

# **Curriculum map BTEC Business Year 12**

Term	Торіс	<b>Key Knowledge</b> What will all students KNOW by the end of the topic?	Key Skills What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?	Assessment Opportunities What are the key pieces of assessment? How will students be assessed?
Teacher 1 Unit 1 1	Explore the features of different businesses and analyse what makes them successful Investigate how businesses are organised	A1 Features of businesses A2 Stakeholders and their influence A3 Effective business communication B1 Structure and organisation B2 Aims and objectives	Research skills – researching two contrasting businesses Written skills – writing a report To achieve a Pass level students will need to explain features and stakeholders, to achieve a Merit they need to assess and analyse stakeholders and communication and for a Distinction evaluate the success For a pass, students will need to explore and for a merit they analyse the structures of two businesses.	Students will produce a report that examines the features of a for-profit and a not-for -profit business, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.
2	Examine the environment in which businesses operate Examine business markets	C1 External environment C2 Internal environment C3 Competitive environment C4 Situational analysis D1 Different market structure D2 Relationship between demand, supply and price D3 Pricing and output decisions	Research skills Written skills – writing a report To achieve a Pass students need to discuss and complete a situational analysis, to achieve a Merit students will need to assess the effects of the environment on a business.	Students will produce a report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes

3	Investigate the role and contribution of innovation and enterprise to business success	E1 Role of innovation and enterprise E2 Benefits and risks associated with innovation	Research skills Communication skills – students will prepare and deliver a presentation Students will use their research and knowledge to produce a presentation on an innovative business. To achieve a merit, they will need to analyse the use of innovation and for a distinction they will need to justify the use.	A presentation that investigates the use of enterprise and innovation in an existing business.
Unit 2 Teacher 2 1	The role of marketing	<ul> <li>Principles and purposes of marketing</li> <li>Marketing aims and objectives</li> <li>Types of market – mass and niche market.</li> <li>Market segmentation.</li> <li>Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff.</li> </ul>	(A01) Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions.	One homework each week. Tasks to vary. End of topic tests. Dec – Assessment Window 1
	Influences on marketing activity	Internal influences: cost of the campaign availability of finance expertise of staff size and culture of the business. External influences:	(AO2) Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns	

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		social		
		technological		
		economic		
		environmental		
		political		
		legal		
		ethical.		
	Purpose of	<ul> <li>To identify target markets.</li> </ul>	Students will be able to demonstrate the	
	researching	•To identify size, structure and trends in the	importance of effective market research in	
	information to	market.	informing decision making and contributing	
	identify the needs	<ul> <li>To identify competition.</li> </ul>	to business success in context.	
	and wants of			
	customers			
	Market research	<ul> <li>Primary research, to include survey,</li> </ul>	Students will be able to analyse unfamiliar	
	methods and use	interview, observation, trials, focus groups.	information and data, and consider the	
		•Secondary research:	implications in the context of the business	
		<ul> <li>Importance of validity, reliability,</li> </ul>	information given, making appropriate	
		appropriateness, currency, cost.	justified recommendations linked to their	
		•Quantitative and qualitative data, when and	proposed campaign	
		where used	p p	
		•Sufficiency and focus of the research.		
		•Selection and extraction.		
	Developing the	<ul> <li>Interpretation, analysis and use of data and</li> </ul>		
	rationale	other information to make valid marketing	Students will use analytical skills to analyse	
		decisions.	given data to justify the need and purpose of	
		<ul> <li>Identification of any further sources of</li> </ul>	the marketing campaign.	
		information that may be required.		
		•Evaluation of the reliability and validity of		
		the information obtained.		
		Product life cycle.		

2	Planning and developing a marketing campaign			One homework each week. Tasks to vary.
	Marketing campaign activity	Selection of appropriate marketing aims and objectives to suit business goals. •Situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economical, Social, Technological, Legal, Environmental). •Use of research data to determine target market. •Use of research data to conduct competitor analysis	(AO3) Students will be able to evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances	End of topic tests.
	Marketing mix	<ul> <li>Product development: form and function, packaging, branding.</li> <li>Pricing strategies: penetration, skimming, competitor based, cost plus.</li> <li>Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image.</li> <li>Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers.</li> <li>Extended marketing mix: people, physical environment, process</li> </ul>	(AO3) Students will be able to evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances	
		Content of the marketing message.		

The marketing campaign	<ul> <li>Selection of an appropriate marketing mix.</li> <li>Selection of appropriate media.</li> <li>Allocation of the campaign budget.</li> <li>Timelines for the campaign, including monitoring.</li> <li>How the campaign is to be evaluated.</li> </ul>	(AO4) Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments Students will demonstrate the ability to work	
		within a budget and apply marketing decision-making tools when creating their marketing campaign and make recommendations.	

3	Appropriateness of marketing campaign	•How far the marketing activity reinforces and supports brand value. •The sustainability of marketing activities. •Flexibility of the		One homework each week. Tasks to vary.
		campaign to enable response to both internal and external changes. •Relevance to organisational goals. •Appropriateness to target market. •Legal and ethical considerations.		End of topic tests.
	Assessment practice	Whole specification	Students will use knowledge and skills gained to complete practice assessments.	Students to sit an unofficial mock. – i.e. not whole school,
			Assessment outcomes: AO1 Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions	May – External controlled assessment.
			AO2 Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns	
			AO3 Evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances	
			AO4 Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments	
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Start Unit 8		Research skills – students will research how a	Students will start to produce a
E a star ha	A1 Recruitment of staff	large business recruit,	report that examines the
Examine how		Written skills – report writing	recruitment process in a large
effective recruitment and	A2 Recruitment and selection process A3 Ethical and legal considerations in the	To achieve a merit students will need to analyse methods used, to achieve a	business.
selection contribute to	recruitment process	distinction they will need to evaluate the process used.	
business success			