

Deptford Green Business and Enterprise Curriculum Statement

Faculty Vision Statement

The intellectual venture in which we are all engaged requires of the faculty and students alike the highest level of personal and academic success. We provide a broad and balanced curriculum that is comprehensive, inclusive and accessible to all students. We create opportunities for students to learn how to be successful, to gain and hone transferable skills, supported by relevant subject knowledge that enables high standards of academic achievement. Students are able to reason mathematically, they are computer literate, they are able to demonstrate business studies skills and more importantly they are equipped with the life skills needed to problem solve and progress in the real world.

Business and Enterprise Purpose and Vision

A broad and balanced curriculum that allow students to maximise their progress and attainment by developing the skills and talents they already hold and through practical participation in a range of vocational business activities. Equip students with the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment. To give students the opportunity to have a deeper understanding of the concept of the real business world and help to shape students and inspire them to enter into the world of business. To provide students with a range of enrichment opportunities to help them become responsible citizens who can make a positive contribution to society. Produce students with high aspirations, resilience and independence.

What

The NCFE Level 1/2 Technical Award in Business and Enterprise complements GCSE qualifications. It is aimed at 14–16 year olds studying Key Stage 4 curriculum who are interested in the business and enterprise industry sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at Level 1 Pass/Merit/Distinction/Distinction* and Level 2 Pass/Merit/Distinction/Distinction* (equivalent to GCSE grades 8.5–1).

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in business and enterprise and how to apply their learning. It is designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

It is distinct from GCSE Business Studies, as it encourages the learner to use knowledge and practical enterprise tools to prepare them for business. They will develop significant personal and vocational business skills that can be transferred to further study or employment.

This qualification shows learners how to:

- understand entrepreneurial characteristics and business aims and objectives

- legal structures, organisational structures and stakeholder engagement
- understand the marketing mix, market research, market types and orientation types
- understand operations management
- understand internal and external influences on business
- understand research, resource planning and growth for business
- understand human resource requirements for a business start-up
- understand sources of enterprise funding and business finance
- understand business and enterprise planning

The study of business and enterprise involves understanding key business and enterprise areas such as, legal structures, marketing, market research, operations management, resource planning, human resources, funding, finance and business and enterprise planning.

The qualification focuses on an applied study of the business and enterprise sector and learners will gain a broad understanding and knowledge of working in the sector.

How

The NCFE Level 1/2 Technical Award in Business and Enterprise follows a 3 year flight path, starting with the introductory course in Year 9, which then leads to the final NCFE course in Year 10 & 11. The classes will normally have five sessions each over a fortnight and all students should experience most of these activities:

- Discussion - one to one or in groups
- Research – group or individual using a variety of methods
- Report writing – manually or using ICT
- Presentations – in groups or individually
- Practical work
- Display work
- Visits to organisations/companies
- Work with visitors

The course includes an externally assessed finance unit in the core to introduce externality into the Business programmes of study. Internally assessed units allow learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment criteria.

Why

The Business and Enterprise curriculum provides a solid foundation for further studies and students are encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance. The NCFE Level 1/2 Technical Award in Business and Enterprise provides a good foundation for learners in post-16 education, or to entry level job roles within the sector. Achievement at level 2 also provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at level 3, such as Level 3 Applied Generals in Enterprise and Entrepreneurship.

The underpinning knowledge and practical and vocational skills learnt will also enhance and support the progression to a relevant competency-based course, such as the BTEC NVQ Level 2 in Business Administration

Cross-curricular links

There are a variety of cross curricular skills developed as part of the coverage of the content and the learning outcomes in the NCFE Level 1/2 Technical Award in Business and Enterprise. They include: communication skills in English language/literature, creative and innovative thinking in music and art, decision making, financial awareness and problem solving in Maths, organisation skills in all subject, prioritisation and time management during exams and during assessments.

