

Year 10 Overview

OCR Level 1/Level 2 Cambridge National in Enterprise & Marketing (New Specification - J837)

As part of the Computing department, we offer OCR Level 1/Level 2 Cambridge National in Marketing and Enterprise. Within the past year, this qualification has been redeveloped so that all students can

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

In Year 10, learners will begin both R067 and R068. By interleaving the course content, learners will have the opportunity to integrate their knowledge and understanding from their exam unit, into their practical coursework units.

Unit R067: Enterprise and marketing concepts

This unit is assessed by exam in Year 11.

In this unit, students will learn how market research gives the entrepreneur an insight into the wants and needs of their customers so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.

As well as understanding their target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. They will examine each element individually and explore the decisions that an entrepreneur needs to make. They will learn about the types of ownership for an enterprise and the sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which they will learn about so that they can understand how to obtain timely and appropriate guidance.

Unit R068: Design a business proposal

This is assessed by completing a set assignment.

In this unit, students will learn how to develop market research tools and use these to complete their market research. They will use their research findings to decide who their customers will be, create a design mix and produce their product design ideas. To help decide on their final design, they will gain feedback and then assess the strengths and weaknesses of their initial ideas. They will complete financial calculations to determine whether their proposal is likely to make a profit. Students will use the evidence they have generated to decide whether they think that their new product is likely to be financially viable.

Topic areas include:

- Market Research
- How to identify a customer profile
- Develop a product proposal
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

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Week	Themes/ Topics	Key Knowledge & Skills	Key Assessments
1-6 (Autumn 1)	<p>R067 (TA1): Characteristics, risk and reward for enterprise</p> <ul style="list-style-type: none"> → Lesson 2: Course Introduction & Characteristics of successful entrepreneurs → Lesson 3: Potential rewards and drawbacks for risk-taking <p>R067 (TA2): Market Research; Data; Market Segmentation</p> <ul style="list-style-type: none"> → Lesson 4: The purpose of market research → Lesson 5: Types of data & Primary market research methods → Lesson 6: Secondary market research sources → Lesson 7: Types of market segmentation → Lesson 8: The benefits of market segmentation to a business <p>R068 (TA1): Market research; sampling methods; Using research tools; Review market research.</p> <ul style="list-style-type: none"> → Lesson 9: Sampling methods → Lesson 10: Use appropriate market research tools for a business proposal. → Lesson 11: Review the results of market research. → Lesson 12 – 18: Task 1 Coursework Completion 	<p>Overview</p> <p>After a brief introduction to the course, students will start by identifying the characteristics of an entrepreneur and looking at the potential reward and drawbacks when taking a risk. Student will then begin preparing for their first assessed coursework piece. Students will learn the knowledge needed to complete task 1, which focuses on completing market research to identify their target audience and design a product to meet their needs.</p> <p>Learning Outcomes – Substantive Knowledge</p> <p>Students will be able to</p> <ul style="list-style-type: none"> → Understand the structure and expectations of the course including the importance of deadlines. → Understand the various characteristics of successful entrepreneurs. → Understand why these characteristics can help entrepreneurs to be successful. → Understand the potential rewards for risk taking in business: <ul style="list-style-type: none"> ○ financial rewards ○ independence ○ self-satisfaction ○ making a difference/change. → Understand the potential rewards for risk taking in business: <ul style="list-style-type: none"> ○ financial rewards ○ independence ○ self-satisfaction ○ making a difference/change. → Understand the purpose of market research including how and why entrepreneurs need to carry it out. → Understand primary market research methods including the advantages and disadvantages of such methods. → Understand secondary market research methods including the advantages and disadvantages of such methods. → Understand the two different types of data that are used in market research including their benefits and limitations. → Understand the meaning of market segmentation. → Understand the problems and challenges that may be encountered if the market is not segmented. → Understand the benefits of market segmentation to a business. → Understand how to select appropriate primary and secondary market research methods and data types to complete meaningful research. → Understand the different methods of sampling. → Be able to use appropriate market research tools and appropriate skills for a given business proposal. → Be able to check the accuracy of secondary research. → Be able to select the most suitable methods to collate and present data. <p>Coursework Outcomes – Disciplinary Knowledge</p> <p>Using the substantive knowledge taught before lesson 12 (this term) students must complete the following tasks in relation to the summative assessment scenario outlined by OCR.</p> <ul style="list-style-type: none"> → Explain the overall aims of their market research. → Choose appropriate market research tools that will help them to achieve the research aims. Students should choose two primary and one secondary market research tools. → Select their choice of sampling method(s) and give reasons for their selection. → Create their three chosen market research tools. They must be able to collect both quantitative and qualitative data. → Carry out market research. → Collaborate on their market research findings. Select and use the most appropriate method(s) to present the results. → Review the results of their completed market research. 	<p>Coursework</p> <p>Rolling progress on R068 Controlled Assessment – Internal Deadlines set</p> <p>Other Assessment</p> <p>Knowledge checks – Plenary Forms Quizzes Half Term 1 Subject Knowledge Assessment</p>

