

Business curriculum Intent			Year 11
	In Year 11, students complete the final taught areas of the NCFE Level 1/2 Technical Award in Business and Enterprise and bring together the knowledge, understanding and skills developed across the course. The year begins with External Factors, where students examine how economic, technological, legal, environmental and competitive influences affect business performance and decision making. They then move into Business Planning, drawing together prior learning from entrepreneurship, marketing, finance, operations and human resources to understand how realistic and viable business plans are developed.		
	Students then complete the Synoptic Project – Internal Assessment, applying knowledge from across CA1–CA8 within the NCFE-set business planning task. This stage requires increasing independence as students interpret information, make justified business decisions, connect different functional areas and demonstrate analysis and evaluation within controlled assessment conditions.		
	The final taught phase of Year 11 focuses on preparation for the external written assessment. Students revisit and consolidate knowledge from all eight content areas, strengthening both their substantive knowledge of Business and Enterprise and their disciplinary knowledge in applying concepts to unfamiliar scenarios, interpreting financial and contextual information, analysing business decisions and constructing justified evaluative responses.		
	Throughout Year 11, students continue to develop commercial awareness, financial literacy, decision making, problem solving and communication. Real-world business examples, current business issues and vocational contexts help students understand how businesses respond to change, manage risk and make strategic decisions. The curriculum also supports progression into further study, apprenticeships and employment in areas such as business management, finance, marketing, human resources, operations and enterprise.		
	By the end of Year 11, students should be able not only to recall secure Business and Enterprise knowledge, but to select, connect and apply that knowledge independently, using evidence and accurate business terminology to analyse situations, evaluate alternatives and justify business decisions.		
Term 1 Topic		CA7-External factors	
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
Students will develop an understanding of how external factors influence businesses and impact decision making, growth and success. They will explore how changes in the economy, technology, competition, laws and customer trends can affect business performance and operations. Students will also investigate how businesses respond to external pressures and adapt to changes in the business environment.			

Big questions include:

- What external factors affect businesses?
- How can economic changes impact businesses?
- Why is technology important to business success?
- How do laws and government policies influence businesses?
- How do businesses respond to competition and changing customer trends?
- Why is it important for businesses to adapt to external change?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge

Students will develop knowledge and understanding of external factors affecting business, including:

- economic factors
- legal factors
- environmental factors
- technological factors
- competitive factors
- inflation
- interest rates
- unemployment
- consumer spending
- the role of technology in modern business
- innovation and how it can improve efficiency and competitiveness
- legislation
- environmental concerns
- ethical issues
- changing customer and consumer trends
- government policy
- sustainability
- globalisation
- recession.

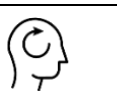
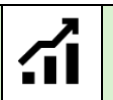
Students will understand that external factors are largely outside the direct control of a business, but businesses can make decisions about how they respond to them.

Disciplinary Knowledge

Students will develop their ability to:

- identify relevant external factors within a business context
- interpret information contained within business case studies
- analyse how external changes may affect a business
- compare the effects of different external factors
- apply knowledge to realistic and unfamiliar business scenarios
- consider how businesses may respond to external change
- evaluate the impact of external factors on business performance
- make and justify business recommendations
- use evidence from a business context to support conclusions
- communicate responses using accurate business terminology.

Key Terminology: External factors, inflation, interest rates, competition, technology, legislation, environment, ethical issues, consumer trends, economy, sustainability, innovation, government policy, globalisation, recession.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
	CA7 draws together substantial knowledge developed throughout Year 10. Students build particularly on: • entrepreneurship • marketing • operations • finance • business growth • customer needs • business aims and objectives • business decision making. This prior knowledge allows students to consider external factors in context. For example, they can now examine how an economic or technological change might affect marketing decisions, operating costs,	Students move beyond identifying external factors and begin to analyse how the same external change can affect different businesses in different ways. The existing curriculum challenges students through: • analysing realistic business case studies • evaluating how different external factors affect business performance • comparing the effects of economic, technological and legal changes on different businesses and industries • applying knowledge to unfamiliar contexts • justifying recommendations using evidence • completing extended responses using accurate business terminology. More demanding work may involve analysing how global businesses adapt to changes in:

customer demand, growth or funding rather than considering the external factor in isolation. Students also continue to use communication, literacy and analytical skills developed throughout the previous content areas.	• technology • consumer behaviour • economic conditions.
Wider Framework <i>How does this learning connect to future topics and bigger goals?</i> CA7 draws together and applies prior learning from marketing, finance, operations and business growth by requiring students to consider how each area may be affected by changes in the external business environment. The topic then directly supports CA8 Business Planning, where students will need to consider the wider circumstances in which a proposed business would operate. CA8 follows CA7 in the existing Year 11 curriculum and develops students' ability to bring together market research, finance, operations, human resources and other areas within a business plan. This knowledge will subsequently support students when they draw together learning from across the qualification within their later assessment work.	Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i> Students broaden their understanding by considering how real businesses are affected by changes beyond their direct control. The existing curriculum identifies wider contexts including: • global events • technological developments • environmental concerns • sustainability challenges • changing customer expectations • economic uncertainty. The curriculum identifies businesses such as Apple, Amazon and Tesla as possible contexts through which students may explore how organisations respond to external pressures and remain competitive.
Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i> Students connect learning to real-life experiences including rising prices, online shopping, environmental issues and changing technology. They develop an understanding of how external factors can affect businesses they encounter every day and influence both customer choices and business decisions. Spiritual development is supported through consideration of how businesses and individuals respond to change, uncertainty and changing priorities. Moral development is developed through consideration of ethical issues, sustainability, legislation and the responsibilities businesses have when responding to environmental and social pressures. Social development is supported through exploring the effects business decisions can have	

on customers, employees and communities. Cultural development is developed through examining globalisation, changing consumer trends and the ways businesses operate within increasingly interconnected markets.

There are strong cross-curricular links with Mathematics through data interpretation, English through communication and evaluation, Geography through globalisation and environmental issues, and ICT/Computing through technological change and digital business.

Career Links

- An Economist studies economic activity and trends such as inflation, employment and consumer spending and considers how these can affect organisations and decision making.
- An Environmental Consultant advises organisations on environmental issues, sustainability and the potential impact of business activity.
- A Commercial Analyst uses business and market information to help organisations understand changing conditions and support commercial decisions.

Skills Builder

- Adapting – students examine how businesses respond to economic, technological, legal, environmental and competitive change.
- Problem Solving – students analyse the impact of external pressures and consider appropriate responses available to different businesses.
- Speaking – students communicate and justify business recommendations using evidence and appropriate business terminology during discussion and evaluation.



	Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
	Students will use the NCFE Business and Enterprise specification, teacher PowerPoints, revision booklets, knowledge organisers and business case studies to support learning. They will complete retrieval quizzes, exam-style questions and business scenario activities focused on external influences and business responses. Useful educational websites include: • BBC Bitesize Business • Tutor2u Business • NCFE	Assessment throughout CA7 will check both students' substantive knowledge of external factors and their disciplinary knowledge in applying, analysing and evaluating the impact of external change. Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge. The 40% substantive knowledge includes students' understanding of: • economic factors • inflation • interest rates

Students will also use business news articles and video clips to explore real examples of businesses responding to external change.

- unemployment
- consumer spending
- technology
- innovation
- competition
- legislation
- government policy
- environmental factors
- ethical issues
- sustainability
- consumer trends
- globalisation
- recession.

The 60% disciplinary knowledge assesses students' ability to:

- identify relevant external factors within a business context
- apply knowledge to realistic and unfamiliar scenarios
- analyse the effect of external change on a business
- compare possible impacts on different businesses
- evaluate business responses
- make justified recommendations
- use contextual evidence and accurate business terminology.

