

CURIOSITY

COMPASSION

Academic outline 2023-24

COURAGE



KS5		BTEC Level 3 Extended Certificate in Business				
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12:	Unit 1: Exploring Business Learning aims A1/A2/A3 Learning aims B1/B2 Learning aims C1/C2/ Unit 1 Course Resources Unit 1 specification	Unit 1: Exploring Business Learning aims C3/C4 Learning aims D1/D2/D3 Learning aims E1/E2 Unit 1 Course Resources Unit 1 specification	Unit 3: Personal & Business Finance Learning aims A1/A2/A3/A4 Learning aims B1/B2/B3/B4 Learning aims C1/C2/C3 A1 Role of money A1 Factors + the role of money A2 Different ways to pay A3 Current Accounts A4 Different types of borrowing B1 Financial institutions B2 Communicating with customers B3 Consumer protection C1 Accounting Purpose C2 Income expenditure C3 Revenue and expenditure Unit 3 specification	Unit 3: Personal & Business Finance Learning aims D1 Learning aims E1/E2 Learning aims F1/F2/F3/F4/F5/F6 D1 Sources of finance E1 Cash flow forecasting E1 Improve cash flow E2 Break even	Unit 3: Personal & Business Finance Learning aims F1/F2/F3/F4/F5/F6 F1 Income statement F2 Financial statement F3 Profitability ratio F4 Measuring liquidity F5 Measuring Efficiency Unit 3 specification	Unit 1: Exploring Business Learning aims E1/E2 Unit 1 Course Resources Unit 1 specification
Year 13:	Unit 2: Developing a Marketing Campaign Learning aims A1/A2/B1/B2 Unit 2 Walkthrough video Marketing Aims Analysing the market Part A Practice Task Unit 2 specification	Unit 2: Developing a Marketing Campaign Learning aims B3/C1/C2 Building Campaign Costs Unit 2 specification Learning aims C3/C4 Using the 7Ps SWOT/PESTLE	Unit 8: Recruitment & Selection Learning aims A1/A2/A3 Unit 8 Recruitment & Selection Unit 8 specification Unit 3 resit opportunity	Unit 8: Recruitment & Selection Learning aims B1/B2/C1/C2 Unit 8 Recruitment & Selection Unit 8 specification Revision if needed for Unit 2 resit opportunity	Unit 8: Recruitment & Selection Learning aims C1/C2 Unit 3 specification Unit 3 resit opportunity	

Year 13 will follow this

Year 13 will follow this course overview



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Curriculum overview

Subject	BTEC Level 3 Extended Certificate in Business	Year group	12
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>"The road to success is always under construction." Lily Tomlin</p> <p>Business has an impact on all our lives and shapes us as citizens. How we live our everyday lives is determined by business and affects our standard of living, our health and wellbeing, our happiness and ultimately the local communities in which we live. The connection that business has with the futures of young people is very important and at some point in their lives, our diverse cohort of students will need to have the confidence, capability and aspiration to be able to develop economically as self-sufficient individuals. To be able to live 'choice filled lives' in a dynamic and rapidly advancing local, national and global economy.</p> <p>Our Business curriculum is delivered by subject experts and aims to provide all learners with a deep and powerful knowledge base of the world of business, which includes key concepts such as Enterprise, Finance, Promotion and Marketing, Human Resources, Business Structures, Operational Strategy and Growth. The study of Business should also develop our students beyond the school with specialist knowledge to equip them with the life skills that they will need to ensure access to future opportunities within a work environment which is complemented by an Academy wide careers education programme that augments classroom study and provides wider work experience opportunities.</p> <p>Our Business curriculum puts the subject in context through the use of real life situations, case studies and exposure to entrepreneurs in the business world and through problem solving scenarios, which will help students to develop compassion, curiosity and courage. We are passionate about building cross curricular links in other subject areas at our Academy to enable this transition into our KS4 and KS5 provision for our students. We regularly link our curriculum to current affairs, as well as to both local, national and global contexts to provide students with the wider understanding to be able to comprehend the world of business and to be able to succeed within it.</p> <p>Through our carefully planned curriculum, our students are exposed to opportunities to develop a wider understanding of a wide range of business concepts, to develop their ability to think critically, technically and creatively to demonstrate a strong and secure business acumen. They also develop an understanding of what it means to be entrepreneurial and they are provided regular opportunities to apply this understanding to real life contexts and scenarios as part of whole Academy events.</p>		

