



The curriculum for this stage of students' education has been designed to ensure that students can investigate how finance can help plan an enterprise, monitor its progress and analyse financial decisions. To do this, students will need to explore different ways in which enterprises can be owned and how they can be financed. Students will need to understand the issues that enterprises face concerning cash-flow. They will calculate profit, break-even and cash-flow to monitor the enterprise. Finally, students will use this information, as well as from final accounts and market information, to make business decisions. At the end of Year 12 students will start researching business ideas for Unit 5: Developing a Business Proposal.

<p>HALF TERM 1: FINANCIAL PLANNING AND ANALYSIS – WHY DO BUSINESSES PLAN THEIR FINANCES? STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to plan an enterprise? Calculation of costs & profit. • Financial objectives for business: Return on investment, profit targets, cash flow. • Financial information for stakeholders: Owners, funders, suppliers & employees. • Legal forms of business: Sole traders, partnerships & limited liability partnerships, private limited companies, public limited companies, community interest companies and co-operatives. • Factors to consider: liability, profit and legal documents to complete. • Sources of finance for a business: Internal & external sources • Factors to consider when choosing finance: Costs, amount to be borrowed and need to meet costs. <p>HOW THIS WILL BE ASSESSED: Case study questions in lesson, end of topic test, external examination May 2020.</p>	<p>HALF TERM 2: INVESTIGATE THE KEY ELEMENTS OF FINANCIAL PLANNING THAT MANAGERS AND ENTREPRENEURS MUST UNDERSTAND STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Types of costs: Fixed, variable and semi variable costs • Calculation of revenue: Price x quantity. • Difference between revenue and capital expenditure • How to calculate profit: Revenue – cost or Income – expenditure. • The difference between surplus & deficit: Income and expenditure. • How to calculate breakeven: FC/P-VC • Why businesses use breakeven analysis: Predict sales, use by lenders/investors and 'what if' scenarios. • The meaning of cash flow: Differences between profit and cash. <p>HOW THIS WILL BE ASSESSED: Case study accounts questions in lesson, end of topic test, external examination May 2020.</p>	<p>HALF TERM 3: CONSIDER HOW MANAGERS AND ENTREPRENEURS MONITOR THE FINANCIAL PERFORMANCE OF AN ENTERPRISE STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to interpret budgets: Income and expenditure budgets, cash flow and 'what if analysis'. • The value of variance analysis: Calculate adverse and favourable variances and recommending future courses of action. • Value and limitations of breakeven analysis: Setting targets, what if analysis, contribution analysis (P-VC). • How to interpret financial information using the income statement and statement of financial position by calculating the following: The level of gross and operating profit, total assets, working capital & equity. <p>HOW THIS WILL BE ASSESSED: Case study questions in lesson, end of topic test, external examination May 2020.</p>
<p>HALF TERM 4: ASSESS INFORMATION TO ENABLE STAKEHOLDERS TO MAKE DECISIONS ABOUT THE FINANCIAL PERFORMANCE OF AN ENTERPRISE STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Profitability measures: Gross profit margin, operating profit margin and Return on Capital Employed (ROCE). • Solvency measures: Current ratio, acid test ratio and gearing ratio. • Activity measures: Inventory turnover, debt & creditor collection period and asset turnover. • How to use the income statement & statement of financial position to assess: Profitability, solvency and activity. <p>HOW THIS WILL BE ASSESSED: Case study questions in lesson, end of topic test, external examination May 2020.</p>	<p>HALF TERM 5: REVISION OF WORK SINCE SEPTEMBER STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Definitions of key financial terminology. • How to calculate cash flow, profit, loss and variance analysis • The key performance indicators of profitability, solvency and activity. • How to use the key performance indicators to assess financial performance of a business. • Recommend solutions to financial performance using key performance indicators. <p>HOW THIS WILL BE ASSESSED: External examination on May 22nd 2020 Friday AM 90 minutes.</p>	<p>HALF TERM 6: GENERATING BUSINESS IDEAS FOR UNIT 5 STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The key features of 3 business ideas: Product description, physical resources, financial resources, human resources, personal resources and target market. • The advantages and disadvantages of 3 business ideas. • The reasons for selecting a business idea by referring to the following: Market trends, economic data, competition and size of target market. <p>HOW THIS WILL BE ASSESSED: Assessment of coursework tasks set by AQA every 2-3 weeks.</p>