Students will demonstrate progress through the assessment approaches already identified in the curriculum, including retrieval quizzes, class discussions, case study analysis, exam-style written responses, independent and collaborative tasks, homework, peer and self-assessment, teacher feedback and timed assessment activities.

High expectations are placed on students to recognise that external factors do not affect every business in the same way and to demonstrate that they can analyse the context, consider the likely consequences and justify how a business might respond.

Terms 1 and 2 Topic/Theme/Enquiry			CA8-Business planning
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
Students will explore how businesses turn ideas into fully developed and realistic business plans. They will understand how entrepreneurs identify opportunities, set objectives and plan for success in competitive markets. This content area begins the transition from studying individual areas of business towards bringing those areas together within business planning, in preparation for the later synoptic project. Big questions include: • What makes a successful business plan? • How do businesses reduce risk when starting up? • How do financial, marketing and operational decisions impact business success?			
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>		
Substantive Knowledge Students will develop knowledge and understanding of the key components of a business plan, including: • business ideas • market research • target audience and target market • the marketing mix • finance • operations • human resources • cash flow • break-even • start-up costs			

- revenue
- profit
- USP
- competition
- feasibility.

Importantly, much of this knowledge is not new content. CA8 requires students to bring together substantive knowledge developed across the previous content areas and understand how those areas contribute to a coherent business plan.

Disciplinary Knowledge

Students will develop their ability to:

- analyse business ideas
- interpret business and financial information
- apply previous business knowledge within a business-planning context
- connect decisions about marketing, finance, operations and human resources
- consider the feasibility of a business idea
- evaluate risks
- adapt ideas in response to information and evidence
- make justified business decisions
- use business reasoning to explain recommendations
- produce a structured and coherent business plan.

Key Terminology: Entrepreneur, business plan, market research, target market, target audience, marketing mix, cash flow, break-even, start-up costs, revenue, profit, USP, competition, feasibility.



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?



Pitch Up

How will we challenge ourselves?

CA8 deliberately draws together students' previous learning from across the NCFE Business and Enterprise course. The existing curriculum specifically identifies prior understanding of: • enterprise • marketing • finance • customer needs • business operations • pricing strategies • types of business ownership • customer service • basic financial calculations. Students also bring forward their knowledge of human resources, business growth and external factors, allowing them increasingly to view a business as a collection of interconnected decisions rather than a series of separate content areas.	Students are challenged to move beyond knowing the components of a business plan and begin to justify why particular decisions would be appropriate for a specific business idea. The existing curriculum identifies challenge through: • developing and justifying a business idea • developing a detailed business plan • evaluating risks • adapting ideas based on data • justifying decisions using business reasoning and evidence • considering financial viability • evaluating alternative business approaches. At this stage, stronger students should increasingly recognise that decisions are interdependent. A decision about price, for example, cannot be considered completely separately from target market, costs, competition or financial viability.
Wider Framework <i>How does this learning connect to future topics and bigger goals?</i> This learning connects directly to future NCFE assessment tasks, particularly synoptic assessment and controlled assessment outcomes. It also supports progression into further business study, enterprise qualifications, apprenticeships, and employment in business, marketing, finance, or management. The skills developed also support wider academic skills such as analysis, evaluation, and extended writing	Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i> Students deepen their understanding through real-world examples of successful and unsuccessful start-ups and consideration of how small businesses and larger organisations develop business plans. The curriculum also identifies wider influences including: • economic conditions • technology • consumer trends • entrepreneurial journeys • the realities of developing and financing a business idea.

This contextual understanding helps students recognise that a business plan is not simply a school task: businesses use planning to test ideas, consider risk, support decision making and communicate proposals.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The topic connects directly to real-life situations such as:

- starting a small business
- developing a product idea
- applying for funding
- considering whether a business idea is viable.

Spiritual development is supported through creativity, personal ambition and consideration of how an idea can be developed into a realistic enterprise.

