

# Year 11 Enterprise Curriculum Overview



Year 11		HT1 Sept – Oct (8 weeks)	HT2 Nov – Dec (7 weeks)	HT3 (Jan – Feb (6 weeks)	HT4 Feb – Apr (6 weeks)	HT5 Apr – May (6 weeks)	HT6 Jun – Jul (6 weeks)
	<b>Topic</b>	Component 2 – Planning for and Pitching an Enterprise Activity Learning Aim A – Explore ideas and plan for a micro-enterprise (5 Weeks) Learning Aim B - Pitch a micro-enterprise activity (3 Weeks)	Component 2 – Planning for and Pitching an Enterprise Activity Learning Aim B - Pitch a micro-enterprise activity (2 Weeks) Learning Aim C - Review own pitch for a micro-enterprise activity. (5 Weeks)	Component 3 – Promotion and Finance of an Enterprise  Recap of the examination unit for those students who are resitting the examination in May			<b>X</b>
	<b>Why this and why now?</b>	Learners have already completed Components 1&3. Component 2 is the last one to be completed. Learners will complete work in order starting with: -Learning Aim A - Explore ideas and plan for a micro-enterprise -Learning Aim B - Pitch a micro-enterprise activity -Learning Aim C - Review own pitch for a micro-enterprise activity.		Component 3 is an examination unit that is externally assessed. Learners can retake the examination once and with this in mind it is prudent to give them two opportunities to sit the exam. They have sat the exam in the summer term last year. Learners can improve their unit 3 score.			<b>X</b>
	<b>What is the essential knowledge that needs to be remembered?</b>	<b>Learning Aim A:</b> Learners will produce a comprehensive plan that gives details of all elements, including: -Explanation of the aim of the enterprise activity -An estimate of the resources required, both physical and financial, and a discussion on how these resources are to be obtained/funded -An appropriate timescale for the activity, from initial plan through to completion of trading -Methods of promotion, giving reasons why they are appropriate -A risk assessment and contingency plan to overcome any issues identified and ensure quality of the product/service. -Learners will give detailed and valid reasons for the choices made. Learners will produce complete and accurate financial documents, which must be realistic and achievable for the type of enterprise activity  <b>Learning Aim B:</b> Learners will deliver a pitch that summarises the key elements of a business plan to an audience logically.		<b>Component 3 - Examination</b> Learners demonstrate a high level of knowledge and understanding of the elements of promotion and financial records and apply them in context.  They demonstrate a high level of ability to interpret given information and can explain, in detail, the factors that could potentially affect the success of an enterprise, and how different promotional and financial factors have positive and negative impacts. Learners can produce clear recommendations for success, with clear, realistic, and convincing justifications.  <b>Key areas of Study</b> <ul style="list-style-type: none"> <li>• Marketing “Persuading People to Purchase Products and Services”</li> <li>• Financial Documents</li> <li>• Cash Flow Forecasting and Break-Even Analysis</li> </ul>			<b>X</b>

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	<p>Learners will present a persuasive pitch by supporting all key elements of the plan, with carefully selected reasons for their choices.</p> <p>Learners will also demonstrate effective:</p> <ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Communication skills</li> </ul> <p><b>Learning Aim C:</b> Learners will consider in detail and reach a conclusion about how their use of skills contributed to the success of the pitch. They will make clear links between their use of skills and the success of the pitch. They will reach a reasoned conclusion on the success of the pitch and give reasons for any recommended development needs. They will include their strengths and development needs and will support their evaluation with evidence drawn from their review of their skills and feedback from others.</p> <p>Learners will reach justified conclusions on their plan and propose logical and feasible amendments that will add to its potential success.</p>		
<b>What is the assessment intent and how will you assess?</b>	<p>Approved Assignment Brief for Component 2 Learning Aims A, B &amp; C</p> <p>To assess progress against specified criteria of Learning Aims A, B &amp; C of Component 2</p>	<p>Adapted and balanced examination-style questions throughout that meet the assessment objectives covered in the external assessment.</p> <p>Mock examination prior to external examination</p>	<b>X</b>
<b>What should the end point look like?</b>	<p>Learners will be able to use knowledge gained in Component 1 to identify a prospective Micro Enterprise. Learners will be able to estimate what resources will be needed, timescales, promotional methods, and contingencies for their Micro Enterprise.</p> <p>Learners will be able to pitch their enterprise using a variety of communication methods both written and verbal.</p> <p>Learners will be able to identify their strengths and weaknesses and articulate them to their peers and teacher.</p>	<p>Learners will sit an external examination.</p> <p>Learners will hopefully reach target grade in the examination. If students do not reach target grade, they will have the option of resitting the examination in Year 11.</p> <p>Learners will be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Financial record keeping</li> </ul>	<b>X</b>
<b>Wider Curriculum Links</b>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas.</p> <p><b>Curriculum links to:</b> Maths English</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas.</p> <p><b>Curriculum links to:</b> Maths English</p>	<b>X</b>