Ursuline College Curriculum Implementation: **Enterprise and Marketing (Year 11)**

<table>
<tr><td>Curriculum Intent</td><td colspan="2">'I have come so that they may have life and have it to the full.' John 10: Chapter 10. V 10

Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential.

Business Studies provides transferable skills allowing students a smooth transition from an educational environment to a work environment, by providing an insight to a multitude of business sectors and departments. The department aims to teach learners who choose this as a subject option, a range of life skills including enhancing team working, problem solving, independent learning and communication skills whilst instilling confidence in our students to make themselves stand out in a competitive working environment. Students will take a proactive part in their studies by maintaining a good understanding of current affairs and applying this to their studies on the impact of the external environment on business. Business Studies will also nurture their creative side in developing marketing and promotional campaigns, planning and pitching a business idea whilst also developing their financial acumen when it comes to understanding personal finance in the form of; mortgages, lending, savings and investments.

Respecting each other, helping each other and bearing with each other: Getting better never stops.</td></tr>
<tr><td>Year 11 Intent</td><td colspan="2">Building on the market research, product design and financial viability skills developed in Year 10, students will now market and pitch the business proposal they created. They will develop a brand identity, create a promotional campaign and plan, practise and deliver a professional pitch to an external audience, before reviewing their brand, campaign and pitching skills. Alongside the completion and submission of the R069 non-examined assessment, students will complete the remaining examined content for R067 – the characteristics, risks and rewards of enterprise, and the factors to consider when starting up and running an enterprise – before revisiting market research, financial viability and the marketing mix synoptically in preparation for the terminal examination. The confidence, independence, verbal communication and evaluative skills developed this year prepare students both for the final assessment and for the world of work beyond school.</td></tr>
<tr><td>Exam Board & Specification</td><td colspan="2">OCR
OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing specification</td></tr>
<tr><td></td><td colspan="2">Cycle 1</td></tr>
<tr><td></td><td>Term 1
2.9.26 – 23.10.26
7 weeks</td><td>Term 2
2.11.26 – 18.12.26
7 weeks</td></tr>
<tr><td>Focus & Skills (Inc paper/unit focus)</td><td>R069 (TA3): Plan and pitch a proposal
• 3.1 – Considerations when planning a professional pitch
• 3.2 – Use and development of personal and presentation skills</td><td>R067 (TA1): Characteristics, risk and reward for enterprise
• 1.1 – Characteristics of successful entrepreneurs
• 1.2 – Potential rewards for risk taking</td></tr>
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	• 3.3 – Benefits of using a practice pitch (practice pitch; peer feedback) • 3.4 – Deliver a professional pitch **R069 (TA4): Review a brand proposal, promotional campaign and professional pitch** • 4.1 – Review a brand using a range of sources • 4.2 – Review a professional pitch to an external audience **R069: NEA Assessment (working on)**	• 1.3 – Potential drawbacks for risk taking **R069: NEA Assessment (working on)**
Links to CST	**Preferential option for the poor and vulnerable:** • Planning a professional pitch requires us to think first about the audience and about the accessibility of our content. Choosing language, visual aids and a structure that everyone can follow, rather than only those who already know the subject, is a small but real act of respect towards those who are most easily excluded and reflects the preferential option for the poor and vulnerable. • Developing verbal and non-verbal skills gives students a voice. The preferential option for the poor and vulnerable reminds us that confidence and communication are not distributed equally: many people are never heard because they were never taught how to speak in rooms like this. Learning these skills, and using them to speak for others as well as ourselves, is part of the Gospel call to lift up those with least power. • Giving constructive feedback to peers during the practice pitch, and responding humbly to the feedback we receive, builds a classroom in which the least confident are supported rather than mocked. Supporting others through their practice pitch, even when it costs us time or advantage, puts the needs of those who are struggling before our own. • Persuading an audience carries a moral weight. A pitch that informs honestly respects the dignity of those listening, while one that manipulates or overstates exploits their trust. Reviewing our brand, campaign and pitch against the needs of the customer profile asks us to check who our product genuinely serves and who it quietly overlooks.	**Preferential option for the poor and vulnerable:** • The characteristics of successful entrepreneurs – creativity, determination, negotiation – are gifts that can be used to serve or to exploit. The preferential option for the poor and vulnerable asks what those gifts are used for: enterprise that creates secure work, meets real needs and includes people who are usually shut out of the market is enterprise that builds the Kingdom. • Studying the rewards and drawbacks of risk-taking, including the impact on health, wellbeing, work-life balance and personal relationships, reminds us that the entrepreneur is a person, not an economic unit. It also reminds us that failure falls hardest on those with no financial cushion, so that the freedom to take a risk is itself something the poor rarely have. • Completing the NEA calls for honesty and integrity in our own work. Submitting work that is genuinely our own and giving credit to the sources and people who have helped us, respects the dignity of others and the trust placed in us by teachers, moderators and future employers.
Explicit Skill Content	**Pupils will have been exposed to:** **R069 (TA3): Plan and pitch a proposal**	**Pupils will have been exposed to:** **R067 (TA1): Characteristics, risk and reward for enterprise**

