Business Studies - 10/11

BE THE **BEST** YOU CAN BE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reporting Y10	CfCs	BfL & Grades	CfCs	BfL & Grades		BfL & Report

Year 10

Autumn 1: 1. Entrepreneurship, business organisation and stakeholders: this unit introduces learners to what it really means to be entrepreneurial, and how businesses are set up and shaped by the people around them. Students explore what an entrepreneur is, what motivates them, and the skills and personal qualities they need to spot opportunities and take calculated risks. They then learn how businesses set clear aims and objectives, including both financial goals (such as increasing revenue, controlling costs and improving profit) and non-financial goals (such as improving quality, customer satisfaction and social impact).

Learners also develop an understanding of how businesses are organised in practice. They compare different legal structures and consider how structural features (for example, ownership, control, levels of responsibility and access to finance) affect decision-making and day-to-day operations. Finally, students examine the role of stakeholders, distinguishing between internal and external groups, and exploring how businesses engage stakeholders, manage competing interests, and respond to conflict.

Autumn 2: 2. Market research, market types and orientation and marketing mix: This unit builds learners' understanding of how businesses identify opportunities, understand customers, and compete effectively. Students begin by exploring what a market is and the key features that shape it, such as customer needs, competition and levels of demand. They then investigate how businesses use market research to reduce risk and make informed decisions, comparing primary and secondary research methods, and learning how different data types (quantitative and qualitative) can be collected, interpreted and used.

Learners also study different market types and how a business's approach to meeting customer needs can vary through different orientations (for example, product-led, sales-led or customer-led approaches). The unit then brings these ideas to life through the marketing mix, where students examine how businesses combine decisions about product, price, place and promotion to achieve their aims. They go on to explore how products change over time through the product life cycle, and how businesses can extend sales using strategies such as updating, rebranding or finding new markets. Finally, students develop more advanced marketing understanding by looking at innovation and product development, the Boston Matrix as a tool for managing a product portfolio, and the role of branding in creating recognition, loyalty and competitive advantage.

Spring 1: 6. Sources of enterprise funding and business finance: This unit develops learners' confidence with where business money comes from, and how finance is managed to support day-to-day operations and long-term success. Students explore a range of funding types and consider why different businesses choose different sources of finance, weighing up factors such as cost, risk, control, repayment and suitability for start-up, growth or short-term needs.

Learners then build core financial literacy through key terms and calculations used in business decision-making, including how to identify and classify costs, assets and liabilities. They study the purpose and structure of common financial documents and how these help owners and managers track performance, plan ahead and communicate with stakeholders. The unit also introduces ratio analysis as a tool for interpreting business health (for example, profitability, liquidity and efficiency) and finishes with practical cash flow management, focusing on why cash flow matters, how to spot potential shortfalls, and how businesses can improve cash flow through planning and control.

Spring 2: 5. Business growth: This unit explores how businesses develop over time and what it takes to grow successfully. Learners examine different ways a business can expand, including internal growth (such as increasing sales, launching new products, entering new markets or investing in capacity) and external growth (such as mergers, takeovers and joint ventures). Students consider why a business might choose one route over another, and how the choice links to its aims, resources and level of risk.

The unit also focuses on the practical impact of expansion. Learners explore how growth can create efficiencies, for example through economies of scale, improved buying power and better use of resources, but also how it can increase costs and complexity. Finally, students investigate the key challenges of growth, including maintaining quality and customer service, managing cash flow, leading a larger workforce, and protecting the business's culture and brand as it scales.

Summer 1: 4. Operations management: This unit introduces learners to how businesses produce goods and deliver services efficiently, reliably and at the right quality. Students explore key operational decisions, including when and why a business might outsource activities, and the potential benefits and risks this brings in terms of cost, control, flexibility and reputation.

Learners also study lean production as a way to reduce waste, improve productivity and increase value for customers. They examine how businesses maintain and improve quality through practical approaches such as quality control and quality assurance, and consider the impact of quality on customer satisfaction, repeat purchases and brand image. The unit compares different production methods (such as job, batch and flow), helping students link each method to suitable business contexts and the implications for cost, speed and flexibility. Finally, students focus on customer service as a key part of operations, exploring how good service supports competitive advantage and how businesses can respond to complaints and improve the customer experience.

First PPE (Computer based)

Summer 2: 7. The impact of the external environment on business and enterprise: This unit helps learners understand how businesses are shaped by the world around them, and why success often depends on responding quickly and sensibly to change. Students explore a range of external influences that can affect business decisions, performance and future plans, including economic conditions, technology, social and consumer trends, environmental pressures, legal requirements and political factors.

Learners consider how these influences create both opportunities and threats. They examine how changes such as rising costs, new competitors, shifting customer expectations or new laws can impact pricing, marketing, staffing, operations and growth. Throughout the unit, students develop the habit of scanning the external environment and using evidence to justify business decisions, helping them explain not just what is happening, but why it matters and how a business might respond.

Work Experience Week

| **Reporting Y11** | CfCs & Grades | Rep & Grades | CfCs & Grades | BfL & Grades | | |

| Year 11 | 8. Business and enterprise planning: This unit introduces learners to how entrepreneurs and businesses plan effectively to turn ideas into reality and reduce risk. Students explore the main purposes and benefits of planning, including setting direction, clarifying aims and objectives, securing finance, identifying resources needed, and anticipating challenges before they arise. They also consider how planning supports better decision-making and helps a business monitor progress and adapt over time.

Learners then focus on what a strong business plan looks like in practice. They study the typical sections of a business plan and what each section is designed to achieve, such as describing the business idea, target market, marketing approach, operations, staffing, financial forecasts and risk management. By the end of the unit, students should be able to explain how each section links together to present a clear, realistic and persuasive plan for starting or developing a business. | Second PPE (Computer based) | The non-exam assessment (NEA) is a substantial, synoptic piece of work that allows learners to draw together what they have learnt across the whole qualification. It is externally set, internally marked and externally moderated, and contributes 60% of the Technical Award (120 marks). Learners complete the NEA in 21 hours and it assesses performance across the full range of assessment objectives (AO1–AO5), focusing on how well learners can integrate knowledge, understanding and skills with breadth and depth.

The NEA should only be started once all course content has been taught, so learners can apply learning from every content area. A new NEA brief is released each academic year, and learners produce a portfolio of evidence in response to a realistic business or enterprise scenario. All work must be completed in supervised, timetabled assessment hours, separate from teaching and learning time, and must be authenticated as the learner's own. The final portfolio is assessed holistically against grade descriptors, demonstrating achievement across all required content areas. | 3. Human resource requirements for business and enterprise: (some of this content already covered in previous units) This unit explores how businesses recruit, manage and motivate people to perform well. Learners examine recruitment methods and stages, as well as different types of employment contracts and what these mean for pay, hours and responsibilities.

Students also look at how staff are developed and monitored through approaches such as training, coaching, targets and reviews. The unit finishes by comparing financial and non-financial motivation methods and introducing key motivation theories to explain how businesses can build a productive, positive workforce. | Revision programme | The examined assessment (EA) is an externally set and marked 1 hour 30 minute computer-based exam (80 marks) worth 40%, sat in May/June, using a mix of question types to assess knowledge and understanding across all content areas (AO1–AO3). | |
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