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Week	Themes/ Topics	Key Knowledge & Skills	Key Assessments
7-13 (Autumn 2)	<p>R068 (TA1): Market research; sampling methods; Using research tools; Review market research. → Lesson 1 - 4: Task 1 Coursework Completion</p> <p>R068 (TA2): Identifying a customer profile. → Lessons 5 & 6: Identify potential customers and build a customer profile based on market research findings. → Lessons 7 & 8: Task 2 Coursework Completion</p> <p>R068 (TA3): Creating, producing and reviewing a design mix. → Lesson 9: Create a design mix for a new product. → Lesson 10: Produce designs for a new product. → Lesson 11: Review designs for a product proposal → Lesson 12 – 16: Task 3 Coursework Completion</p>	<p>Overview After completing Task 1 students will focus on learning the knowledge needed to complete tasks 2, 3 and 4 The lessons this term will focus on identifying a customer profile, designing a product proposal and using peer and external feedback to develop a final product.</p> <p>Learning Outcomes – Substantive Knowledge Students will be able to → Understand how to apply market segmentation to build a customer profile. → Understand how to create a design mix for a new product. → Use market research to inform product designs. → Relate product designs to a business brief. → Be able to use current creative techniques, including brain shifter, mind map, mood board, sketches and drawings. → Understand how to review, modify and finalise designs for a product proposal.</p> <p>Coursework Outcomes – Disciplinary Knowledge Using the substantive knowledge taught before lesson 7 and 12 (this term) students must complete the following tasks in relation to the summative assessment scenario outlined by OCR. → Referring to their market research findings, students should apply their knowledge of market segmentation to create and describe their customer profile. → Justify their customer profile decision with reference to their market research findings. → Students should use their customer profiles and the findings from their completed market research to create the outline of the design mix for their ice cream. → With reference to their market research findings and their customer profile, students should give reasons for the design mix that they have chosen. → Using their design mix students should generate two product design ideas. They must provide evidence of using a different creative technique for each product design idea. They will need to select a type of ice cream mixture, a cone, a topping and at least 1 flavouring or additional ingredient from the list provided on pages 4–5. If creating an ice cream with 2 scoops, the scoops can either be one flavour or two different flavours or can include additional ingredients. → For one of their design ideas, students should describe how they have used their design mix and market research findings to inform the design. → Produce a self-assessment of both designs. → Obtain verbal and written feedback on their designs from different individuals (e.g., interviews and questionnaires). → Students should identify the strengths and weaknesses of their design proposals based on the feedback received. → Create their final ice cream design by modifying one of their designs, clearly labelling the alterations that they have implemented. → Explain the reasons for choosing the final ice cream design, referring to the design mix</p>	<p>Coursework Rolling progress on R068 Controlled Assessment – Internal Deadlines set</p> <p>Other Assessment Knowledge checks – Plenary Forms Quizzes Half Term 2 Subject Knowledge Assessment</p>

