



Philosophy:

The Scheme of learning (SOL) have been carefully designed both to maximise progression and to allow flexibility. In Year 9 pupils who opt for a Business course, whether that be the vocational route (CNAT Level 2) or academic (GCSE) follow the same SOL irrespective of prior achievement as we understand that pupils' ability to learn progresses at different ages. Some content will inevitably be met in our higher prior achieving sets earlier than in others. This means that for those not yet attaining as highly as their peers, there will be more time for consolidating and revisiting concepts before moving on to new content. In Year 9 the focus is on introducing, developing and embedding key analytical and evaluation skills for both statistical data and written evidence. We aim for all pupils to be thinking about, working on and discussing the same Business concepts whilst individually developing the ability to form logical chains of reasoning. Opportunity to deepen understanding and develop these skills is provided for all through effective differentiation. Having established strong foundations, we can allocate students to courses that best meet their learning style in Years 10 and 11 where we aim to start advancing and mastering these skills by working through the further content required in Years 10 to 11.

Implementation:

The content covered and the sequence of this content for all year groups has been carefully designed so that topics can build on previous content learnt. For example, Year 9 starts with the introduction of just 5 key strands of content: the purpose of business, business finance, marketing, enterprise skills and people in business. In Year 10 these are explored again and in more depth to enable students to advance and master the depth of reasoning required to attain higher marks, whilst new concepts – ones that require the same mathematical reasoning, analysis and evaluation skills- are introduced. The new GCSE places greater emphasis on explaining business decisions or the impact of these decisions. It also requires students to make choices in given business scenarios and be able to fully justify these decisions, because of this we start teaching these pivotal skills in Year 9. Students have more confidence applying them to later topics. We hold great value in revisiting and overlearning previous content. Students are actively encouraged to read widely and take their learning beyond the classroom, which is reinforced with a range of independent/home learning activities throughout the course. Our Schemes of learning allow plenty of opportunity for students to overlearn and practise the skills learnt earlier in the course. We also aim to help the students learn how the various topics synoptically link to help them understand and explain more complex business scenarios and the appropriate and effective decisions businesses would make in those situations.

We recognise that practice is a vital part of learning and we aim for the practice to be intelligent practice that develops pupils' conceptual understanding and encourages reasoning and mathematical reasoning, as well as reinforcing their procedural fluency. We use well-crafted examples and exercises which, through careful use of variation focuses pupils' attention on the key learning point. Significant time is spent developing a deep understanding of the key ideas and concepts needed to underpin future learning. The structure of analytical arguments and connections within the business concepts are emphasised, which helps to ensure the pupils' learning is sustained over the five years.

Every attempt is made to keep the whole class learning together. Differentiation is achieved through student specific challenge and pointed questioning. This ensures every pupil is able to fully grasp the skills and concepts being learnt. This ensures all pupils are able to embed the keys skills needed ready for advancing and mastering these skills throughout Year 10 and 11. Acceleration by some pupils is encouraged through challenging them to conduct deeper analysis of the concepts and by applying concepts to new and unfamiliar business scenarios. If some pupils fail to grasp an important aspect of the concept or skill, it is identified quickly either by teacher in-class monitoring, interim assessments and end of section diagnostic tests. Early intervention in these cases will ensure that these pupils will catch up.

To encourage independent learning, home learning is split into two distinct types of task:

1. Skills/Knowledge consolidation and application along with independent wider reading/investigation;
2. Remedial learning and feedback response.



These tasks are set at a rate of two tasks per section. These are sent to all students, via ShowMyHomework, and are linked to the SOL. There is a regular intervention/independent learning workshop, to support all pupils who require extra support and guidance, held in G20 during Tuesday lunchtimes. Pupils are encouraged to attend these and sometimes, where a real skill or content deficiency has been recognised, made mandatory.