Embedding this knowledge can be supported at home by revising key financial terms, revising the calculation of key financial performance indicators, completing past papers on AQA Applied General Business website (<https://www.aqa.org.uk/subjects/business/applied-general/business/assessment-resources>), watching Youtube videos on financial ratios (<https://www.youtube.com/watch?v=GoKIZqSFMIE>, <https://www.youtube.com/watch?v=BCaoQNkeoy0> and <https://www.youtube.com/watch?v=nwrutKvKE98>) and completing the finance revision guide.



The curriculum for this stage of students' education has been designed to allow Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch. If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that students and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding.

<p>HALF TERM 1: GENERATING IDEAS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The key features of business ideas: Innovation of products/services, provision of products/services in new contexts, provision of products/services to new markets. The factors to be considered when selecting final idea, e.g.: resources available, financial forecasts, costing and pricing, methods of communication and promotion, potential customers. Their own skills, to consider: Leadership, personal and communication skills required, technical and practical skills required. <p>HOW THIS WILL BE ASSESSED: Assessment of research tasks set by EDEXCEL every 2-3 weeks on generating ideas.</p>	<p>HALF TERM 2: PLAN FOR A MICRO ENTERPRISE STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The aims of their micro-enterprise: Financial aims, e.g. to make a profit, to break-even, non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community. The product or service to be sold, including: Features, benefits and unique selling points, selling price, estimates of costs and competitors. Market research information relevant to the idea: Market trends, tastes and fashion and size of market. <p>HOW THIS WILL BE ASSESSED: Assessment of research tasks set by EDEXCEL every 2-3 weeks on business aims.</p>	<p>HALF TERM 3: RESOURCES AND CONTINGENCY PLANS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The physical resources needed: Physical resources, including location, materials, equipment, fixtures and fittings, information technology and stock. The financial resources needed: Sources of finance, start-up costs, running costs and production costs/cost of sales. The human resources needed: Skills and roles, possible training and development needs. How to produce a risk assessment and contingency plans: Lack of skills, competitors and their actions, unexpected costs of production, sourcing resources, e.g. financial resources, suppliers of materials/stock and quality control issues. <p>HOW THIS WILL BE ASSESSED: Assessment of research tasks set by EDEXCEL every 2-3 weeks on business resources.</p>
<p>HALF TERM 4: PITCHING A MICRO-ENTERPRISE ACTIVITY STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The key elements of a business pitch including presentation skills: Professional behaviour and conduct of presenter, positive attitude, well-rehearsed and prepared, considerate of the needs and interests of the audience, use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images. Types of communication skills and how these can be demonstrated: Body language, gestures and eye contact, language and tone, pace, volume and projection, use of terms, handling. questions and formulating appropriate responses. <p>HOW THIS WILL BE ASSESSED: Assessment of research tasks set by EDEXCEL every 2-3 weeks on pitching a micro enterprise.</p>	<p>HALF TERM 5: USING FEEDBACK AND REVIEW CHANGES TO THE PITCH STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The feedback from the audience on: The business content of the pitch, the presentation and communication skills demonstrated. How to review of plan and personal performance, reflecting on feedback gathered from others: What went well, e.g. clear synopsis of plan, demonstration of skills, what went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills. The improvements for the business pitch by referring to: The contents of the plan and their own performance. <p>HOW THIS WILL BE ASSESSED: Assessment of research tasks set by EDEXCEL every 2-3 weeks on Responses to your pitch.</p>	<p>HALF TERM 6:</p> <p>ALL COURSEWORK TASKS MUST BE COMPLETED AT THE END OF HALF TERM 5 FOR SUBMISSION TO THE EXAM BOARD</p>

Embedding this knowledge can be supported at home by looking at examples of completed tasks on SharePoint. The specification for this unit can be found on Sharepoint or from the web site <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>. Watching television programmes such as The Apprentice and Dragon's Den will improve the students' understanding of business terminology and the reasons why businesses are successful.