	3.1 Considerations when planning a professional pitch ● The pitch objectives: inform the audience; persuade the audience ● The audience: who is the expected audience; audience needs/interests; accessibility of content ● Venue: appropriate size; appropriate room layout; equipment required ● Media/materials ● Personal appearance ● Structure of the pitch: introduction; content presented logically; conclusion ● Use of visual aids (PowerPoint/Google slides, Prezi, video clips, clips from the internet, prototype of product proposal, examples of competitor products) ● How to anticipate potential questions and plan responses **3.2 Use and development of personal and presentation skills** ● Verbal skills: clarity; tone of voice; voice projection; formal/informal language; speaking pace ● Non-verbal skills: posture; eye contact; confidence; gestures; persuasiveness ● Use of notes/cues/pitch script ● Time management **3.3 Benefits of using a practice pitch** ● Support peers: give constructive feedback to peers ● Respond to feedback offered by peers: how to review own practice pitch in order to plan for a professional pitch to an audience **3.4 Deliver a professional pitch** ● **I**dentify assessment points from the Teacher Observation Record ● Skills involved in delivering a successful pitch: preparing; practising; memorising; timing; responding to questions **R069 (TA4): Review a brand proposal, promotional campaign and professional pitch**	**1.1 Characteristics of successful entrepreneurs** ● Creativity ● Innovation ● Risk-taking ● Communication ● Negotiation ● Confidence ● Determination ● Why each characteristic may help the entrepreneur to be successful **1.2 Potential rewards for risk taking** ● Financial ● Independence ● Self-satisfaction ● Making a difference/change **1.3 Potential drawbacks for risk taking** ● Financial ● Health/wellbeing ● Work-life balance ● Personal relationships **R069: NEA Assessment (working on)** ● Completing and refining the brand proposal, promotional campaign and pitch review evidence for submission

	4.1 Review a brand using a range of sources ● The brand identity; the promotional campaign; the promotional materials ● Relevance and appeal to the identified customer profile ● Future developments / recommendations for further refinement of the brand and promotional campaign ● Sources: self-assessment; feedback from target customers, pitching panel, peers, commercial contacts; financial predictions; competitor analysis and other external factors; lessons learned from practice and professional pitch ● **4.2 Review a professional pitch to an external audience** ● 4.2.1 Compare the outcomes of the pitch with the initial objectives (what went well; what could have been improved) ● 4.2.2 Review of personal presentation skills: communication skills – verbal and non-verbal; professionalism; ability to answer questions from the audience	
Homework	● Preparation of pitch materials: slides, visual aids, prototype and pitch script ● Rehearsal of the pitch at home; timing and memorising key sections ● Anticipating audience questions and planning responses ● Guided NEA work – assignments set on TEAMS ● Business Knowledge videos on YouTube ● Specific topic activity sheets to prepare for tasks	● Exam technique questions ● Entrepreneur case study research (rewards and drawbacks of risk taking) ● Guided revision – assignments set on TEAMS including past papers, unit focused mini-mocks ● Business Knowledge videos on YouTube ● Guided NEA work to meet internal deadlines
Assessment	● Regular use of R and Rs to assess prior learning. ● Knowledge tests ● Peer/self-assessment of the practice pitch. ● Teacher Observation Record for the professional pitch ● Assessment of NEA work, feedback and PIT	● Regular use of R and Rs to assess prior learning. ● Knowledge tests ● Peer/self-assessment. ● Unit assessments, feedback and PIT ● Assessment of NEA work
Disciplinary Literacy Vocab	Pitch, Professional Pitch, Practice Pitch, Pitch Objectives, Inform, Persuade, Audience, Audience Needs, Audience Interests, Accessibility of Content, Venue, Room Layout, Equipment, Media, Materials, Personal Appearance, Structure, Introduction, Logical Sequence, Conclusion, Visual Aids, Presentation Slides, Prezi, Video Clips, Prototype, Competitor Products, Anticipate, Responses, Verbal Skills, Clarity, Tone of Voice, Voice Projection, Formal Language, Informal Language, Speaking Pace, Non-verbal Skills, Posture, Eye Contact,	Enterprise, Entrepreneur, Characteristics, Creativity, Innovation, Risk-taking, Communication, Negotiation, Confidence, Determination, Risk, Reward, Financial Reward, Independence, Self-satisfaction, Making a Difference, Drawbacks, Financial Risk, Health, Wellbeing, Work-life Balance, Personal Relationships, Start-up, Success, Failure, Non-examined Assessment (NEA), Authenticity, Internal Deadline.