| Chosen Hill School Assessment, Marking & Feedback Policy Business and ICT 2019-20 | |
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| <p>TA Teacher Assessment</p> <p>Teacher Assessment (TA) is a summative assessment which is used to measure the attainment of pupils at the end of a course. It is a formal assessment which is used to measure the attainment of pupils at the end of a course. It is a formal assessment which is used to measure the attainment of pupils at the end of a course.</p> | <p>VF Verbal Feedback</p> <p>Verbal feedback is given to pupils during lessons and is used to help them to improve their work. It is given to pupils during lessons and is used to help them to improve their work. It is given to pupils during lessons and is used to help them to improve their work.</p> |
| <p>PA Peer Assessment</p> <p>Peer assessment is used to help pupils to improve their work. It is used to help pupils to improve their work. It is used to help pupils to improve their work.</p> | <p>SA Self Assessment</p> <p>Self assessment is used to help pupils to improve their work. It is used to help pupils to improve their work. It is used to help pupils to improve their work.</p> |
| <p>Chosen Hill School – Business & ICT Faculty</p> | |

Assessment:

Assessments run throughout the year to check understanding and followed with a DIRT task to either consolidation or for overlearning. The end of year assessments cumulatively assess all topics covered but are primarily focused on skill development rather than content knowledge in Year 9. Throughout Year 10 and 11 the focus of assessments becomes more balanced as more concepts are taught and content knowledge becomes more important. Pupils a diagnostic assessment after each learning section to check understanding and these are also accompanied with a DIRT task and an opportunity for further challenge through a growth mind-set development task.

Extra-curricular Learning:

Extra-curricular activities are embedded within our faculty culture. We aim to engage pupils in exploring topics across the curriculum and to take them to new levels of thinking. We participate in Tenner Challenge in Year 9 and SharePoint in Year 10. We also take every opportunity to invite local business people to come in and lead sessions with the pupils:

GCSE Students have the option to attend weekly intervention workshops held on Tuesday lunchtimes.

CNAT Students have the option to attend weekly assignment workshops held on Tuesday after school.

Special Educational Needs:

We teach Business Studies to all students, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all students. Teachers provide learning opportunities matched to the needs of students. Different resources are used to allow students with special educational needs to have access to learning and contribute to lessons.

Equal Opportunities:

Ensuring equality of opportunity does not mean that all learners are treated the same. At Chosen Hill School, in accordance with the Learner’s Act 1989, students are considered as individuals with particular needs and potentialities. Each student is given encouragement and the opportunity to develop their full potential in Business Studies, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.

Pathways:

All students opting for a Business course will complete the Year 9 Introduction to Business Skills Course. From Year 10 the schemes are split into two distinct pathways and these are:

OCR National in Enterprise and Marketing. This course has just one externally examined module and pupils who learn best by application of their knowledge to complete 2 large written assignments, aspire to do a vocational level 3 course and go on into employment or an apprenticeship beyond.

EdExcel GCSE Business - This course comprises of two externally examined modules and pupils who learn best memorising content knowledge and writing well-reasoned answers under examination conditions, aspired to do an A-Level course at KS5 and aim to go on to higher education beyond that are encouraged to take this route.

There is a large overlap of content between the two courses, although delivery is markedly different. The structure of the Year 9 course has been planned so that any student who realises they have taken a sub-optimal pathway for their own progress can be swapped over at the end of Year 9 and in preparation for Year 9 learning.

Appendix 1: Curriculum Map for the Year 9 Introduction to Business Studies Skills Development Course

Appendix 2: Curriculum Map for Year 10 and 11 GCSE

Appendix 3 Curriculum Year Plan for Vocational Business

Impact:

Our pupils will have a sound understanding of all of the business concepts contained within their chosen pathways. They will have also mastered the mathematical reasoning, analytical, evaluation and synthesis skills required to attain the higher grades by the end of Year 11. They will also have the opportunity at the end of Year 9 to swap pathways to ensure they are on the route that is optimal for them as individual learners. This will also be the case again on application for KS5 Business Courses during Term 4 of Year 11. They will have developed the methods of working and positive mind-set to learning required to go on and be successful in a business related course at KS5 and beyond.

