

BTEC Business – Curriculum Map

| Curriculum Map 2023-24 |   |   |  |  |  |  |
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| Year 12                |   |   |  |  |  |  |
| Half term              | Unit title with hyperlink to scheme of work | Unit summary  | Skills & content covered   | Skills & content revisited   | Summary of formative marking, feedback and student response  | Summative assessment schedule, including assessment criteria   |
| Autumn 1 and 2         | Unit 1 – Exploring Business                 | As this is an introductory unit, it is not assumed that learners will have any previous knowledge of business. Learners will bring their knowledge of business through their experiences as consumers, customers or perhaps as employees. Encourage learners to research and learn about local, national, and international businesses in different sectors. They should look at the key ingredients for business success – how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. Learners | <ul style="list-style-type: none"> <li>Written report investigating two contrasting businesses. The report will evaluate how each organisation's features, and the relationship and communications with internal and external stakeholders, supports and enables the business in achieving its aims and objectives and in being successful.</li> <li>The report will have a clear</li> </ul> | Students will join us with varying levels of knowledge as some will not have studied Business at KS4. Tasks will be set at an appropriate level with stretch and challenge for those with prior knowledge. Work is assessed formally via the assessment outcomes of the coursework. During this term, students will be assessed on learning aims A, B, C, D and E. | Completion of coursework-based tasks in-class e.g., case study scenarios linked to the 3 pieces of coursework. | Learning Aim A and B, C and D and E coursework completion; 3 pieces of coursework graded Pass, Merit or Distinction. |

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|  |  | <p>should also look at the importance of innovation and enterprise to the success and survival of businesses, plus the associated risks and benefits.</p> <p>To complete this unit, your learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.</p> | <p>conclusion that is fully justified by well-balanced, developed arguments, and is supported by good use of research evidence.</p> <ul style="list-style-type: none"> <li>• Written report focusing on a chosen business. The report will evaluate how Internal, external and the competitive environment impacts a business and its planning for the future.</li> <li>• Written report and group presentation investigating the chosen business from assignment 2.</li> <li>• Using research, report must</li> </ul> |  |  |  |
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|  |   |   | <p>explore how innovation and enterprise has contributed to the success of this business. Report must demonstrate a sound understanding of a business need to innovate to maintain its market position.</p> <ul style="list-style-type: none"> <li>• The report will have a clear conclusion that is fully justified by well-balanced, developed arguments, and is supported by good use of research evidence.</li> </ul> |  |  |  |
|  | <p>Unit 2 – Developing a Marketing Campaign (<i>until January exam</i>)</p> | <p>This practical unit allows your learners to investigate the role that marketing plays in business success. You</p> | <p>The knowledge and skills gained from Learning Aim A will be assessed externally</p>  | <p>Range of practical and research tasks to develop the skills that learners will need</p> | <p>Completion of tasks from student workbook; case study questions</p> | <p>Students will sit a controlled assessment in January of Y12; they will have the</p> |

