Text Book</p> <p>Revision Pack to include past papers and calculations worksheets</p>	<p>Lesson Resources on TEAMS/Student Area</p> <p>SOL available</p> <p>Enterprise Tech Award Student Text Book</p> <p>Revision Pack to include past papers and calculations worksheets</p>
<b>Notes</b> <b>Why this topic is important...</b>	<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>Students will create and pitch a plan for their chosen idea so that they have an opportunity to explain their idea to an audience, this is not expected to be a lengthy process.</p> <p>The pitch will show the audience the learner's idea in</p>	<p>Students will create and pitch a plan for their chosen idea so that they have an opportunity to explain their idea to an audience, this is not expected to be a lengthy process.</p> <p>The pitch will show the audience the learner's idea in</p>	<p>This topic will allow students to consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future</p>	<p>Students will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance.</p> <p>Students understand that the performance of an enterprise can be affected by both internal and external factors. To monitor</p>	<p>Students will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them.</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>	<p>summary format. The audience may include teachers and/or peers.</p> <p>Students must demonstrate the presentation and communication skills when pitching the plan.</p>	<p>summary format. The audience may include teachers and/or peers.</p> <p>Students must demonstrate the presentation and communication skills when pitching the plan.</p>		<p>and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats.</p>	
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