Appendix 1:

Chosen Hill School – Business Education Curriculum Overview – 2019-2020

| Pathway | Term 1 | Term 2 | Term 3 | Term 4 (New content – Underdevelopment for 2019-20) | Term 5 (Under review) | Term 6 (Content under review) | | |
|--|--|--|---|--|---|---|--|---|
| <p>9 Introduction to Business Skills Course</p> | <p>Curriculum: Significant Learning Introduction to Business – what they do, industry classification, risk & reward, Entrepreneurship, business ownership, what makes a business successful. Pedagogy Ascertain what they know already First learning, vocabulary, subject specific vocabulary, teamwork and independent research skills use of reciprocal learning. Introduction to extended writing and presentation skills. Assessment Interim assessment lesson 8/15- role play Final Assessment Lesson 14/15 – group presentation Student self-reflection 15/15 – individualised target setting (DIRT)</p> | <p>Curriculum: Significant Learning Introduction to Business Finance – Reasons for effective financial management, types of costs, sources of revenue. Calculating profit, break-even point and forecasting cash flow. Interpretation of outcomes. Sources of finance Pedagogy Ascertain what they know already, first learning of financial vocabulary, formulas and practicing calculations. Cross-curricular remedial learning of numeracy: calculating using formulas, drawing and interpreting line graphs and tables. Introduction to data analysis and development of extended evaluative writing introduced in Term 1. Assessment Initial assessment to inform teaching (M.P.T.) Interim assessment lesson 6/15- Formal test. Followed by DIRT and target setting for differentiated growth mind-set remedial learning. Final assessment lesson 14/15- Formal test. Followed by student self-reflection, and target setting for differentiated growth mind-set remedial learning during DIRT.</p> | <p>Curriculum: Significant Learning Introduction to Marketing – What is marketing, the marketing mix, market research methods, good questionnaire design, qualitative and quantitative market research, sampling. Introduction to design mix (concept only) Pedagogy Ascertain what they know already, first learning of marketing vocabulary, cross-curricular remedial learning of ICT: Word and Excel. Creating a questionnaire, conducting market research, collecting, collating and interpreting data to develop data analysis skills introduced in Term 2, presentation skills introduced in Term 1 and encourage independence and teamwork. Assessment Initial assessment to inform teaching (M.P.T.) Final Assessment lesson 15/15- Group presentation of effective marketing strategy for a given business. Self-reflection and DIRT done independently outside the classroom to further develop independence introduced in Term 2 and re-enforced during the delivery of this module.</p> | <p>Curriculum: Significant Learning Introduction to External Factors: Political, Economic, Social and Technological Pedagogy Ascertain what they know already, first learning of external factors that firms have no control over but impact on their operations. Literacy focus: Comprehension of written information and extraction of key information/evidence from articles for application to longer written answers. Assessment Initial assessment to inform teaching (M.P.T.) Final Assessment: first half of lesson 5/5: Individual written answer to a given business scenario using case study material to extract and apply evidence. Second half whole class marking and DIRT</p> | <p>Curriculum: Significant Learning Development of knowledge and application of the design mix Pedagogy Ascertain what they can remember, first learning of the design mix in Term 3. Development of a deeper understanding of what factors affect a products design and causes it to change over time. Remedial learning of external factors and application of research data to further develop analysis and evaluative skills introduced in Terms 1 & 2, whilst encouraging independence and extended writing skills. Assessment Initial assessment of basic concept introduced in Term 3 to inform teaching (M.P.T.) Extended project lesson 2 – 4: Students will be provided with data from the external environment and asked to work independently to produce a short written report identifying and explaining the most appropriate design mix for a given product idea.</p> | <p>Curriculum: Significant Learning Tenner Challenge: Students will set up a dummy company, conduct market research and apply what they have learned from it to design, develop and produce a new product idea. Then they will market it and sell it to make the highest level of profit that they can in just 4 weeks. Focus: embedding knowledge and skills taught so far. Pedagogy Extended group-based project to allow students an opportunity to apply and begin to embed the skills and knowledge, taught throughout Terms 1 – 4, to set up and run a business for 4-weeks by producing a successful product idea, marketing it and selling it to make the highest amount of profit possible in that time; then writing up a detailed journal and self-evaluation ready for presentation to apply numeracy and literacy skills developed earlier in the course. Assessment Summative – teamwork: listening, delegating, sharing, organising necessary activities. Formative: internal assessment via class teacher’s nomination of top team in each class to a judging panel – lead by HoF. These top teams are also to be entered into the national competition, ran by Young Enterprise. Teams are assessed objectively on: Interim - and final deadline adherence, accuracy of market research and appropriateness of the new product design based on it, effectiveness of marketing campaign to generate sales and accuracy of accounts, how successful business is in terms of profit generated. Most inspirational individual based on drive, determination, resilience and independence.</p> | <p>Curriculum: Significant Learning Introduction to how to revise effectively Introduction to GCSE examination conditions Independent remedial learning. Focus: calculating and analysing data then evaluating it to make recommendations Pedagogy A couple of lessons will be introducing revision techniques and trialling each method. Then students will be introduced to the GCSE experience by sitting and Individual written exam paper, sat under examination conditions to start preparing students for the GCSE experience. Afterwards, they will experience a mini-results day where they will collect their results from the HoD during a lunchtime. One lesson and a home learning activity will be allocated, post results, for DIRT – to maintain the expectation that F.A.I.L only means first attempt at learning as part of the school’s Growth Mindset strategy. Assessment 50-minute examination followed by 10-minute self-reflection activity. Re-assessment to establish effectiveness of the students independent remedial learning</p> | <p>Curriculum: Significant Learning Introduction to Human Resource Management: Organisational Structure, Recruitment and Selection and Remuneration. Pedagogy Ascertain what they know already First learning, vocabulary, subject specific vocabulary. Consolidation of detailed note-taking skills and independent research skills using computers. Further development Develop individual extended-writing skills developed and applied as part of a group during the Tenner Challenge in Term 5 – Part 1 Assessment Initial assessment to ascertain existing knowledge of human resource management to inform teaching (M.P.T.) Lesson 1/10 Final assessment: Lesson 9/10 Individual students to write a report about methods of calculating pay for operatives for as given business scenario. Followed by DIRT lesson, lesson 10/10. Set bridging work over the summer to re-inforce growth mind-set and independence and to gain a flying start into: GCSE - Theme 1.1 CNAT - R064</p> |
| | | | <p>Tenner challenge preparation: Skills to be introduced ready for development in Term 5: What makes a great team, organising meetings, setting actions, monitoring and controlling progress towards a set deadlines</p> | | | | | |
| <p>Generic Learning Skills</p> | <p>Reading. Extended writing, vocabulary, data and literature analysis, synthesis, evaluation, independent research, team work. Self-confidence and presentation skills, ICT – MS Word, MS Publisher, MS Excel, MS PowerPoint, using search engines, browsing the Internet.</p> | | | | | | | |

