

# The KS4 Business Curriculum (Level 2 – First Award) – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

## Year 10 Business

### Core units

- Each qualification has core units totalling 60 guided learning hours.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- There are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

### Optional units

The remainder of the qualification consists of specialist units. Specialist units are sector specific and focus on a particular area within that sector.

### Knowledge and Understanding

The BTEC First qualifications have core and optional units.

### Topics at SJCR

Unit 1 = Enterprise

Unit 2 = Finance in the Business World

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### Topics at SJCR

Unit 4 = Principles of Customer Service

Unit 8 = Recruitment, Selection and Employment

## Skills Development

The Edexcel BTEC Level 1/Level 2 First Award in Business has been developed in the business sector to:

- encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units
- encourage learners to develop their people, communication, planning and team working skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for employees in the business sector
- give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualifications
- give full-time learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Edexcel BTEC Level 3 Nationals in Business
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

ICT – Excel, PowerPoint, Word, use of the internet + email

## Assessment

The new BTEC Level 2 Firsts in Business contain two forms of assessment:

Internal Assessment: Teacher-led assessment remains at the heart of the BTEC Level 2 Firsts

External Assessment: Supporting teacher-led assessment: the right assessment for Business.

## External Assessment: how it works

Externally assessed units comprising 25% of total assessment for the Award (120 GLH)

## Exam Board and Syllabus

The Edexcel BTEC Level 1/Level 2 First Award in Business includes an externally assessed finance unit in the core to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning, or to related academic qualifications such as GCEs and GCSEs.

The assessment approach taken in internally assessed units of the Edexcel BTEC Level 1/Level 2 First Award in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment criteria. Evidence for assessment may be generated through a range of diverse activities, including assignment and project work, case studies, workplace assessment, role play and presentations. Learners will use local business examples wherever possible.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

### **Literacy**

All students work is marked for literacy using school and assessment policy.

#### Learners should:

- 1 analyse spoken and written language, exploring impact and how it is achieved
- 2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- 3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- 4 understand and use the conventions of written language, including grammar, spelling and punctuation
- 5 explore questions, solve problems and develop ideas
- 6 engage with and make fresh connections between ideas, texts and words
- 7 experiment with language to create effects to engage the audience
- 8 reflect and comment critically on their own and others' use of language.

#### In speaking and listening, learners should:

- 9 present and listen to information and ideas
- 10 respond appropriately to the questions and views of others
- 11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- 12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

#### In reading, learners should:

- 13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- 14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

#### In writing, learners should write accurately and fluently:

- 15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- 16 adapting form to a wide range of styles and genres.

### **Numeracy**

#### Learners should be able to:

- 1 understand number size and scale and the quantitative relationship between units
- 2 understand when and how to use estimation
- 3 carry out calculations involving +, -, ×, ÷, either singly or in combination, decimals, fractions, percentages and positive whole number powers
- 4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
- 5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
- 6 understand and use the symbols =, <, >, ~
- 7 understand and use direct proportion and simple ratios
- 8 calculate arithmetic means
- 9 understand and use common measures and simple compound measures such as speed
- 10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
- 11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
- 12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes

- 13 substitute numerical values into simple formulae and equations using appropriate units
- 14 translate information between graphical and numerical form
- 15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
- 16 extract and interpret information from charts, graphs and tables
- 17 understand the idea of probability
- 18 calculate area and perimeters of shapes made from triangles and rectangles
- 19 calculate volumes of right prisms and of shapes made from cubes and cuboids
- 20 use Pythagoras' theorem in 2-D
- 21 use calculators effectively and efficiently
- In addition, level 2 learners should be able to:
- 22 interpret, order and calculate with numbers written in standard form
- 23 carry out calculations involving negative powers (only -1 for rate of change)
- 24 change the subject of an equation
- 25 understand and use inverse proportion
- 26 understand and use percentiles and deciles
- 27 use Pythagoras' theorem in 2-D and 3-D
- 28 use trigonometric ratios to solve 2-D and 3-D problems.

### **Meeting the Needs of Individual Students**

Students of business confidently apply a range of analytical skills when interpreting data, and weigh their findings carefully in developing coherent and authoritative arguments. In order to meet the needs of students' regular and rigorous assessment of performance against clear differentiated success criteria generates precise short-term and medium-term targets for developing students' higher level skills of application, analysis and evaluation. Assignments and essays are often 'scaffolded' to emphasise the importance of structure and the demonstration of higher order skills in responses. Students are encouraged to deliver presentations, and use software to reinforce and in some case introduce concepts. Opportunities for students to work independently or in small groups responding to structured tasks are regularly used. The regular setting of challenging tasks matched to students' learning needs, successfully engages all students in their learning.

### **Home Study & VLE**

- The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.

### **Extra-Curricular Activities**

- Year 11 extension lessons take place once per two weeks

### **Life in Modern Britain**

- Students are encouraged to be critical users of the internet
- Students learn the benefits of democratic leadership ( and these are compared with autocratic and laissez faire leadership styles)
- Students learn about employment law with regard to not discriminating on the bases of sex, religion, disability, sexual orientation, national minimum wage...
- Classroom debating rules insist on respecting the right of all students to air their views, including students who have views that others may not agree with
- Students learn about the value to businesses of segmenting the mass market and targeting customers from different age groups, locations, gender, lifestyles and faith
- Students learn about the importance of financial ethics in the UK banking industry and that stakeholder trust and security is paramount
- Students learn the importance of fairness and respect in the context of UK Businesses buying supplies and raw materials from countries less economically developed