	Confidence, Gestures, Persuasiveness, Notes, Cues, Pitch Script, Time Management, Constructive Feedback, Peer Feedback, Respond to Feedback, Refinement, Teacher Observation Record, Preparing, Practising, Memorising, Timing, Responding to Questions, Review, Brand Identity, Promotional Campaign, Promotional Materials, Relevance, Appeal, Customer Profile, Future Developments, Recommendations, Self-assessment, Target Customers, Pitching Panel, Peers, Commercial Contacts, Financial Predictions, Competitor Analysis, External Factors, Lessons Learned, Outcomes, Strengths, Areas for Development, Communication Skills, Professionalism, Likely Success.	
Texts/ Resources and Revision Materials	• Lesson Presentations on teams • https://www.bbc.co.uk/bitesize/subjects/zpsvr82	• Lesson Presentations on teams • https://www.bbc.co.uk/bitesize/subjects/zpsvr82
	Cycle 2	
	Term 3 4.1.27 – 12.2.27 6 weeks	Term 4 23.2.27 – 25.3.27 5 weeks
Focus & Skills (Inc paper/unit focus)	**R067 (TA5): Factors to consider when starting up and running an enterprise** • 5.1 – Appropriate forms of ownership for business start-ups • 5.2 – Source(s) of capital for business start-ups and expansion • 5.3 – Support for enterprise **R067 (TA3): What makes a product financially viable** • 3.1–3.5 – Cost, revenue, profit and loss, break-even, cash (synoptic revisit) **R069: NEA Assessment (submit for moderation)**	**R067 (TA2): Market research to** target **a specific customer** • 2.1–2.6 – Market research; data; market segmentation **R067 (TA4): Creating a marketing mix to support a product** • 4.1–4.4 – Marketing mix; advertising medium; promotion • 4.5–4.10 – PR; selling; product lifecycle; pricing strategies
Links to CST	**Preferential option for the poor and vulnerable:** • Learning about forms of ownership and, in particular, limited and unlimited liability, shows how the law protects owners and how it distributes risk. The preferential option for the poor and vulnerable asks us to notice who carries the risk when a business fails: often the employees, suppliers and customers who have the least protection of all. • Sources of capital and support for enterprise expose an uncomfortable truth: savings, family money, business angels	**Preferential option for the poor and vulnerable:** • Market research and segmentation teach us to listen to the customer, but the preferential option for the poor and vulnerable asks a harder question: whose voice is missing from our data, and which segments have we decided are not worth serving? Research done well seeks out those who are rarely asked. • The marketing mix, advertising mediums and pricing strategies together determine who can find, afford and access a product. Digital-only advertising excludes those without devices or data;

	and professional advisors are not available to everyone. Those without capital or contacts face far higher barriers to starting a business, which is why grants, credit unions and free local support matter so much, and why the Church asks us to stand with those who begin with least. ● Revisiting costs, break-even and the importance of cash reminds us that responsible financial planning is a way of protecting the livelihoods of the people who depend on a business, especially the lowest paid. ● Submitting the NEA for moderation asks for honesty about what is genuinely our own work. Integrity in assessment protects the value of the qualification for every student, and particularly for those who have no other advantage to fall back on.	premium positioning and price skimming can shut out those on low incomes, while penetration pricing can widen access. Promotion that persuades vulnerable customers to buy what they cannot afford damages human dignity, and honest, accessible marketing protects it.
Explicit Skill Content	**Pupils will have been exposed to:** **R067 (TA5): Factors to consider when starting up and running an enterprise** **5.1 Appropriate forms of ownership for business start-ups** ● Sole trader ● Partnership, including limited liability partnerships ● Private Limited Company (Ltd) ● Franchise ● Features of each form of ownership: ownership; liability (limited and unlimited); responsibility for decision making; distribution of profit to the owners ● Relative advantages and disadvantages of each form of ownership **5.2 Source(s) of capital for business start-ups and expansion** ● Own savings ● Friends and family ● Loans ● Crowdfunding ● Grants ● Business angels 5.3 Support for enterprise ● Finance providers, e.g. bank, business angel	**Pupils will have been exposed to:** **R067 (TA2): Market research to target a specific customer** ● 2.1 The purpose of market research (reduce risk; aid decision making; understand the market; gain customers' views and understand needs/wants; inform product development; understand how a good/service complements others) ● 2.2 Primary market research methods (observations; questionnaires/surveys/interviews; focus groups; consumer trials; test marketing/pilots) ● 2.3 Secondary market research sources (internal data; books/newspapers/trade magazines; competitors' data; government publications and statistics; Mintel or similar) ● 2.4 Types of data (quantitative; qualitative) ● 2.5 Types of market segmentation (age; gender; occupation; income; location; lifestyle) ● 2.6 The benefits of market segmentation to a business **R067 (TA4): Creating a marketing mix to support a product** ● 4.1 The marketing mix elements (product; price; place; promotion) ● 4.2 How the elements of the marketing mix work together (brand image such as premium or economy; satisfying the target market segment's needs) ● 4.3 Types of advertising medium: non-digital (leaflets; newspapers; magazines; radio; posters/billboards; cinema; TV