Year 10

TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic Skills/ Concept	Unit 1: Operations management (outsourcing, lean production, maintaining and improving quality, production methods), Customer Service and Internal influences and Challenges of growth (customer service, customer service measurements, how customer service is measured in business), Internal Influences, Internal Challenges of Growth, External influences, Challenges of Growth.	Unit 1: Entrepreneur (Being an Entrepreneur), Business Aims and Objectives (Financial Aims and Objectives, Non-Financial Aims and Objectives), Structures (Legal structures, Organisational Structures, Restructuring), Stakeholder Engagement (Internal Stakeholders and External Stakeholders) Product types, Product lifecycle.	Unit 1 Revision: Feedback from end of unit practise exam.	Unit1 Revision: Feedback from end of unit practise exam.	Unit 2: Business research (areas of research); Resource planning (physical and technological resources); Business growth (internal and external growth); Human resources (methods of recruitment and stages of recruitment).	Unit 2: Human resources (stages of recruitment, legal considerations, staff development, pay and remuneration); Business and enterprise funding (funding types); Business and enterprise finance (financial concepts and calculations, costs, liabilities and assets). Product types, Product lifecycle.
Hinge Assignments	Weekly assignment covering sessions taught: Operations management, Customer Service and Internal influences and	Weekly assignment covering sessions taught: Entrepreneur, Business Aims and Objectives, Structures, Stakeholder	Bi-weekly practise tests covering revision topics (20 marks) .	Bi-weekly practise tests covering revision topics (20 marks) .	Weekly assignment covering sessions taught: Business research, Resource planning, Business growth, Human	Weekly assignment covering sessions taught: Human resources, Business and enterprise funding, Business and enterprise finance,

	Challenges of growth – 15 quiz questions, 15 marks.	Engagement, Product types, Product lifecycle – 15 quiz questions, 15 marks.			resources – 15 quiz questions, 15 marks	Product types, Product lifecycle –15 quiz questions, 15 marks.
Summative Assessments		<p>End of unit practise exam assessing all contents in Unit 1.</p> <p>80 marks</p> <p>1 hour 30 minutes</p> <p>a mixture of multiple-choice, short-answer and extended-response questions.</p> <p>The written examination will assess the learner's knowledge and understanding of content from Unit 01 and target assessment objectives</p> <p>AO1, AO2 and AO3.</p>		<p><u>Final external assessment</u></p> <p>A01, AO2 and AO3.</p> <p>40% of NCFE Level 1/2 Technical Award in Business and Enterprise</p> <p>Written examination:</p> <p>80 marks</p> <p>1 hour 30 minutes a mixture of multiple-choice, short-answer and extended-response questions.</p> <p>The written examination</p>		<p>Mock synoptic project</p> <p>50 marks</p> <p>The mock synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The synoptic project will target assessment objectives AO1, AO2, AO3, AO4 and AO5.</p>

				<p>will assess the learner's knowledge and</p> <p>understanding of content from Unit 01 and target assessment objectives</p> <p>AO1, AO2 and AO3.</p>		
<p>Links to V.Certs</p>	<p>External assessment AO1, AO2 and AO3.</p> <p>AO1</p> <p>Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>AO2</p> <p>Apply knowledge and understanding</p> <p>The emphasis here is for learners to apply their</p>	<p>External assessment AO1, AO2 and AO3.</p> <p>AO1</p> <p>Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>AO2</p> <p>Apply knowledge and understanding</p>	<p>External assessment AO1, AO2 and AO3.</p> <p>AO1</p> <p>Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge</p>	<p>External assessment AO1, AO2 and AO3.</p> <p>AO1</p> <p>Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge</p>	<p>Synoptic project AO1, AO2, AO3, AO4 and AO5.</p> <p>AO1</p> <p>Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of</p>	<p>Synoptic project AO1, AO2, AO3, AO4 and AO5.</p> <p>AO1</p> <p>Recall knowledge and show understanding</p> <p>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>AO2</p> <p>Apply knowledge and understanding</p>