Appendix 2:

| Chosen Hill School – Business Education Curriculum Overview – 2019-2020 | | | | | | |
|---|---|---|---|--|---|---|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Year 10 GCSE Pathway Pathway</p> | <p>Curriculum: Significant Learning Introduction to why new business ideas come about and the dynamic nature of business, risk and reward, the role of business enterprise (1.1):</p> <ul style="list-style-type: none"> Changes in technology/in what consumers want/Obsolescence Original ideas Adapting existing products/ services/ ideas Risk: business failure, financial loss, lack of security and Reward: business success, profit, independence <p>Pedagogy Ascertain what they know already. First learning, subject specific vocabulary, group discussion, use of reciprocal learning, plenary quizzes, independent investigation task. Levi Roots case study, mind-mapping analysis and group presentation. Development of teamwork and presentation skills.</p> <p>Assessment Interim assessment: Homework investigation Final Assessment Lesson End of Topic 1 Test Student self-reflection individualised target setting (DIRT)</p> | <p>Curriculum: Significant Learning Introduction to spotting a business opportunity (1.2):</p> <ul style="list-style-type: none"> Customer needs Market research Market segmentation The competitive environment <p>Pedagogy Ascertain what they remember from Year 9, subject specific vocabulary, theory re-cap/consolidation, kinaesthetic activity collecting primary research, note taking, discussion activities, research task -students share what they discover to whole class, images discussion- Group activity identifying segments for a product/how the product could be adapted to appeal to more/different segments. Develop knowledge of market mapping and how it is used by business, research project, product designs, pricing strategy. Information synthesis and development of evaluation</p> <p>Assessment Interim assessment: Group presentation of rationale for business Final Assessment: End of Topic 2 Test Student self-reflection Individualised target setting (DIRT)</p> | <p>Curriculum: Significant Learning Development of putting a business idea into practice (1.3):</p> <ul style="list-style-type: none"> Business aims and objectives Business revenues, costs and profits Break-even Analysis Cash and cash-flow Sources of business finance <p>Pedagogy Ascertain what they remember from Year 9, subject specific vocabulary, theory re-cap/consolidation, teacher exposition, modelling of calculations and practice.</p> <p>Assessment Interim assessment – test on calculating revenues, costs, profits, break-even and cash flow. Final Assessment Lesson End of Topic 3 Assessment Test – including analysis of statistical data. Student self-reflection Individualised target setting (DIRT)</p> | <p>Curriculum: Significant Learning Development of making the business effective (1.4):</p> <ul style="list-style-type: none"> The options for start-up and small businesses Business location The marketing mix Business Plans <p>Pedagogy Ascertain what they remember from Year 9, subject specific vocabulary, theory re-cap/consolidation, teacher exposition, group discussion and evaluation task, development of a marketing strategy for a specified product – working in pairs/small groups, presentation of ideas to whole class and written assessment</p> <p>Assessment Interim assessment: Presentation of marketing strategies to class. Final Assessment: End of Topic 4 Assessment Test Student self-reflection Individualised target setting (DIRT)</p> | <p>Curriculum: Significant Learning Development of understanding of external influences on business (1.5):</p> <ul style="list-style-type: none"> Business stakeholders Technology and business Legislation and business The economy and business <p>Pedagogy Ascertain what they know remember from Year 9, subject specific vocabulary, theory re-cap/consolidation, group discussion, use of reciprocal learning to complete a detailed analysis and evaluation of a case study, development of a revision mats on how technology effects business, legislation – note-taking followed by ‘Is this breaking the law?’ – group activity considering different business scenarios. Group research task into each of the key external factors that affect business and then peer-teaching, as a group, the other class members. Revision of all topics taught to-date for Year 10 mock examination</p> <p>Assessment Interim assessment: End of topic 5 Test Final Assessment: Year 10 mock examination Student self-reflection Individualised target setting (DIRT)</p> | <p>Curriculum: Significant Learning Examination review/enhancement activity – launch summer holiday bridging work:</p> <p>Pedagogy Whole class review of exam performance, identification of key areas of misunderstanding, re-teaching, further revision and re-assessment – highly individualised.</p> <p>Assessment Re-sit mock examination Submission for teacher marking of summer bridging work on return in September.</p> |