	<p>Students should be equipped with a broader understanding of the technical, ethical and economic challenges that businesses face, in order to ensure that they have the knowledge, and confidence to adapt to the rapidly changing business environment.</p> <p>Through a carefully designed curriculum, students develop skills and traits which are essential for success in the modern world:</p> <ul style="list-style-type: none"> • Critical thinking, an enquiring mind and a critical approach to their work • Oracy through the ability to discuss, argue and express opinions • Collaboration through research and group tasks including creating and sharing content • Self-quizzing which supports the development of an analytical and enquiring mind • Adaptability and the ability to respond in a timely manner • Organisation and independence through project management
Threshold Concepts (TCs):	<p>TC1: A great business student is able to extract and apply case study and real-world material - theoretical concepts need to be specifically applied to the enterprise being investigated and students show a deep understanding of how the enterprise and its stakeholders are affected.</p> <p>TC2: A great business student shows full consideration of the stakeholder perspective - Decisions made by a enterprise will affect stakeholders differently given their different viewpoints.</p> <p>TC3: A great business student is able to analyse business scenarios and contexts - Students must be able to make reasoned decisions and fully consider the impact of these decisions on the enterprise and its stakeholders.</p> <p>TC4: A great business student understands how external influences have a significant impact on a business - Students must consider all of that factors outside of business control will impact the business's actions and success.</p> <p>TC5: A great business student understands the concept of profitability - the success of a company needs to be judged by its ability to use its resources to generate revenues in excess of its costs and they must be able to accurately measure the performance of the enterprise by carrying out a range of calculations.</p>
Specification Summary	<p>The BTEC Level 3 Extended Certificate in Business will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It provides insight into, and experience of, how businesses work, stimulating learners' curiosity and encouraging them to engage with commerce in their everyday lives and to make informed choices about further study and about career choices. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector. The learning programme covers the following content areas:</p> <ul style="list-style-type: none"> • business environments • finance • marketing. <p>The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas:</p> <ul style="list-style-type: none"> • human resources

Learner skills:	Critical thinking	Organisation	Writing	Interpreting Evidence	Oracy	Awareness
	 CRITICAL THINKING	 ORGANISATION	 EVALUATIVE WRITING	 INTERPRETING EVIDENCE	 ORACY	 AWARENESS
Year 12	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Unit 1: What features contributing to the success of businesses, considering external influences and the role of innovation? Unit 3: How are individuals and businesses affected by financial considerations?					
Big picture questions:	Unit 1: What are the features contributing to the success of contrasting businesses? Unit 1: What are the effects of the environment on a business?	Unit 1: What are the effects of the environment on a business? Unit 1: How significant is the role and contribution of innovation and enterprise to business success?	Unit 3: What is personal finance and how does it impact the individual?	Unit 3: What is the purpose and importance of business accounts and the different sources of finance available to businesses?	Revision Unit 3 External Exam May Unit 2: What is marketing and how and why is market research conducted?	
Content (Key questions Linked to TCs):	Unit 1: Exploring Business A1 Features of businesses (TC1,TC2,TC3, TC4, TC5) A2 Stakeholders and their influence (TC1,TC4, TC5) A3 Effective business Communications (TC1,TC2,TC3, TC4) B1 Structure and organisation (TC1,TC2,TC3, TC5) B2 Aims and objectives (TC1,TC2,TC3, TC4, TC5)	Unit 1: Exploring Business D1 Different market structure (TC1,TC2, TC4) D2 Relationship between demand, supply and price (TC1,TC2, TC4) D3 Pricing and output Decisions (TC1, TC5) E1 Role of innovation and Enterprise (TC1, TC2, TC3, TC4, TC5)	Unit 3: Personal Finance A1 Functions and role of money (TC1) A2 Different ways to pay(TC1) A3 Current accounts(TC1) A4 Managing personal finance (TC1) B1 Features of financial institutions (TC1, TC4) B2 Communicating with customers (TC1, TC4)	Unit 3: Business Finance C1 Purpose of accounting (TC1, TC5) C2 Types of income (TC1, TC3) C3 Types of expenditure (TC1, TC3) D1 Sources of finance (TC1, TC2, TC3, TC4, TC5) E1 Cash flow forecasts (TC1, TC2, TC3, TC4, TC5) E2 Break-even analysis (TC1, TC2, TC3, TC4, TC5)	Unit 3: Business Finance F3 Measuring profitability(TC1, TC5) F4 Measuring liquidity (TC1, TC5) F5 Measuring efficiency (TC1, TC5) F6 Limitations of ratios (TC1)	

