



# CURIOSITY

# COMPASSION







# COURAGE



## Curriculum overview

Subject	BTEC Level 3 Extended Certificate in Business	Year group	12
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<p><b>"The road to success is always under construction." Lily Tomlin</b></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"> <li>• Critical thinking, an enquiring mind and a critical approach to their work</li> <li>• Oracy through the ability to discuss, argue and express opinions</li> <li>• Collaboration through research and group tasks including creating and sharing content</li> <li>• Self-quizzing which supports the development of an analytical and enquiring mind</li> <li>• Adaptability and the ability to respond in a timely manner</li> <li>• Organisation and independence through project management</li> </ul>
<b>Threshold Concepts (TCs):</b>	<p><b>TC1:</b> 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 environment and context stipulated.</p> <p><b>TC2:</b> A great business student understands the concept of strategy and that all decision-making is to reach an end goal - students are fully aware that strategy is constantly changing in a fast moving business environment and that all business decisions will have an impact on the success of an organisation.</p> <p><b>TC3:</b> A great business student recognises and understands that there is interdependence within organisations and across global networks - departments within a business are not separate but are interdependent on each other and the development of globalisation has led to a more integrated business world.</p> <p><b>TC4:</b> A great business student understands how external influences have a significant impact on a business - students must consider that factors outside of business control will impact the business, its actions and the further impact this may have on the wider business environment.</p> <p><b>TC5:</b> A great business student understands the concept of profitability - develop as enterprising individuals with the ability to think technically and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems and apply quantitative skills relevant to business, including using and interpreting data.</p>
<b>Specification Summary</b>	<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"> <li>• business environments</li> <li>• finance</li> <li>• marketing.</li> </ul> <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"> <li>• human resources</li> </ul>

Learner skills:	Critical thinking	Organisation	Writing	Interpreting Evidence	Oracy	Awareness
	 CRITICAL THINKING	 ORGANISATION	 EVALUATIVE WRITING	 INTERPRETING EVIDENCE	 ORACY	 AWARENESS
<b>Year 12</b>	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	Unit 1: What features contributing to the success of businesses, considering external influences and the role of innovation? Unit 2: What are the key components of a successful marketing campaign?					
<b>Big picture questions:</b>	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 2: What is marketing and how and why is market research conducted?	Unit 2: What is the significance of marketing objectives to a marketing campaign?	Unit 2: How do internal and external factors influence a marketing campaign?	Unit 1: How significant is the role and contribution of innovation and enterprise to business success?
<b>Content (Key questions Linked to TCs):</b>	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) C1 External environment(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)	Unit 2: Developing a marketing campaign A1 The role of marketing A2 Influences on marketing activity	Unit 2: Developing a marketing campaign B1 Purpose of researching information to identify the needs and wants of customers B2 Market research methods and use	B3 Developing the rationale Unit 2: Developing a marketing campaign B1 Purpose of researching information to identify the needs and wants of customers B2 Market research methods and use B3 Developing the rationale  Revision Unit 2 External Exam May	Unit 1: Exploring Business E1 Role of innovation and Enterprise (TC1, TC2, TC3, TC4, TC5) E2 Benefits and risks associated with innovation(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)					
<b>Vocabulary Instruction:</b>	liability, tertiary, multinational, stakeholders, organisational structure, hierarchy functional areas, SMART, PESTLE, CSR, SWOT	demand and supply, competitive advantage, employee participation, innovation, elasticity	Demand, marketing objectives, , niche/mass, brand image, target market, trends,	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,	Innovation, enterprise, new technology, systems, processes,
<b>Assessment:</b>	Assignment 1: Features contributing to the success of contrasting businesses	Assignment 2: The Effects of the Environment on a Business		KLT: Unit 2 mock	External assessment Unit 2	Assignment 3: Investigate the role and contribution of innovation and enterprise to business success.
<b>Key/Historical misconceptions in this unit:</b>	-the concept of liability	Demand and supply determinants and elasticity of supply	Variance in exposure to marketing concepts from different KS4 syllabi	The structure of a marketing campaign. What is meant by the marketing message? Applying marketing concepts to a given scenario.	Need to detail the costs of specific promotional elements, including wider costs and realistic values	Students need to support points made with specific evidence in context of their chosen business.
<b>Sequencing:</b>	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. Unit 2 explores the three key concepts that make up this project in each of the first two terms: features of an enterprise and entrepreneurs, market research and internal/external influences on a business. Further, the work covered links with the components 2 and 3 from the KS4 BTEC Enterprise course meaning it timely follows on enabling students to draw links. Finally, We have opted to follow Unit 1 with the core mandatory Unit 2 as this allows any learner who does not wish to continue into Year 2 to be accredited with a BTEC certification.					



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	CRITICAL THINKING	ORGANISATION	EVALUATIVE WRITING	INTERPRETING EVIDENCE	ORACY	AWARENESS

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
<b>The Big Question</b>	Unit 3: How are individuals and businesses affected by financial considerations? Unit 8: What if the significance of an effective recruitment and selection process for an organisation?					
<b>Big picture questions:</b>	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?	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?	
<b>Content (Key questions Linked to TCs):</b>	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) B3 Consumer protection in relation to personal finance (TC1, TC4)	Unit 3: Business Finance 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) F1 Statement of comprehensive income (TC1, TC2, TC3, TC4, TC5)	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

	<p>B4 Information, guidance and advice (TC1, TC4)</p> <p>C1 Purpose of accounting (TC1, TC5)</p> <p>C2 Types of income (TC1, TC3)</p> <p>C3 Types of expenditure (TC1, TC3)</p>	<p>F2 Statement of financial position (TC1, TC2, TC3, TC4, TC5)</p> <p>F3 Measuring profitability(TC1, TC5)</p> <p>F4 Measuring liquidity (TC1, TC5)</p> <p>F5 Measuring efficiency (TC1, TC5)</p> <p>F6 Limitations of ratios (TC1)</p>				
<b>Vocabulary Instruction:</b>	Debt Solvency, Planning Expenditure, Premium Bonds, interest, bankruptcy	credit sales, depreciation, accruals and prepayments, Net Cash Flow, Break Even, Profitability, Efficiency, Liquidity	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		
<b>Assessment:</b>	KLT: Aim A/B/C	KLT: Aim E/D/F	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	
<b>Key/Historical misconceptions in this unit:</b>	Not writing in context of the case study material	Calculations and formulas. Not writing the formula or showing working out	What is workforce planning?	What are key skills seen within the recruitment and selection process and what ways can these be improved on		
<b>Sequencing:</b>	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.					