

Key Stage 4 Enterprise and Marketing Curriculum

Overall curriculum intent for year 10 & 11: The aim of the Enterprise and Marketing OCR National is to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. Students will get a great deal of benefit from this course as it will enable them to develop independent working skills and the ability to meet deadlines. They will get the confidence of knowing they can present their findings to adults that they do not fully know, and they will learn how to solve problems. These are all the things that will prepare them for the working world.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	Learners begin to understand the importance of customers, the need to listen to them and the need to make products to suit their needs. Learners begin to look at key skills needed to run a business and to develop a product	Learners look at the importance of the product being priced correctly and the way customers need to know the product exists	Learners look at the difference between large and big business and how they are organised.	Learners begin to look at key communication skills including presentation and verbal/non verbal skills when pitching their idea.	To address the areas needed to be covered in coursework and to examine exam technique. A review of results/scores from the January examination is carried out.
Content mapping	Learners discover the ways in which business target their customers and find out their needs. Learners see the key financial calculations needed to run a small business and how business look at their products and adapt them to increase sales. RO64 (Examination) L01, L02, L03 RO65 (Coursework) Task 1, Task 2, Task 3	Learners examine the importance of pricing, the strategies they can use to attract customers. They see the various advertising methods that exist and promotional techniques business use. We look at customers and the importance of customer service. Finally we look at the types of ownership that exist and how they can access finance. RO64 (Examination) L04, L05 RO65 (Coursework) Task 4	In concluding the exam unit, we look at how business is organised by function. We start to look at branding and promotional methods used to attract customers. RO64 (Examination) L06 RO65 (Coursework) Task 5 RO66 (Coursework) Task 1	Learners look at how to pitch a business idea, practice completing one and actually pitch to an audience. They review their performance. RO66 (Coursework) Task 2,3,4	RO64 (Examination) Resit Revision LO1-6 RO65 and RO66 (coursework) completion May 15th with moderator
Assessment mapping	RO64 (Examination) L01, L02 and L03 tests to be set RO65 (coursework) Task 1-3 to be submitted	RO64 (Examination) L04, L05 test to be set RO65 (coursework) Task 4 to be submitted	RO64 (Examination) L06 test to be set RO65 (coursework) Task 5 to be submitted RO66	RO64 (External Examination in January) RO66 (coursework) Task 2-4 to be submitted	RO65 and RO66 to be finally assessed and submitted to OCR by

			(coursework) Task 1 to be submitted		15th May. Resit examination end of May
Personal development mapping	When discussing external factors affecting Product Development e.g. copyright 22. Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	When discussing ethics in advertising and recruitment - 20. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	When designing their hat and reviewing their finished outcome 16. Use of imagination and creativity in their learning 17. Willingness to reflect on their experiences	When pitching their ideas 21. Provision for the social development of pupils includes developing their use of a range of social skills in different contexts, for example working and socialising with other pupils 17. Willingness to reflect on their experiences	
Literacy focus for the half term	Literacy – Reading: summarising the key points from texts; seeking evidence in a text to support a point of view; learning the meaning of key business terminology	Grammar and vocabulary - use subject specific language in discussing reading, writing and spoken answers. Nonsubject specific vocabulary/grammar: linking ideas across paragraphs using a wide range of connectives such as BATH (because, also, therefore, however	Writing – Producing advertising and promotional materials using persuasive writing. Developing presentation pitches to encompass ideas and to encourage people to invest.	Spoken – discussion on pitching and how to carry out effective ones. The importance of tone and clarity of voice is discussed.	Reading – revision materials created using notes from textbooks, student exercise books and internet revision sites.
Numeracy links	Links to Maths and Science in reading and producing graphs and charts. Links to Maths when analysing changes to selling price and breakeven point.	Costs calculated using formulas. Break Even explained using set calculations and what if scenarios	Links to finance and looking at the most suitable sources of finance. Use of cash flow Pricing and profit calculated in the coursework using formulas.	Using numerical figures to explain their business pitch. Need to explain their calculations.	Review of finance covered previously on the course. Need to remember formulas, calculate using division and multiplication.

Cross-curricular links to other subjects	Sampling methods are used in Maths and Psychology, links can be made between subjects Links to English, evaluating and reasoning which extension strategies are appropriate for different products and why. Links to Maths with the finance unit. Links to Art and Design subjects.	Links to English with the structure and detail required for an 8-mark exam style question and justification required to recommend a suitable sales promotion technique to a business.	Some links to Art and Design subjects when creating brand ideas.	The visual aid will likely be completed in PowerPoint; links to Computing/ICT	
Careers	Many careers involve carrying out or participating in research. Links to careers in retail and hospitality where customer feedback is vital. Careers links to jobs in finance and accounting. Links to careers in marketing and sales.	Links to future careers or aspirations to owning/operating own businesses.	Links to real life scenarios and past experiences; learners will likely know what a loan is from their home life or what they see in the media. Links to future experiences; learners will likely need capital at some point in their life for a house, car or home improvements.	Pitching is a skill that learners will depend on in their future in almost all careers. Lots of transferable skills for careers, and life, come from this section of R066.	
Support for all	Resources are differentiated to support learners. Assessment criteria is reworded to make the task easier to understand. Use of examples (exemplar material) shown to see the detail needed. Cannot use writing frames but supporting sentence structure with connective words to encourage development of sentences. Examiners reports used to show top, middle and low scoring answers. Use of videos to explain hard to understand terms and the use of local examples to increase understanding. Key words published and shared with displays allowing words to be commonplace in a student's time in the lesson.				
Challenge ideas	Do now activities at the start of lesson to recap on previous topics. Use of strategies to push deeper thinking. Questioning is developed so students look beyond a basic example. Specific Stretch challenge: LO2 – To be able to calculate totals costs for an increased level of output To be able to calculate revenue for different time periods than given; per month, if given weekly figures, for example. To be able to re-work the formula for profit to calculate other figures (if given profit and revenue, being able to calculate total costs, for example). Produce a break-even graph using given figures. A focus on expanding writing by use of mark schemes to show how top grades are achieved. To review work and to look at how it can be improved further. Why, where, what, how questioning used to push the answer further especially in coursework.				

