

# Business – Aims/Intent *BTEC Edexcel specification*

*BTEC Tech Awards Enterprise | Pearson qualifications*

## **The aims in Business are that students will be taught:**

Level2/3 Business helps students to gain knowledge and understanding of key business concepts and give the students the opportunity to explore real business issues and how businesses work. The clear and straightforward structure to the new specification will support the teaching and students' learning.

Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. Students will look at the local and national economy to support their work

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will apply their knowledge and understanding to business decision making.

The vocational hands-on context of the BTEC course enables students to gain practical careers-focused employability skills which are grounded in the world of work. BTEC students then put those skills into practice in real-life scenarios:

1. To develop an understanding of the role of Business in society, including as a career.
2. To increase active and independent involvement in cultural opportunities.
3. To read and develop specific technical vocabulary.
4. All learners (including EAL/SEND and M.A.) to make strong progress.

## **Development of Students' Cultural Capital:**

**Personal Development:** Students gain confidence, planning and communication skills through pitching a business idea to an audience. Students are introduced to many different functions of business for future career opportunities including finance, marketing, entrepreneurship and more.

**Social Development:** Students have the opportunity to listen to speakers from local businesses and understand better the local labour market and community. Students study social trends and their impact on businesses including changing lifestyles and demographics.

**Physical Development:** Students develop a sense of self and an understanding of their strengths and weaknesses through reflecting on written, oral and formal assessments. This is extended in the Level 3 course where the students complete a series of personality and skills tests to assess their own particular qualities

**Spiritual Development:** Students understand the importance of being a good neighbour and serving the community; studying both private and social enterprises. They have the opportunity to engage with the Young Enterprise programme in sixth form which continues to stress the importance of these themes. Corporate social responsibility runs through as a consistent theme.

**Cultural Development:** Students study the changing cultural landscape and how this impacts on the enterprises around them – in their local towns, nationally and also on an international scale.

**Moral Development:** Students develop an understanding of legal and ethical issues; particularly relating to environmental concerns and inclusion in the workplace.

## **Development of students technical vocabulary:**

Key words are introduced and reinforced with each new topic and reinforced through regular repetition and recap.

Regular starter activities with students' participation to improve memory and recall.

New concepts are clarified by showing their practical application in local enterprises and industries familiar to the students to relate to their realm of understanding.

A list of key terms produced by the department for revision purposes.

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC\\_L12\\_TechAwd\\_Enterprise\\_Spec\\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf)

## Implementation

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### Key stage 4:

The business world is rapidly changing, with advances in communication, enterprise and technology. Students in Years 9, 10 and 11, have an opportunity to take a BTEC Level 2 Tech Award in Enterprise. This is a hands-on course where students gain an insight into the sector and explore what it means to set up and run a business enterprise, developing the skills and confidence to succeed.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique and pitching sessions that enable them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their prior knowledge developing and mastering their skills and understanding. Formal assessment combines externally assessed exams and coursework assignments, including video evidence of presentations.

### Key stage 5

Students in Years 12 and 13 can develop their understanding of business further by studying a BTEC Level 3 Extended Certificate in Business which covers business environments, finance, marketing and human resources. Students develop a variety of skills and techniques, as well as personal skills and attributes essential for performance in working life.

Both courses have proved to be very popular and accessible to students of all abilities. This course also stretches and motivates able students who have the drive to pursue their potential future career dreams. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique of presentations and interview sessions that enables them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way. Formal assessment combines externally assessed exams and coursework assignments, including feedback on practical tasks.

## Impact

Through the study of business our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Students will gain useful life skills and develop the employability skills and qualities to be successful in the workplace. We do this by using a range of assessment methods including report writing, presentations, independent research and role play. This enables them to practise and evaluate their own communication and personal skills whilst also gaining essential understanding into the business world around them. Evidence of this can be seen in their e-portfolios and completing of BTEC units. Reading skills and technical language would have improved through the completion and understanding of tasks. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that students' knowledge, understanding of business and their cultural capital will have been considerably enhanced.

Students have direct exposure to local entrepreneurs through the curriculum and outside speakers.

- Young Enterprise company programme
- Interview practice - panel of Interviewers arranged through the Bucks Skills Hub
- CV writing workshop with local business partners
- Externally based student workshops and conferences, and guest speakers.

This table outlines the key topic areas covered in **Business** across KS4-5. Level2/3 Business helps students to gain knowledge and understanding of key business concepts and gives the students the opportunity to explore real business issues and how businesses work. This clear and straightforward structure to our new specification will support your teaching and students' learning.

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## Curriculum map - subject: Business

AGE-STAGE	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)					
Year 7						
Year 8						
GCSE Y9	Characteristics of Enterprises	Market Research	Internal and External Factors	Introduction: Promotion	Introduction: Financial Records	Introduction: Financial planning and forecasting
GCSE Y10	Component 3 - Promotion and Finance for Enterprise			Component 1 - Exploring Enterprises		
GCSE Y11	Component 2 - Planning for and Pitching an Enterprise Activity					
A-level Y12	Unit 1 - Exploring Business			Unit 2 - Developing a Marketing Campaign		Unit 3 - Personal and Business Finance
A-level Y13	Unit 3 - Personal and Business Finance			Unit 8 - Recruitment and Selection Process		