	<p>knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.</p> <p>AO3</p> <p>Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p>	<p>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.</p> <p>AO3</p> <p>Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p>	<p>and understanding.</p> <p>AO2</p> <p>Apply knowledge and understanding</p> <p>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.</p> <p>AO3</p> <p>Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for</p>	<p>and understanding.</p> <p>AO2</p> <p>Apply knowledge and understanding</p> <p>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.</p> <p>AO3</p> <p>Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for</p>	<p>knowledge and understanding.</p> <p>AO2</p> <p>Apply knowledge and understanding</p> <p>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.</p> <p>AO3</p> <p>Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p>	<p>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.</p> <p>AO3</p> <p>Analyse and evaluate knowledge and understanding</p> <p>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p> <p>AO4</p> <p>Demonstrate and apply technical skills and processes</p> <p>The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate</p>
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			<p>learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p>	<p>learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p>	<p>AO4</p> <p>Demonstrate and apply technical skills and processes</p> <p>The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques.</p> <p>AO5</p> <p>Manage and evaluate a project</p> <p>The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.</p>	<p>processes, tools and techniques.</p> <p>AO5</p> <p>Manage and evaluate a project</p> <p>The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.</p>
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Literacy /linked reading	<p>Speaking and listening:</p> <p>Encourage structured discussion in the classroom effectively and analyse some students' talk in mathematics.</p> <p>Example: Build in opportunities for students to present to the class. Whether it be an organised presentation which they research for or coming to the board to explain their response to a given question/case study.</p>	<p>Reading to understand:</p> <p>Improve the skills of reading in business by modelling the process of reading and using active-reading strategies. Example: Having dialogues with students about any difficulties they may have in understanding a given text or question after reading and asking different students to share their understanding.</p>	<p>Writing:</p> <p>Develop and practise writing skills in business.</p> <p>Example: Students are encouraged to justify their responses and processes and the use of facts, reasoned arguments or analytical models to explain their thinking.</p> <p>Students are required to take notes, write down key concepts, key terms and definitions in their own words.</p>	<p>Business vocabulary:</p> <p>Ambiguity in business vocabulary is considered and a look is taken at activities to develop the use of business vocabulary.</p> <p>Example: Display business vocabulary around the classroom.</p>	<p>Spelling:</p> <p>Promote the correct spelling of key business terms through the use of spelling quizzes.</p> <p>Example: Break words in to syllables and use etymology to understand meaning of words, for example, business.</p>	<p>Encourage stem sentences:</p> <p>Stem sentences are a way of modelling full sentences. Stem sentences are used to encourage students to give focused answers when explaining their reasoning.</p>
Oracy	<p>Students talk about their ideas with a partner</p>	<p>Teachers are to use the think, pair and share</p>	<p>Students are helped to</p>	<p>Students are encouraged to</p>	<p>Teachers are to use full sentences when</p>	<p>Students are asked to repeat a correctly</p>

	<p>before feeding back to the class. Working in twos gives a less confident learner the chance to listen and learn. They can then join in with the conversation when they feel ready.</p>	<p>strategy. This strategy gives students more time to think about their responses so they're encouraged to participate. Start by posing the question. Then give the class one to two minutes of silent thinking time. Now ask them to think of the sentence they are about to say before discussing their answer with their talk partner (or talk three).</p>	<p>expand on an answer by saying something like" 'tell me more", or "how did you get to that answer?". If they struggle, you can ask them to 'phone a friend' to help them explain their thinking before going back to the first student to check whether they can now articulate the answer as well.</p>	<p>add further explanation. Instead of putting up hands, the 'build on' hand signal involves making fists and alternately hitting one on top of the other to indicate they wish to continue the current class discussion and add to what is being spoken about at the time.</p>	<p>answering a question themselves and insist students answer in full sentences in response. As well as improving oracy, this also helps to teach students the structure of sentences and can improve the complexity of written work too.</p>	<p>modelled sentence (or their own sentence that has been correctly remodelled). This is to encourage students with low self - confidence because they are able to hear, learn, and offer the correct answer in class.</p>
Numeracy	<p>Incorporate tasks requiring numeracy skills.</p>	<p>Students are able to recall and apply breakeven formula as a way of analysing financial aim and objective of a business.</p>	<p>Students are able to recognise when it is appropriate to use a calculator, and are able to do so effectively.</p>	<p>Students are able to make sense of business problems, including non-routine problems, that include</p>	<p>Students are given opportunity to explain their methods and reasoning using correct business and mathematical terms where appropriate.</p>	<p>Students are able to judge whether their answers are reasonable and have strategies for checking them where necessary.</p>

				number problems and apply the appropriate operations to solving them.		
Careers		students will either attend a business field trip and/or participate in an organised business workshop delivered by an external team.		*Business workshop/trip to the bank of England and other prominent businesses		*Business workshop/trip