Moral development is developed through responsibility, consideration of risk and the need to make reasoned and responsible business decisions.

Social development is supported through consideration of customers, employees and the different stakeholders affected by a business plan.

Cultural development is developed through consideration of different markets, consumer needs and the wider economic environment in which businesses operate.

There are particularly strong links with Mathematics through financial calculations and financial planning, English through structured writing and justification, and ICT/Computing through the organisation and presentation of business information. The curriculum also identifies financial awareness, decision making, teamwork, resilience, ambition, responsibility and problem solving as important wider outcomes of the topic.

Career Links

- Business Consultant – supports organisations in analysing ideas, identifying issues and improving business plans and decisions.
- Business Planning Analyst – considers business information, financial viability and strategic plans to support organisational decision making.
- Start-up Adviser – supports new and developing enterprises with planning, finance and business decision making.

Skills Builder

- Planning – this is the strongest focus for CA8. Students bring together market research, marketing, finance, operations and human resources to create a coherent plan rather than treating decisions in isolation.
- Creativity – students develop business ideas and consider how these can be adapted into realistic and viable proposals.
- Teamwork – students develop their ability to discuss ideas, consider different perspectives and contribute constructively during the learning and preparation activities that precede the independently completed synoptic assessment.



	Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
	Students will use NCFE specification materials, teacher-created case studies, exemplar business plans, and financial planning templates. They will also use websites such as BBC Bitesize Business, Tutor2u, and real business examples from companies' published reports. Video case studies of entrepreneurs and start-ups will support understanding, along with structured worksheets and guided writing frames. These resources support students in understanding how business plans are structured and how previous course knowledge is brought together, before they enter the controlled synoptic assessment.	Assessment throughout CA8 will check both students' substantive knowledge of business planning and the individual business areas that contribute to a plan, and their disciplinary knowledge in connecting, applying, analysing and evaluating that information. Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge. The 40% substantive knowledge includes understanding of: • the purpose and components of a business plan • market research • target markets • the marketing mix • finance • operations • human resources • cash flow • break-even • start-up costs • revenue and profit • USP • competition • feasibility.

		The 60% disciplinary knowledge assesses students' ability to: • apply knowledge from previous content areas to a business idea • interpret market and financial information • connect different areas of business • analyse the implications of business decisions • evaluate risk and feasibility • adapt ideas in response to evidence • make and justify appropriate business decisions. There will be structured tasks, exam-style questions and extended written responses during this learning, with assessment focusing on application of knowledge, analysis of data, evaluation of business decisions and justification. High expectations are placed on students to demonstrate that they can move from knowing individual pieces of Business content to making coherent, interconnected and justified decisions about the viability of a whole business idea.
Terms 2/3/4		Synoptic Project – Internal Assessment
Topic		
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
Students will apply the knowledge and understanding developed across CA1–CA8 to complete the NCFE synoptic project under controlled assessment conditions. The project requires students to bring together different areas of Business and Enterprise rather than treating them separately. They will apply their understanding of areas including marketing, finance, operations and human resources within a realistic business-planning context. The existing curriculum states that the business plan is completed during school-based lessons within the 21 guided hours allocated to the assessment.		

The central question is: Can students independently create a realistic, viable and well-justified business plan within the requirements and time available?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge

Students will draw upon substantive knowledge from across CA1–CA8, including:

- entrepreneurship and enterprise
- customer needs
- market research
- target markets
- the marketing mix
- human resources
- operations
- business growth
- finance
- external factors
- business planning
- financial forecasting
- staffing considerations
- risk
- viability and feasibility.

The project is therefore deliberately synoptic: students must select and use the relevant knowledge from across the course rather than being taught a new body of Business content.