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|  |  | <p>should focus on ensuring that your learners develop a sound understanding of marketing concepts and how a marketing campaign is developed. Learners will also need to be able to interpret and use data to suggest an appropriate marketing campaign for a business and justify why the campaign will suit the needs of the business. Consumers are bombarded with marketing messages daily. Your learners should be exposed to a wide range of examples of successful and less successful campaigns. In this way, they will learn what works and will be able to use successful examples as inspiration when they come to develop their own rationale and plan for a marketing campaign.</p> | <p>under examination conditions.</p> <ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge.</li> <li>• A02: Analyse and interpret marketing data and information.</li> <li>• A03: Evaluate marketing evidence to make informed judgements.</li> <li>• A04: Be able to develop a marketing campaign.</li> </ul> <p><b>Gatsby Reference:</b> This unit will give students an insight into how important marketing is to business. It will enable students to make an informed choice as to whether they want to specialise in marketing in employment, training or higher education</p> | <p>to produce an appropriate marketing campaign. During teaching and learning stages, candidates will develop analytical and evaluative skills.</p> | <p>and exam style questions.</p> | <p>opportunity to re-sit in May of Y12 or in Y13.</p> |
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|                |  |   | <p>Answering business case study context questions and developing a marketing rational by demonstrating understanding, application, and evaluation A01, A02, A03, A04</p> <p><b>Gatsby reference:</b><br/>Learning Aim B is taught using business marketing campaigns and material as exemplars.</p>                                 |  |  |   |
| Spring 1 and 2 | Unit 3 – Personal and Business Finance | <p>Students will begin their learning on personal and business finance ahead of the examination in May of Y12. Students will learn to classify revenues and expenses within the categories of revenue and capital. The concept of depreciation will be explored, and students will be able to calculate straight-line and reducing balance depreciation, as well as breakeven. In personal finance, learners will be able to describe</p> | <p>AO1 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. Command words: describe, explain, give, identify, outline. Marks: ranges from 1 to 4 marks</p> <p>AO2 Apply knowledge and understanding of financial issues and accounting processes to</p> | <p>Students will start unit 3 with varying levels of knowledge as some will not have studied Business at KS4. Tasks will be set at an appropriate level with stretch and challenge for those with prior knowledge. Work is assessed formally via the examination in May. During this</p> | <p>Informal assessment of students using past exam questions and end of topic tests (MCQs)</p> | <p>Students will sit their Unit 3 exam paper (2HRS) in May of Y12. They will have the opportunity to re-sit in Y13.</p> |

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|  |  | <p>the functions of money and make comparisons between different methods of payment and saving/investment vehicles.</p> <p>Students will continue to develop their knowledge of personal and business finance. Students will be able to calculate and amend key components of the statement of financial position and statement of financial accounts. Using these calculations, students will be able to interpret business accounts and analyse them using ratios to identify areas of strength and concern so that they are able to make appropriate accounting recommendations within context. In personal finance, students will develop their evaluation skills, being able to compare and contrast financial services before making appropriate</p> | <p>real-life business and personal scenarios.</p> <p>Command words: analyse, assess, calculate, describe, discuss, evaluate, explain.</p> <p>Marks: ranges from 2 to 12 marks</p> <p>AO3 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</p> <p>Command words: analyse, assess, discuss, evaluate.</p> <p>Marks: ranges from 6 to 12 marks</p> <p>AO4 Evaluate how financial information and data can be used, and interrelate, to justify conclusions related to business and personal finance</p> <p>Command words: analyse, assess, discuss, evaluate.</p> <p>Marks: ranges from 6 to 12 marks</p> | <p>term, students will be assessed informally with a particular focus on recall and application to past paper questions.</p> |  |  |
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|                       |   | <p>contextual recommendations.</p> <p>Topics studied include insurance, the role of financial institutions and sources of help and support for financial concerns.</p>   | <p><b>Gatsby Reference:</b> This unit will give students the knowledge and understanding to manage their personal finances and will give them a background to business finance and accounting activities as they progress to employment or further training.</p>  |  |   |  |
| <p>Summer 1 and 2</p> | <p>Unit 14 – Investigating Customer Service</p> | <p>This is a practical unit that allows your learners the opportunity to investigate the role that customer service plays in the success of a business. Learners will develop a sound understanding of the importance of building relationships with customers through identifying needs and expectations, and the impact of current legislation and regulations on customer service provision. Learners will also need to develop communication</p> | <p>This unit will help you develop communication and interpersonal skills when dealing with customers, and to understand the importance of having good product or service knowledge. You will explore how a business builds effective relationships with customers through identifying and confirming the customer’s needs. You will examine how businesses monitor and evaluate their level of</p> | <p>Role play, report writing, research, organisation and communication skills.</p> | <p>Completion of coursework-based tasks in-class e.g., case study scenarios linked to the 2 pieces of coursework.</p> | <p>Completion of 2 pieces of coursework; graded Pass, Merit or Distinction</p> |