	• Local council enterprise department • Accountants • Solicitors • Friends/family • Chamber of Commerce • Government • Charities **R067 (TA3): What makes a product financially viable (synoptic revisit)** • Fixed costs, variable costs and total costs • Revenue generated by sales of the product (selling price per unit x number of sales) • Profit/loss per unit and profit for a given level of output • The break-even formula, interpretation of a break-even graph and how break-even information is used by an entrepreneur • The importance of cash: the difference between cash and profit; the consequences of a lack of cash **R069: NEA Assessment (submit for moderation)** • Final checking, authentication and submission of the R069 assignment for moderation	advert) and digital (social media – video, feedback, social networks; websites; online banners/pop-ups; SMS texts; podcasts; vlogs/blogs) • 4.4 Sales promotion techniques (discounts; competitions; BOGOF; point of sale advertising; free gifts/product trials; loyalty schemes; sponsorship) • 4.5 Public relations (product placement; celebrity endorsement; press/media releases) • 4.6 How to sell the good/service to the consumer (physical; digital) • 4.7 The product lifecycle (development; introduction; growth; maturity; decline) • 4.8 Extension strategies (advertising; price changes; adding value; exploration of new markets; new packaging) • 4.9 Factors to consider when pricing a product (income levels of target customers; price of competitor products; cost of production; stage of the product lifecycle) • 4.10 Types of pricing strategies (competitive; psychological; price skimming; price penetration)
Homework	• Exam technique questions • Key formula – total cost, revenue, profit/loss, break-even • Guided revision – assignments set on TEAMS including past papers, unit focused mini-mocks • Business Knowledge videos on YouTube • Final NEA checks ahead of the submission deadline	• Exam technique questions • Key formula and calculation practice • Guided revision – assignments set on TEAMS including past papers, unit focused mini-mocks • Business Knowledge videos on YouTube • Specific topic activity sheets to prepare for tasks
Assessment	• Regular use of R and Rs to assess prior learning. • Knowledge tests • Peer/self-assessment. • Unit assessments, feedback and PIT • Final assessment, authentication and moderation of NEA work	• Regular use of R and Rs to assess prior learning. • Knowledge tests • Peer/self-assessment. • Unit assessments, feedback and PIT • Extended response (Topic Area 4) practice under timed conditions
Disciplinary Literacy Vocab	Ownership, Sole Trader, Partnership, Limited Liability Partnership, Private Limited Company, Ltd, Franchise, Franchisor, Liability, Limited Liability, Unlimited Liability, Decision Making, Distribution of Profit, Capital, Own Savings, Friends and Family, Loans, Crowdfunding, Grants,	Market Research, Primary Research, Secondary Research, Reduce Risk, Decision Making, Customer Needs, Customer Wants, Product Development, Observations, Questionnaires, Surveys, Interviews, Focus Groups, Consumer Trials, Test Marketing, Pilots, Internal Data,