Disciplinary Knowledge

Students will apply their ability to:

- interpret the NCFE case study and resource material

- identify relevant information
- select appropriate knowledge from across CA1–CA8
- apply business concepts within the assessment context
- analyse business information and decisions
- connect marketing, finance, operations and staffing considerations
- make appropriate business decisions
- justify decisions using evidence
- consider feasibility and viability
- evaluate risks and possible alternatives
- manage their time within controlled assessment conditions
- produce structured, evidence-based responses independently.

Key Terminology

Key terminology is drawn from across the qualification. The curriculum specifically identifies:

Synoptic assessment, feasibility, cash flow, break-even, USP, target audience, risk assessment, viability.

Students are also expected to use the wider specialist Business terminology developed across CA1–CA8 accurately and appropriately.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students draw upon all previously studied NCFE content. The existing curriculum specifically identifies prior knowledge of: • enterprise skills • marketing principles • financial understanding • business ownership • operations • customer needs • business planning • financial calculations	Challenge within this stage comes from the independence and synoptic nature of the formal assessment rather than from adding additional curriculum content. Students are expected to: • work independently under controlled conditions • manage the available assessment time • select relevant knowledge from across the course • make higher-level business decisions • justify their reasoning

• case study interpretation. CA8 provides the most immediate preparation because students have already explored how different business functions can be brought together within a coherent business plan. The synoptic project now requires students to demonstrate that they can independently select and apply this accumulated knowledge within the NCFE-set assessment context.	• respond to realistic constraints • maintain financial accuracy • evaluate risks and alternative strategies where relevant to the assessment task. • The progression across the qualification has therefore moved towards: remember → select → apply → connect → analyse → justify → evaluate independently. The key challenge is not simply knowing more Business content; it is knowing which knowledge is relevant, when to use it and how to justify its application within the assessment context.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
The synoptic project represents the culmination of the taught and applied Business and Enterprise curriculum across CA1–CA8. It allows students to demonstrate the cumulative knowledge and disciplinary thinking developed across the course in a formal assessment environment. The skills developed also support progression into: • further Business study • apprenticeships • employment • other vocational qualifications. The NCFE curriculum particularly identifies the development of independence, resilience and applied problem solving as important outcomes of this stage. Following completion of the synoptic project, the curriculum moves into preparation for the NCFE Business and Enterprise Written Assessment, where students revisit and consolidate knowledge from all eight content areas.	Because this is a formal assessment period, the curriculum hinterland should remain supportive rather than introduce additional content. The existing curriculum identifies wider understanding through examples of how: • start-ups develop business plans • small businesses use planning • larger organisations use planning when considering investment or expansion • entrepreneurs secure funding • businesses respond to market conditions • economic trends and consumer behaviour can influence business success. These real-world connections help students understand the authentic purpose of business planning while remaining within the boundaries of the NCFE assessment requirements.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The synoptic project reflects real business practice because entrepreneurs and managers use structured planning to assess ideas, organise resources and support decisions about funding and development.

Spiritual development is supported through independence, resilience and confidence when bringing together learning accumulated across the course. Moral development is developed through responsible decision making, consideration of risk and the need to justify business choices using appropriate evidence. Social development is supported through understanding the different people affected by business decisions, including customers, employees and other stakeholders. Cultural development is developed through applying Business knowledge within realistic economic and commercial contexts.

There are particularly strong links with Mathematics through financial interpretation and calculations, and English through structured writing, analysis, evaluation and evidence-based justification. The existing curriculum identifies transferable skills including organisation, critical thinking, time management and decision making.

Career Links

- Business Project Manager – coordinates resources, timescales and business activity to ensure a project is delivered effectively.
- Commercial Finance Officer – uses financial information to support planning, budgeting and business decision making.
- Business Operations Analyst – examines how different parts of an organisation work together and uses evidence to support improvements and decisions.

Skills Builder

- Planning – students independently manage the different elements of the assessment and organise their time and responses within the controlled assessment period.
- Adapting – students respond to the information, constraints and evidence provided within the NCFE assessment materials and apply relevant knowledge accordingly.
- Problem Solving – students make decisions within the business context, consider possible approaches and justify the choices they make.