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14-18 (Spring 1)	<p>R068 (TA3): Creating, producing and reviewing a design mix. → Lesson 1 – 3: Task 4 Coursework Completion</p> <p>R067 (TA3): Costing; Revenue; Profit/Loss: Breakeven; Importance of Cash → Lesson 4: Cost of producing the product. → Lesson 5: Revenue generated by sales of the product. → Lesson 6: Profit/loss → Lesson 7: How to use the formula for break-even as an aid to decision making. → Lesson 8: Importance of cash</p> <p>R068 (TA4): Costing; Pricing Strategies; Financial Viability → Lessons 9 & 10: Calculate costs, revenues, break-even and profit relating to a business proposal. → Lesson 11: Apply an appropriate pricing strategy. → Lesson 12: Review the likely financial viability of a business proposal.</p>	<p>Overview After completing tasks 4 students will focus on learning about the mathematical elements of the course. Students will learn to calculate revenue, loss, profit and break even and investigate variations of these to assess their company's financial viability.</p> <p>Learning Outcomes – Substantive Knowledge Students will be able to</p> <ul style="list-style-type: none"> → Understand the fixed, variable and total costs to a business of producing products. → Be able to calculate the total cost, the total cost per unit, variable cost, variable cost per unit, fixed cost, and fixed cost per unit as well as calculations involving different periods, such as per month and year. → Understand how to calculate total revenue. → Understand how to rearrange a formula to find a component. → Understand how to calculate profits and losses for a business. → Understand how to calculate profit for a given level of output. → Understand how to rearrange a formula to find a component. → Understand the difference between revenue and profit. → Understand the concept of loss when total costs exceed revenue. → Understand the meaning of break-even. → Understand how the break-even is calculated. → Understand how to interpret a break-even graph to identify the break-even point. → Understand how break-even information is used by an entrepreneur. → Understand the difference between cash and profit. → Understand the consequences of a lack of cash. → Understand how to calculate costs, revenue, break-even and profit relating to a business proposal. → Understand how to select and apply an appropriate pricing strategy based on market research findings and customer profiles. → Be able to review the likely financial viability of a business proposal, including the likelihood of breaking even and making a profit. 	<p>Coursework Rolling progress on R068 Controlled Assessment – Internal Deadlines set</p> <p>Other Assessment Knowledge checks – Plenary Forms Quizzes Half Term 3 Subject Knowledge Assessment</p>

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19-24 (Spring 2)	<p>R068 (TA4): Costing; Pricing Strategies; Financial Viability → Lesson 1 – 4: Recap & Task 5 Coursework Completion</p> <p>R068 (TA5): Risks and challenges when starting a business. → Lesson 5: Internal risks and challenges when launching a new product. → Lesson 6: External risks and challenges when launching a new product. → Lesson 7: How to minimise and overcome risks and challenges. → Lesson 8 – 10: Task 6 Coursework Completion</p> <p>NEA Coursework Contingency Time Weeks 5-6 → Lesson 11 - 15: Coursework catch up, feedback and review</p>	<p>Overview After completing task 5 students will learn about internal and external risk factors that may affect the start-up of a business. They will also learn the best ways to combat such influences and minimise the overcome the challenges they may face. Students will then complete task 6 (final task) of their assessed work. Students work will be reviewed and areas for development identified.</p> <p>Learning Outcomes – Substantive Knowledge Students will be able to → Be able to identify the internal and external risks and challenges when launching a new product. → Understand the impact of risks and how challenges can be minimised and overcome when launching a new product.</p> <p>Coursework Outcomes – Disciplinary Knowledge Using the substantive knowledge taught last term students must complete the following tasks in relation to the summative assessment scenario outlined by OCR. → Identify all relevant costs (including fixed costs) and calculate the total variable costs for their ice cream design. → Predict the likely number of their new ice creams that may sell in the first month. Give reasons for their decision. → Recommend a pricing strategy and a selling price which are appropriate for their chosen ice cream design and customer profile. Give reasons for their decision. → Complete the following calculations: <ul style="list-style-type: none"> • Predicted total costs for the first month. • Predicted revenue for the first month. • Predicted total profit for the first month. → Calculate the break-even level of sales. Describe what the results show. → Describe the potential impact on the break-even level of sales of a price change. Consider the impact this could have on the business proposal. → Use all of their calculations to evaluate the financial viability of their business proposal.</p> <p>Using the substantive knowledge taught in lessons 5 to 7 students must complete the following tasks in relation to the summative assessment scenario outlined by OCR. → Explain the risks and challenges which may be encountered when producing and launching the new ice cream design. → Evaluate the impact of the risks and challenges on the success of their business proposal and how the impact of these risks and challenges could be minimised/overcome.</p>	<p>Coursework Rolling progress on R068 Controlled Assessment – Internal Deadlines set</p> <p>Other Assessment Knowledge checks – Plenary Forms Quizzes Half Term 4 Subject Knowledge Assessment</p>