| <p>Year 11 GCSE Pathway Pathway</p> | <p>Curriculum: Significant Learning Introduction Growing the business (2.1):</p> <ul style="list-style-type: none"> Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business <p>Pedagogy Ascertain what they know already: First learning, subject specific vocabulary, lots of group discussion, advancing/mastering analysis and evaluation skills and extended writing.</p> <p>Assessment Interim assessment: Tyrell’s case study Final Assessment: End of Topic 1 Assessment Test Student self-reflection Individualised target setting (DIRT) Revision assessment of Topic 1.1 (Year 10) syllabus – to ensure knowledge is not fading.</p> | <p>Curriculum: Significant Learning Advancing knowledge on making marketing decisions (2.2):</p> <ul style="list-style-type: none"> Product, Price, Promotion, Place Using the 4Ps to make effective business decisions. <p>Pedagogy Ascertain what they remember from Year 9 and 10, add detail and advance/master application of theory to given business scenarios along with extended writing skills. Dragons Den assignment – presentation and follow up with detailed written findings and evaluated conclusions</p> <p>Assessment Interim assessment: Dragon’s Den assignment presentation and written rational Final Assessment: End of Topic 2 Assessment Test Student self-reflection Individualised target setting (DIRT) Revision assessment of Topic 1.2 (Year 10) syllabus – to ensure knowledge is not fading.</p> | <p>Curriculum: Significant Learning Introduction to making product decisions (2.3):</p> <ul style="list-style-type: none"> Business operations Working with suppliers Managing quality The Sales process <p>Pedagogy Ascertain what they already know – rapid progress needed from introduction of concepts to mastering. Focus on concepts and use lessons to further advance/master extended writing and evaluation skills already well-developed by this stage of the course. Role plays.</p> <p>Assessment Interim assessment: Written brief explaining how each production method works and how operations have been affected by new technology Final Assessment: End of Topic 3 Assessment Test Student self-reflection Individualised target setting (DIRT) Revision assessment of Topic 1.3 (Year 10) syllabus – to ensure knowledge is not fading.</p> | <p>Curriculum: Significant Learning Making Financial Decisions (2.4):</p> <ul style="list-style-type: none"> Business calculations Understanding statistical data to assess business performance Pedagogy <p>Ascertain what they remember from Year 9 and 10, revisit calculations – focus on interpreting the financial data to make effective business decisions regarding best course of action for given business scenarios. Synoptic – draws together many elements of the course so opportunity for students to develop complex chains of reasoning required for the higher grades.</p> <p>Assessment Interim assessment: Completion and submission of the business calculation work pack Final Assessment: End of Topic 4 Assessment Test Student self-reflection Individualised target setting (DIRT) Revision assessment of Topic 1.4 (Year 10) syllabus – to ensure knowledge is not fading.</p> | <p>Curriculum: Significant Learning Advancing Knowledge of Making People Decisions (2.54):</p> <ul style="list-style-type: none"> Organisational structures Effective recruitment Effective Training and development Motivation theory <p>Pedagogy Ascertain what they remember from Year 9 re-cap concepts and get quickly into application to a range of business scenarios – focus on improving the arguments students make regarding choice of organisation structure, recruitment and training methods and how best to motivate different types of employee in given business scenarios – aim: students to use this topic to demonstrate mastery of evaluation and extended writing skills.</p> <p>Assessment Interim assessment: Completion and submission f the business calculation work pack Final Assessment: End of Topic 4 Test Student self-reflection Individualised target setting (DIRT) Revision assessment of Topic 1.5 (Year 10) syllabus – to ensure knowledge is not fading.</p> | <p>Curriculum: Significant Learning External Examination Final Preparation:</p> <p>Pedagogy Revision mats Seneca Learning quizzes (online revision tool) Practise past papers under examination conditions – highly individualised intervention</p> <p>Assessment Teacher/whole class review of each revision activity, feedback and DIRT</p> <p>External examinations</p> |