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|  | <p>and interpersonal skills and demonstrate effective customer service delivery in different situations. Allow opportunities for learners to engage with the service industry to investigate how the customer experience could be improved through monitoring and evaluation of the provision. You could develop links with local retail businesses for visits and guest speakers. Some learners may have part-time employment working in retail outlets, supermarkets or restaurants, and these experiences could be shared from both perspectives as a customer and deliverer of customer service.</p> | <p>customer service provision through obtaining feedback and see how this helps inform improvements to the level of service provided. The unit will enable you to evaluate your own customer service skills and to create a development plan for improvement. The unit also supports further training, study or employment in a business environment.</p> |  |  |  |
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| Year 13                |   |  |  |  |  |   |
| Half term              | Unit title with hyperlink to scheme of work | Unit summary   | Skills & content covered   | Skills & content revisited                                       | Summary of formative marking, feedback and student response  | Summative assessment schedule, including assessment criteria                      |
| Autumn 1 and 2         | Unit 5 – International Business             | <p>Students will explore the context for business operations - Business activity, reasons for conducting international business, factors which influence the choice of market, financing of international business, support for international business.</p> <p>Students will investigate the international economic environment in which business operates - Globalisation, International trading blocs,</p> | <p>A written report on the factors that influence the decision making of businesses when operating internationally; it will look at how international business is financed, and the support given to it.</p> <p>Students will develop a journal article/case study giving a situational analysis of contrasting markets supported with a written report on the results of the analysis.</p> <p>A presentation examining the strategies and</p> | Report writing, presentation skills, oracy, organisation skills. | Completion of coursework-based tasks in-class e.g., case study scenarios linked to the 3 pieces of coursework. | Completion of 3 pieces of coursework; graded either a Pass, Merit or Distinction. |

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|  |  | <p>WTO's, The EU.<br/>Barriers to international business, methods of protecting markets, barriers to trade.</p> <p>Students will investigate the external factors that influence international business - Political, economic, social, technological, legal and regulatory, environmental and ethical. Situation analysis.</p> <p>International business support and international payment levels.</p> <p>Students will investigate the cultural factors that influence international business - Languages, ethnic population, social</p> | <p>resources used by a business operating internationally.</p> |  |  |  |
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|  |  | <p>structure, religion, attitudes to business, attitudes to work, values, openness to change. Impact of cultural factors, contract negotiations, composition of the workforce, management style, workforce practices, organisational culture, marketing strategies and brand names, advertising.</p> <p>Students will examine the strategic and operational approaches to developing international businesses.</p> |   |   |  |  |
|  | <p>Unit 6 – Principles of Management<br/><i>(until January exam)</i></p> | <p>AO1 Demonstrate knowledge and understanding of management and leadership principles, concepts, key terms, functions and theories</p>  | <p>The knowledge and skills gained in this unit will be assessed externally under examination conditions in January of Y13.</p> | <p>Report writing, presentation skills, oracy, organisation skills.</p> | <p>Range of delivery methods will be used for this practical unit such as discussions, individual and group presentations, independent</p> | <p>A controlled assessment will take place in January of Y13; students will be given a pre-release which they will use to prepare themselves for the</p> |

