

Enterprise

Curriculum Team Vision

The aim of the Ormiston Maritime Academy Vocational Technical department is to broaden students' understanding of the world around them and develop their cultural capital. To engage students in meaningful and informed oracy and debate over controversial and often misunderstood elements of not only our own society, but those around the world. Vocational Studies gives students an additional chance to make sense of entrepreneurial behaviour and to focus on the profound changes and challenges that Enterprises face in the 21st century. Discussion, debate and retrieval practice lay at the heart of the classroom. Students are challenged to communicate clearly, through oracy and literacy.

Where studying Enterprise can take you:

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. According to 2019 data, there are nearly six million such businesses in the UK, employing around 16.6 million people. Small and medium-sized enterprises (SMEs) account for 99.9 per cent of the business population in the UK and account for three-fifths of the employment and around half of the turnover in the UK private sector, worth around £2.2 trillion.

Post GCSE Options:

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector with Apprenticeships within any Enterprise or A level Enterprise.

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Pearson BTEC Level 1/Level 2 Tech Award in Enterprise – Specification – Issue 4 – January 2023 © Pearson Education Limited 2023 2

BTEC LEVEL 1/LEVEL 2 TECH AWARD

- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the enterprise sector
- study business enterprise post-16 through a Technical Certificate designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

| Subject: Enterprise year 10 Curriculum Map 2025-2026 | | | |
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| Half term 3 | <p>Component 3: A Marketing activities A1 Targeting and segmenting the market Learners will explore how and why enterprises may target their markets.</p> <ul style="list-style-type: none"> ● Target market: the market an enterprise wants to sell its products to. ● Market segmentation: key differentiators that divide customers into groups to be targeted: <ul style="list-style-type: none"> o demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group o geographic: location o psychographic: social class, attitudes, lifestyle and personality characteristics o behavioural: spending, consumption, rate of usage, loyalty status, desired benefits. ● Markets: Business to Business (B2B), Business to Consumer (B2C), niche, mass. <p>A2 4Ps of the marketing mix Learners will explore the marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises.</p> <ul style="list-style-type: none"> ● Product: <ul style="list-style-type: none"> o product portfolio: comprises all products (goods and services) of an enterprise o product life cycle: development, introduction, growth, maturity, decline o USP (unique selling point) o branding, brand personality, brand image. ● Price: <ul style="list-style-type: none"> o pricing strategies: penetration, skimming, competitive, cost-plus, premium. ● Place: <ul style="list-style-type: none"> o digital and physical distribution of products. ● Promotion: <ul style="list-style-type: none"> o promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR), social media marketing, personal selling, direct marketing, sales promotion o 'above the line' and 'below the line' promotion. ● Multichannel marketing: using a range of traditional and/or digital methods. <p>A3 Factors influencing the choice of marketing methods</p> | <p>Links to careers</p> <p>Accountant, Finance Officer or Manager. Operations Manager Human Resources Manager Entrepreneur</p> | <p>Links to the Knowledge organiser and other additional resources</p> |

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| | <p>Learners will explore the factors influencing the choice of marketing methods for enterprises.</p> <ul style="list-style-type: none"> ● Factors influencing the choice of marketing methods: <ul style="list-style-type: none"> o appropriateness for product and its brand image o speed/accessibility of information/ease of reaching target market o cost to the enterprise o competitors' activities o experience of the entrepreneur. <p>A4 Trust, reputation and loyalty</p> <p>Learners will explore the importance of brand image and reputation on attracting and retaining customers of enterprises.</p> <ul style="list-style-type: none"> ● Importance of brand image: perceptions of quality, value, variety and customer service. ● Importance of reputation: actions of the enterprise and how they affect public opinion <ul style="list-style-type: none"> o being environmentally friendly o rejecting unethical or controversial marketing strategies o responding to customer service issues quickly and efficiently o getting involved in the local community through help/donations/prizes. | | |
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| <p>Half term 4</p> | <p>Component 3: B Financial documents and statements B1 Financial documents Learners will complete and interpret financial documents. Learners will explore the purpose, typical format, sequence and the part that each document plays when ordering, checking, recording and paying for goods and/or services.</p> <ul style="list-style-type: none"> ● Types of financial documents: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts. ● Importance of accuracy when these documents are being used. ● Importance of accurate financial documents and record-keeping to business <p>Accounting</p> <p>B2 Payment methods Learners will explore why enterprises use some or all of the following payment methods.</p> <ul style="list-style-type: none"> ● Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. ● Impact on customers and enterprises of using different payment methods. <p>B3 Revenue and costs Learners will explore the sources of revenue and costs for enterprises and how and why they can be minimised/maximised.</p> <ul style="list-style-type: none"> ● Revenue/turnover. ● Start-up and running costs. <p>B4 Financial statements Learners will complete and interpret financial statements for enterprises. Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.</p> <ul style="list-style-type: none"> ● Profit and loss account (statement of comprehensive income): shows the profit or loss of an enterprise over time: <ul style="list-style-type: none"> o revenue, cost of sales, expenses, gross profit, net profit (profit for the year). Balance sheet (statement of financial position): shows the financial performance of an enterprise at a point in time: <ul style="list-style-type: none"> o fixed (non-current) and current assets o working capital (net current assets) o long term (non-current) and current liabilities | | |
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| | <ul style="list-style-type: none">o debtors (accounts receivable) and creditors (accounts payable)o equity.● Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers. <p>B5 Profitability and liquidity</p> <p>Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.</p> <p>Learners will calculate profitability and liquidity for enterprises, and comment on the results of these calculations.</p> <ul style="list-style-type: none">● Difference between cash and profit.● Difference between liquidity and profitability.● Calculate profitability ratios from given formulae:<ul style="list-style-type: none">o gross profit margin percentage (GPM) = $(\text{gross profit} \div \text{revenue}) \times 100$o net profit margin percentage (NPM) = $(\text{net profit} \div \text{revenue}) \times 100$.● Calculate liquidity ratios from given formulae:<ul style="list-style-type: none">o current ratio = $\text{current assets} \div \text{current liabilities}$o liquid capital ratio = $(\text{current assets} - \text{inventory}) \div \text{current liabilities}$ | | |
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