

**Sir John Cass Red Coat School Programme of Study – Key Stage 5**  
**Subject: Business – BTEC Level 2**

**Year 12**

**Topics Covered/ Areas of Focus:**

Over one academic year you will complete six coursework units and two online exams (multiple attempts permitted)

The eight areas of study are:

- Enterprise in the Business World
- Finance for Business (online exam)
- Principles of Customer Service
- Recruitment, Selection and Employment
- Promoting a brand
- Principles of Marketing (exam)
- Sales and Personal Selling
- Introducing Retail Business

This course suits young enthusiastic entrepreneurs that dream of setting up their own business. Equally this course suits mature thinking students who want to take a step closer to their career: This course is an exploration into how businesses work.

**Structure of the Course:**

The First Certificate in Business Level 2 comprises of two core units (units 1 Enterprise and 2 Finance) and one mandatory unit (unit 9 Marketing). The remaining five units of study have been selected from the optional units. All eight units must be completed in order to pass the qualification. Multiple online exam attempts are permitted for Unit 2 Finance and your best mark is taken.

**Skills Development & Expected Progress:**

**The BTEC First suite:**

- Enables schools to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners.
- Secures a balanced curriculum overall, so learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development.
- Provides learners with opportunities to link education and the world of work in engaging, relevant and practical ways.
- Enables learners to enhance their English and Mathematical competence in relevant, applied scenarios.
- Supports learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills.
- Provides learners with a route through education that has clear progression pathways into further study or an apprenticeship.

**Breadth and Progression:**

These qualifications have a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- Gain a broad understanding and knowledge of a vocational sector.
- Investigate areas of specific interest.
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

**Skills Development:**

- Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
- Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
- Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.
- Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.
- Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.
- Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

**Assessment:**

All assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

**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:

17. Interpret, order and calculate with numbers written in standard form

18. Carry out calculations involving negative powers (only -1 for rate of change)

19. Change the subject of an equation

20. Understand and use inverse proportion

21. Understand and use percentiles

22. Interpret data and read graphs

**ICT:**

All business classrooms are equipped with laptops and computers and students frequently use this equipment to produce business reports, letters, leaflets and posters. A range of software packages, colour printing and appropriate internet use is possible.

**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

**SMSC:**

Students are able to discuss current business and financial affairs from a 'profit versus ethics' angle. Students get the opportunity to plan their career development and participate in a self-skills audit using our latest KUDOS Inspire Software Package. Students learn about a range of global businesses and customer profile types.

**Meeting the needs of individual students & Additional Support:**

Students with SEN will receive help during lessons and small group sizes allow for excellent levels of student / teacher interaction and assistance. All students are welcome at the lunchtime and after school extension clubs - please refer to the current extension classes timetable

**Extra-Curricular Activities & Club:**

Some students will be invited to join the Career Ready Programme which is a prestigious programme, nationally recognised, involving guru lectures and a summer holiday internship. Various events will be displayed around the Business Department relating to enterprise opportunities through the Young Enterprise Company Programme and University and Apprenticeship Careers Fairs

**Independent Study/ Homework:**

Homework is set weekly by each teacher

**Resources for Learning Support and VLE:**

The VLE, ILC and libraries are available to students and most resources and assignment briefs feature in the Business folder in the student shared area.