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|  |  | <p>AO2 Apply knowledge and understanding of management and leadership issues to real-life business scenarios<br/>         AO3 Analyse and evaluate management information and data, demonstrating the ability to interpret the potential impact and influence on business effectiveness in context<br/>         AO4 Be able to recommend management and leadership proposals in context with appropriate justification, using a range of evidence to support arguments.</p> | <p>This unit gives learners opportunities to apply the principles of management to a variety of business situations. In doing so they will gain a greater understanding of the challenges faced by managers, and discover that different management approaches can be taken to address issues relating to aspects such as change management and motivation in the workplace.</p> <p>Learners will be taught the work of management theorists and investigate their influence on contemporary management practices. The range</p> |  | <p>rationales for management strategies will be presented and used as evidence for internal assessment.</p> <p>Internally assessed past exam case studies will be used and assessed at this stage by teacher in preparation for the external assessment.</p> | <p>unseen (Part B) controlled assessment tasks.</p> <p>This unit is assessed externally under supervised controlled conditions. Learners will be required to prepare a report and a presentation in response to a business scenario suggesting appropriate management decisions for the business. <b>Pearson sets and marks the task.</b></p> |
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|  |  |  | <p>of activities will enable learners to appreciate how the functions of management can be applied in a practical setting and develop their personal skills in areas such as critical thinking and working with others. Specification content will be covered focusing on answering business case study context questions and developing a management strategy by demonstrating understanding, application and evaluation A01, A02, A03,A04.</p> <p>Range of practical and research tasks based on exemplars and past examination questions to</p> |  |  |  |
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|                       |                                   |  | <p>develop the skills of A01, A02, A03, A04 that learners will need to produce an appropriate management strategy in response to a given business context.</p>  |   |   |  |
| <p>Spring 1 and 2</p> | <p>Unit 4 – Managing an Event</p> |  | <p>Written report investigating own's skills and suitability of being an event's organiser. Unit combines creativity and organisational skills to allocate roles within a team. Students will investigate a series of successful events and demonstrate communication and planning skills.</p> <p>Students will host a carefully planned and fully justified event demonstrating their ability to use planning tools. They will develop their</p> | <p>Throughout this topic, a lot of examples are provided of real-life Businesses with contrasting legal ownerships such as PLC'S, Charities, Ltd's, Franchises and examples of how their features and organisational functions impact their success. Students will independently research and provide evidence from a range of sources and financial data.</p> <p>It will help students develop the</p> | <p>Completion of coursework-based tasks in-class e.g., case study scenarios linked to the 3 pieces of coursework.</p> | <p>Completion of 3 pieces of coursework and a real-life business event; the coursework will be graded at Pass, Merit or Distinction.</p> |

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|                       |   |  | <p>communication and team working skills as they deal with financial and security issues, liaise with suppliers and venue personnel, and utilise their own problem-solving skills.</p> <p>Written report evaluating the success of staging of an event. Students will draw on their learning from across the BTEC Level 3 programme to complete assessment tasks.</p> <p>This unit will develop team working skills, communication, time-management, negotiation and problem-solving skills.</p> | <p>essential transferable skills that employers look for. The unit will provide a useful opportunity to students and help them to consider whether to pursue a career in events management or to continue on to further study in this area.</p> |  |   |
| <p>Summer 1 and 2</p> | <p>Unit 8 – Recruitment and Selection</p> | <p>This term sees the start of the Recruitment and</p> | <p>Throughout this topic, a lot of examples are used</p>   | <p>Project based on stakeholder conflicts and how</p>   | <p>Completion of coursework-based tasks in-class e.g.,</p> | <p>Completion of 2 pieces of coursework; graded</p> |

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|  |  | <p>Selection coursework unit. Students will choose a business to investigate, focusing on topics such as why do businesses recruit workers and how do they recruit the right staff. During this time, learners will also explore current employment legislation and assess how it impacts on the recruitment activities of their chosen business. The culmination is a report covering the process their chosen business goes through when recruiting and selecting employees and how this process contributes to the success of the business.</p> | <p>from large and small businesses. Students are encouraged to independently research job roles, qualification requirements and career paths that are of interest to them. This unit gives students the opportunity, through role play, to take part in selection interviews. Students will be aware of the need to prepare for interviews, have life skills such as organisation, communications skills so that they can demonstrate work related competencies. This unit will give students a foundation for progression to employment, for</p> | <p>business can respond to conflicting stakeholders (looked at in Unit 1 – Exploring Business)</p> | <p>case study scenarios linked to the 2 pieces of coursework.</p> | <p>at either Pass, Merit or Distinction.</p> |
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|  |  | <p>Working within the context of a job role with a large employer, students will carry out a practical recruitment exercise, creating key recruitment documentation including a job description and person specification. This work will be directly transferable to life beyond Stoke Newington School and Sixth Form as it helps to prepare students for joining the workforce.</p> | <p>example in a human resources role, or to higher education.</p> <p>Through undertaking recruitment activities, the unit will help students to develop the skills needed in an interview situation. This unit allows students to reflect on British values of tolerance and respect in the workplace. Students will be taught relevant workplace legislations emphasising the consequences of discrimination against race, religion, gender, sexuality, disabilities etc.</p> |  |  |  |
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