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	C1 External environment(TC1,TC2,TC3, TC4, TC5) C2 Internal environment(TC1,TC2,TC3, TC5) C3 Competitive environment (TC1,TC2,TC3, TC4,) C4 Situational analysis (TC1,TC2,TC3, TC4, TC5)	E2 Benefits and risks associated with innovation(TC1, TC2, TC3, TC4, TC5)	B3 Consumer protection in relation to personal finance (TC1, TC4) B4 Information, guidance and advice (TC1, TC4)	F1 Statement of comprehensive income (TC1, TC2, TC3, TC4, TC5) F2 Statement of financial position (TC1, TC2, TC3, TC4, TC5)		
Vocabulary Instruction:	liability, tertiary, multinational, stakeholders, organisational structure, hierarchy functional areas, SMART, PESTLE, CSR, SWOT	demand and supply, competitive advantage, employee participation, innovation, elasticity	Debt Solvency, Planning Expenditure, Premium Bonds, interest, bankruptcy	credit sales, depreciation, accruals and prepayments, Net Cash Flow, Break Even, Profitability, Efficiency, Liquidity	Demand, marketing objectives, , niche/mass, brand image, target market, trends	primary/secondary, quantitative/qualitative, competition, validity and reliability of data,
Assessment:	Assignment 1: Features contributing to the success of contrasting businesses	Assignment 2: The Effects of the Environment on a Business Assignment 3: Investigate the role and contribution of innovation and enterprise to business success	Learning aim EXAM QUESTIONS assessments	Learning aim EXAM QUESTIONS assessments 1 x mock assessments	1 x mock exam External assessment Unit 3	Analysing research Producing a part a report
Key/Historical misconceptions in this unit:	-the concept of liability	Demand and supply determinants and elasticity of supply	Financial organisations	Calculating Ratios		
Sequencing:	We have chosen to sequence the year 12 curriculum like this because students need the basic foundation of how a business is structured in order to link to this throughout the rest of the course, especially in terms of the industry that that operate in, their ownership structure and how they grow. Finance is a unit that students find really difficult and so we cover this in year 12 in order then to consistently revisit and retrieve key formulas and application throughout the rest of year 12 and into year 13 if they need to re-sit.					



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Curriculum overview







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Learner skills:	Critical thinking	Organisation	Writing	Interpreting Evidence	Oracy	Awareness
						
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Year 13	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Unit 2: What are the key components of a successful marketing campaign? Unit 8: What if the significance of an effective recruitment and selection process for an organisation?					
Big picture questions:	What are the key features of the marketing mix within the marketing campaign?	How is a successful marketing campaign produced?	How does an effective recruitment and selection process impact on business success?	How well have I performed through recruitment and selection activities?	How well does a recruitment and selection process meet requirements?	
Content (Key questions Linked to TCs):	Unit 2: What is the significance of marketing objectives to a marketing campaign? How do internal and external factors influence a marketing campaign? Unit 2: Developing a marketing campaign A1 The role of marketing A2 Influences on marketing activity B1 Purpose of researching information	Unit 2: Developing a marketing campaign Preparing for assessment- analysing research, producing a marketing campaign B3 Developing the rationale C1 Marketing campaign activity (TC1, TC2, TC3, TC4, TC5) C2 Marketing mix (TC1, TC2, TC3, TC4, TC5) C3 The marketing campaign (TC1, TC2, TC3, TC4, TC5) C4 Appropriateness of marketing campaign	Unit 8: Recruitment and Selection A1 Recruitment of staff (TC1, TC2, TC3, TC4, TC5) A2 Recruitment and selection Process (TC1, TC3) A3 Ethical and legal considerations in the recruitment process (TC1, TC4) B1 Job applications (TC1)	Unit 8: Recruitment and Selection B2 Interviews and skills (TC1, TC2) C1 Review and evaluation (TC1, TC2, TC3, TC4) C2 SWOT analysis and action plan (TC1, TC2, TC3, TC4)	Unit 8: Recruitment and Selection C1 Review and evaluation (TC1, TC2, TC3, TC4) C2 SWOT analysis and action plan (TC1, TC2, TC3, TC4) Revision if needed for Unit 2/ Unit 3 Resits	Revision if needed for Unit 2/ Unit 3 Resits

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	to identify the needs and wants of customers B2 Market research methods and use	(TC1, TC2, TC3, TC4, TC5)				
Vocabulary Instruction:	product life cycle, product development, pricing strategies, distribution, extended marketing mix, PR, sponsorship, marketing message,	budget primary/secondary, quantitative/qualitative, competition, validity and reliability of data,	Discrimination, Job Description, Person Specification, CV, application form, External Agencies, workforce planning, ethics	review and assessment of skills, skills audit, self-critique, SWOT, inter-personal skills		
Assessment:		KLT: Mock assessment	Unit 8: Assignment 1: Examine how effective recruitment and selection contribute to business success Unit 8: Assignment 2: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer	Unit 8: Assignment 3: Reflect on the recruitment and selection process and your individual performance		
Key/Historical misconceptions in this unit:	The structure of a marketing campaign What is meant by the marketing message	Costings for a marketing campaign with alternatives	What is workforce planning?	What are key skills seen within the recruitment and selection process and what ways can these be improved on		
Sequencing:	We have chosen to sequence the year 13 curriculum like this because students can use the key units covered in year 12 to be able to take a more strategic view of business opportunities, problems and issues, especially as unit 2 is a synoptic assessment. Leaving unit 8 until last in the sequence allows us to liaise with employer links to support interview days and outside speakers. The sequence in year 13 allows students to have opportunity to make improvements to their end result with re-sit opportunities in unit 2 and unit 3.					