

## HALF TERM 6 CURRICULUM CONTENT – Year 12 BTEC (Double) Business

### Intent statement:

This is a two-year vocational course that is equivalent to two A-Levels. The course covers a total of 8 units looking at different aspects of businesses that will allow students to either progress on to further education, apprenticeship or employment. Pearson has developed the content of the new BTEC nationals in collaboration with employers and representatives from higher education and relevant professional bodies. Therefore, the content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units. BTEC nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace. The course provides rigour and balance, and promotes the ability for students to apply learning immediately in new contexts.

<b>Topics</b> – Units 1, 2, 4 & 8	Exploring business	Developing marketing campaign	Managing an event	Recruitment & selection
<b>Prior knowledge / skills</b>	All knowledge & skills from the rest of the unit		Unit 1 Marketing & Unit 2 Marketing Campaign	All knowledge from the unit taught so far
<b>Key concepts / knowledge / skills covered this half term</b>	<ul style="list-style-type: none"> <li>Finishing off any outstanding coursework</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of researching information to identify the needs and wants of customers in identifying target markets; size, structure &amp; trends in the market &amp; competition</li> <li>Market research methods – primary research (survey, interview, observation, trials, focus groups) &amp; secondary research (internal – business data on customers &amp; financial records to include loyalty cards and sales records &amp; external – commercially published reports, government statistics, trade journals, media sources)</li> <li>Importance of validity, reliability, appropriateness, currency, cost</li> <li>Quantitative &amp; qualitative data, when and where used</li> <li>Sufficiency and focus of the research</li> <li>Selection and extraction</li> <li>Developing rationale for marketing campaign to include: interpretation, analysis &amp; use of data / other information to make valid marketing decisions; identification of any</li> </ul>	<ul style="list-style-type: none"> <li>Stage and manage a business or social enterprise event</li> <li>Reflect on the running of the event and evaluate own skills development</li> </ul>	<ul style="list-style-type: none"> <li>Students will reflect on the recruitment and selection process and their individual performance</li> </ul>

		further sources of information that may be required; evaluation of the reliability & validity of the information obtained & product life cycle		
<b>Assessment</b>	Coursework – assessment window for 2 to 3 weeks depending on the deadlines – during the assessment window provide differentiated resources to support learners and set up study breaks to accommodate learners; accommodate resubmissions during this time-based on the assessment plans. Regular summative assessments to prepare for the external exam in May.			
<b>Personal Development opportunities</b>	<ul style="list-style-type: none"> <li>• Students will gain confidence through presentation skills &amp; working in a group and be able to show creativity &amp; flare when exploring innovation &amp; new business ideas</li> <li>• Students will develop self-reflective skills to assess their performance during the interview process</li> </ul>			
<b>Homework requirements</b>	Homework will be set on G4S every week			