Appendix 3:

| Cambridge National in Enterprise and Marketing – Year 10 | | | | | |
|--|---|--|---|---|--|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| LO1 Market Segmentation Market Research Primary and Secondary Customer Feedback | LO2 Costs of production, Revenue, Breakeven, Profit LO3 The Product Life Cycle, Extension strategies, Product differentiation, | LO3 continued External factors and impact on product development. LO4 Pricing strategies, Advertising methods, Sales promotions, Customer feedback. | LO5 Forms of ownership, Sources of capital, Business Plans LO6 Functional areas and activities. | Revision and Examination Technique | Introduction to RO65 Design a business proposal LO1 Market segmentation and customer profiling |
| Market segmentation practical tasks on Cars. Carry out market research activity. | Practical exercises to build skills. Examples of product differentiation and extension strategies. | PEST Design Mix of e-bike | Understanding difference between limited and unlimited liability. Matching activities to Functions | Distribution of Orange Revision Guides, working through reviewing content and practice questions. | Explanation of market segmentation Drawing up customer profile. Practice Task followed by Portfolio assessment task. |
| LO1 Test | LO1, LO2, Test | LO3, LO4 Test | Year 10 Mock Examination | External Examination 50% of course | Submission of LO1 for assessment. |

| Cambridge National in Enterprise and Marketing – Year 11 | | | | | |
|--|--|---|---|--|--------|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| RO65 LO2 Market Research RO65 LO3 Develop Design Proposal | RO65 LO4 Is a business proposal viable RO65 Completion and presentation of assignment for moderation. | RO66 Introduction to Portfolio 2 Market and Pitch a Business Proposal. LO1 Develop a Brand for your product Develop a promotional plan for your product | RO66 LO3 Develop a pitch for a business proposal, Deliver a practice pitch LO4 Pitch your business proposal to an audience LO5 Reflect and review on business proposal and pitch | Completion and submission of portfolio work for moderation. Resit Examination RO64 if needed for individuals. | |
| Market Research Practice Task, Portfolio assessment Students carrying out own market research for business proposal. Product Design | Using calculations to assess viability of business proposal. Practice Task followed by Portfolio assessment task. | Understanding branding and developing a brand for product. Practice Task followed by Portfolio assessment task. | Develop and pitch business proposal. Pitch business proposal. Review proposal and pitch | | |
| Submission of LO2, LO3 for assessment. | Internal Assessment 25% of course | Submission of LO1 for assessment | Completion and submission of portfolio work for moderation. | Internal Assessment 25% of course. | |