Resources

What books, websites, videos and materials will support our learning?



Assessment

How will we show what we know, remember and can apply?

Students will use NCFE assessment briefs, teacher-prepared business plan templates, exemplar responses, financial planning tools, and case study materials. They may also refer to real business examples, online business planning guides, BBC Bitesize Business, and Tutor2u resources. Structured writing frames and calculation support sheets will also be provided where appropriate. Must be in the boundaries that meet NCFE assessments do's and Don'ts

This period is itself the formal Synoptic Project – Internal Assessment.

Assessment therefore requires students to demonstrate both the substantive knowledge accumulated across CA1–CA8 and the disciplinary knowledge needed to select, apply, analyse, connect and evaluate that knowledge within the NCFE-set context.

Substantive Knowledge

Students demonstrate secure knowledge from across the qualification, including relevant understanding of:

- entrepreneurship
- marketing
- human resources
- operations
- business growth
- finance
- external factors
- business planning.

Disciplinary Knowledge

The greater emphasis within the synoptic project is on students' ability to:

- select relevant substantive knowledge
- apply it accurately to the NCFE context
- interpret information and data
- connect different areas of Business
- analyse business decisions
- justify choices using evidence
- evaluate feasibility and viability
- produce coherent responses independently within controlled conditions.

Students complete the NCFE-set business planning assessment within the 21 guided hours identified in the curriculum and use the provided case study/resource material and Tasks 1–4.

The central assessment expectation is that students can demonstrate not only what they know about Business and Enterprise, but whether they can independently use that knowledge to make coherent, evidence-based and justified business decisions.

Term 5

Topic



NCFE Business & Enterprise Written Assessment Preparation and Revision



Big Picture

What are the main ideas and big questions in this topic?

Students will consolidate and apply knowledge from across the NCFE Business & Enterprise qualification in preparation for the external written assessment.

They will revisit the eight content areas:

- Entrepreneurship
- Marketing
- Human Resources
- Operations
- Business Growth
- Finance
- External Factors
- Business Planning

The emphasis is on strengthening students' ability to apply Business knowledge to scenarios, use appropriate terminology, complete calculations and construct effective extended written responses.

Big questions include:

- How do businesses make effective decisions?
- How can business knowledge be applied to real-world scenarios?
- What makes a successful examination response?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge

Students will retrieve, consolidate and strengthen substantive knowledge from across all eight content areas, including:

- entrepreneurship and enterprise

- business ownership
- market research and marketing
- recruitment and human resources
- operations
- business growth
- finance
- external influences
- business planning.
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Key vocabulary from across the course is revisited and embedded through retrieval practice, case studies, examination questions and mock assessment.

Disciplinary Knowledge

Students will refine their ability to:

- identify relevant information within business scenarios
- select appropriate knowledge from across the course
- apply Business concepts to unfamiliar contexts
- interpret business and financial information
- complete calculations accurately
- analyse business situations and decisions
- evaluate possible courses of action
- justify recommendations using contextual evidence
- make links between different content areas
- structure clear extended written responses.
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This term is therefore less about introducing new knowledge and more about strengthening students' ability to retrieve the right knowledge and use it effectively.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
	Students have completed the substantive content of the NCFE Business & Enterprise course and developed knowledge of: • business ownership • marketing • recruitment • operations • growth • finance	Students will challenge themselves by completing full examination papers under timed conditions, analysing complex business scenarios, evaluating business decisions and constructing high-quality 6-mark and 9-mark responses. Students will justify recommendations using evidence from case studies and demonstrate their ability to apply knowledge from multiple content areas