	Business Angels, Support, Finance Providers, Local Council Enterprise Department, Accountants, Solicitors, Chamber of Commerce, Government, Charities, Fixed Costs, Variable Costs, Total Cost, Revenue, Profit, Loss, Break-even, Break-even Graph, Cash, Cash Flow, Financial Viability, Moderation, Authentication, Submission Deadline.	Competitors' Data, Government Publications, Mintel, Quantitative Data, Qualitative Data, Market Segmentation, Age, Gender, Occupation, Income, Location, Lifestyle, Targeted Marketing, Customer Retention, Market Share, Marketing Mix, Product, Price, Place, Promotion, Brand Image, Premium, Economy, Target Market Segment, Advertising Medium, Non-digital, Digital, Leaflets, Newspapers, Magazines, Radio, Posters, Billboards, Cinema, TV Advert, Social Media, Websites, Online Banners, Pop-ups, SMS Texts, Podcasts, Vlogs, Blogs, Sales Promotion, Discounts, Competitions, BOGOF, Point of Sale Advertising, Free Gifts, Product Trials, Loyalty Schemes, Sponsorship, Public Relations, Product Placement, Celebrity Endorsement, Press Release, Physical Selling, Digital Selling, E-commerce, Product Lifecycle, Development, Introduction, Growth, Maturity, Decline, Extension Strategies, Adding Value, New Markets, New Packaging, Pricing Factors, Income Levels, Cost of Production, Competitive Pricing, Psychological Pricing, Price Skimming, Price Penetration.
Texts/ Resources and Revision Materials	• Lesson Presentations on teams • https://www.bbc.co.uk/bitesize/subjects/zpsvr82	• Lesson Presentations on teams • https://www.bbc.co.uk/bitesize/subjects/zpsvr82
	Cycle 3	
	Term 5 12.4.27 – 28.5.27 7 weeks	Term 6 7.6.27 – 16.7.27 6 weeks
Focus & Skills (Inc paper/unit focus)	**R067: Exam revision** Synoptic revision across Topic Areas 1–5 Exam technique – Section A (10 MCQs) and Section B (context-based questions) The extended response evaluation question (Topic Area 4) Command words and calculation practice **R067: Completion of R067 external assessment** • Sitting the terminal examination (1 hour 30 minutes, 70 marks) on **21st May 2027 PM**	**Course Completed**
Links to CST	**Preferential option for the poor and vulnerable:**	

	- Preparing for the examination is an exercise in stewardship of our own gifts: we work hard not simply for a grade, but because the knowledge and skills we gain make us useful to others. The preferential option for the poor and vulnerable calls each student to see their qualification as a means of serving their community, not only of advancing themselves. - Revision also asks us to support one another. In a class where students share resources, explain concepts to those who find them hard and refuse to leave anyone behind, we practise in miniature the solidarity that the Church asks of us in the world. - Sitting the external assessment with honesty and calm, and helping peers to arrive prepared rather than panicked, reflects the respect we owe both to ourselves and to those around us.	
Explicit Skill Content	**Pupils will have been exposed to:** **R067: Enterprise and marketing concepts – synoptic revision** - TA1: Characteristics, risk and reward for enterprise - TA2: Market research to target a specific customer - TA3: What makes a product financially viable - TA4: Creating a marketing mix to support a product - TA5: Factors to consider when starting up and running an enterprise - Exam technique - Section A: 10 multiple choice questions (10 marks) - Section B: context-based questions applying knowledge to a short scenario, including short/medium answer questions and extended response analysis and evaluation (60 marks) - The extended response evaluation question assesses content from Topic Area 4 - Making appropriate recommendations for the scenario provided - Command words: analyse; calculate; compare and contrast; describe; discuss; evaluate; explain; identify; justify; outline; state - Calculation practice: total cost; total cost per unit; variable cost per unit; revenue; profit/loss; break-even quantity; rearranging formulae	

	• Managing time across Sections A and B	
Homework	• Exam technique questions • Key formula recall and calculation practice • Guided revision – assignments set on TEAMS including past papers, unit focused mini-mocks • Business Knowledge videos on YouTube • Personalised revision based on mock and PIT feedback	
Assessment	• Regular use of R and Rs to assess prior learning. • Knowledge tests • Peer/self-assessment. • Full past papers under timed conditions, feedback and PIT • R067 external assessment (terminal examination) - **21st May 2027**	
Disciplinary Literacy Vocab	Revision, Synoptic, Recall, Apply, Analyse, Evaluate, Justify, Explain, Describe, Outline, State, Identify, Calculate, Compare and Contrast, Discuss, Multiple Choice, Context-based Question, Scenario, Extended Response, Levels of Response, Recommendation, Reasoned Judgement, Chain of Reasoning, Total Cost, Total Cost per Unit, Variable Cost per Unit, Revenue, Profit, Loss, Break-even Quantity, Rearranging Formulae, External Assessment, Terminal Assessment, Uniform Mark Scale, Mark Band.	
Texts/ Resources and Revision Materials	• Lesson Presentations on teams • https://www.bbc.co.uk/bitesize/subjects/zpsvr82	