- external influences - business planning. They have also previously completed assessment tasks and mock examination questions, which provide a foundation for final revision and examination preparation. Students therefore enter this term with the full curriculum behind them. The focus shifts from learning new Business content to improving fluency, accuracy and independence when retrieving and applying existing knowledge.	simultaneously. They will also identify personal knowledge gaps and independently revise areas requiring further development.
Wider Framework <i>How does this learning connect to future topics and bigger goals?</i> This learning draws together all content areas studied throughout the NCFE Business & Enterprise qualification and prepares students for their final written assessment. Students will develop the ability to apply business concepts to unfamiliar scenarios, evaluate business decisions and make justified recommendations. These skills support progression into further education, apprenticeships, employment and future study in Business, Economics and related subjects.	Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i> Students will explore current business news stories and real-world examples to deepen their understanding of business decision-making. They will consider how businesses respond to economic change, technological developments, competition and consumer trends. Wider reading and discussion will help students understand the impact businesses have on society, communities, employees and the wider economy.
Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i> Revision continues to reinforce the connection between curriculum knowledge and how businesses operate, grow and respond to challenges in the real world. Spiritual development is supported through independence, confidence and reflection on individual progress and areas for improvement. Moral development is developed through revisiting ethical decision making and the responsibilities businesses have towards different stakeholders. Social development is supported through consideration of teamwork, leadership, employment and the impact of businesses on employees and communities. Cultural development is developed through consideration of businesses operating within different markets and responding to social, technological and economic change. There are strong links with Mathematics through calculations and financial literacy, and English through interpretation, analysis, evaluation and structured extended writing. Career Links - Finance Manager – oversees financial planning and supports decisions about budgets, costs and business performance. - Human Resources Manager – leads decisions about recruitment, employee development, motivation and workforce management. - Business Consultant – uses evidence from across different business functions to analyse problems and recommend improvements.	

Skills Builder

- Listening – students respond to feedback, identify misconceptions and use guidance to refine knowledge and examination technique.
- Speaking – students explain Business reasoning verbally, justify decisions and rehearse the language needed for effective written responses.
- Problem Solving – students interpret unfamiliar scenarios, identify the relevant Business knowledge and determine how best to apply it.



Resources

What books, websites, videos and materials will support our learning?

- NCFE Level 1/2 Technical Award in Business and Enterprise Revision Guide
- knowledge organisers
- class workbooks
- BBC Bitesize Business
- Tutor2u Business
- Seneca Learning
- NCFE Qualification Specification
- NCFE Sample Assessment Materials
- Tutor2u Business videos
- Two Teachers Business
- BBC Business News clips
- teacher-led revision videos
- retrieval quizzes
- flashcards
- exam question packs
- past papers
- case studies
- revision mats
- 📄 mock examination papers.



Assessment

How will we show what we know, remember and can apply?

Assessment during Term 5 will deliberately test both students' substantive knowledge across CA1–CA8 and their disciplinary knowledge in selecting, applying, analysing and evaluating that knowledge within written assessment contexts.

Approximately 35% of assessment focuses on substantive knowledge and 65% on disciplinary knowledge.

The 35% substantive knowledge includes:

- accurate recall of Business concepts from across all eight content areas
- specialist terminology
- financial concepts
- key processes and methods
- knowledge needed to interpret and respond to Business scenarios.

The 65% disciplinary knowledge assesses students' ability to:

- select relevant knowledge for a question
- apply knowledge to the business context provided
- interpret case study and financial information
- complete calculations accurately
- analyse causes, consequences and relationships
- evaluate alternative business decisions
- justify recommendations using contextual evidence
- construct clear and developed extended responses
- manage time effectively under assessment conditions.

Students will demonstrate progress through retrieval practice, low-stakes quizzes, exam-style questions, timed mock assessments, calculation questions, short-answer responses and extended written responses. Progress is also monitored through self-assessment, peer assessment, teacher feedback and mock examination performance.

High expectations are placed on students to demonstrate that they can do more than simply remember Business content. By this point, they should be able to independently select the most relevant substantive knowledge and use disciplinary thinking to construct accurate, contextualised and well-justified responses.