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25-30 (Summer 1)	<p>NEA Coursework Contingency Time Weeks 1 - 2 → Lesson 1 - 5: Coursework finalisation</p> <p>R067 (TA4): Marketing Mix; Advertising medium, Sales promotion techniques → Lesson 6: The marketing mix elements for a good/service → Lesson 7: How the elements of the marketing R069 mix work → Lesson 8: Types of advertising medium used to attract and retain customers and the appropriateness of each. → Lesson 9: Sales promotion techniques used to attract and retain customers and the appropriateness of each.</p> <p>R069 (TA1): Branding; Uses & Methods; Competitor Analysis → Lesson 10: What is a brand? → Lesson 11: Why branding is used. → Lesson 12: Branding methods → Lessons 13 & 14: Produce a competitor analysis.</p>	<p>Overview After our students have finalised their R086 coursework they will be learning the key skills needed to prepare them for their 2nd and final coursework piece ready for submission in Year 11. Students will start by learning about promotional mediums and techniques, branding methods and competitor analysis to then apply their knowledge to task 1 of their new assignment.</p> <p>Learning Outcomes – Substantive Knowledge Students will be able to → Understand the different elements of the marketing mix. → Understand the types of pricing strategies and the relative advantages and disadvantages of each. → Understand the importance of how the elements of the marketing mix work together and how each element affects the appropriateness of decisions regarding other elements. → Understand how the elements of the marketing mix work together to create a specific brand image. → Understand the types of advertising medium – both non-digital and digital methods – including the relative advantages and disadvantages of each medium. → Understand the different sales promotion techniques used to attract and retain customers and the relative benefits and limitations of each technique. → Understand the different elements of a brand: brand personality, brand identity and brand image. → Understand why branding is used by businesses. → Understand the branding methods that are used by businesses to develop a brand identity. → Be able to produce a competitor analysis.</p> <p>Coursework Outcomes – Disciplinary Knowledge Using the substantive knowledge taught before lesson 10 (this term) students should be able to complete the following task in relation to the summative assessment scenario outlined by OCR. → Briefly outline their product design and target customer profile from R068. → Research competitor products to find out strengths, weaknesses and their unique selling points. → Carry out an analysis of the opportunities and threats in the external environment. → Based on their research and analysis, review the strengths, weaknesses, and unique selling points of their product design. → Create a brand personality which considers: • brand identity • brand image • three branding methods, including a logo. → Justify the combination of branding methods they have chosen to create their brand personality. → Assess the likely success of their brand with reference to their target customer profile and market research findings from R068.</p>	<p>Coursework Rolling progress on R069 Controlled Assessment – Internal Deadlines sets R068 Summer Coursework Entry</p> <p>Other Assessment Knowledge checks – Plenary Forms Quizzes Half Term 5 Subject Knowledge Assessment</p>

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31-38 (Summer 2)	<p>R069 (TA1): Branding; Uses & Methods; Competitor Analysis</p> <ul style="list-style-type: none"> → Lesson 1: Task 1 Knowledge recap → Lesson 2 – 5: Task 1 Coursework Completion <p>R067 (TA4): Branding; Public Relations; Product Lifecycle; Extension strategies; Pricing strategies</p> <ul style="list-style-type: none"> → Lesson 6: Public relations → Lesson 7: How to sell the good/service to the consumer. → Lesson 8: The product lifecycle → Lesson 9: Extension strategies for products in the product lifecycle and the appropriateness of each → Lesson 10: Factors to consider when pricing a product to attract and retain customers. → Lesson 11: Types of pricing strategies and the appropriateness of each <p>R069 (TA2): Promotional objectives and campaigns; promotional materials</p> <ul style="list-style-type: none"> → Lesson 12: Explain the objectives of a promotional campaign. → Lesson 13: Create a plan for a promotional campaign. → Lesson 14: How to create appropriate promotional materials. → Lesson 14 - 17: Task 2 Coursework Completion 	<p>Overview</p> <p>After completing task 1 students will learn about public relations, the product lifecycle and key factors to consider when selling and pricing goods to retain customers. Students will be able to describe key outcomes for their promotional campaign as well as create a plan and promotional materials to back up their work.</p> <p>Learning Outcomes – Substantive Knowledge</p> <p>Students will be able to</p> <ul style="list-style-type: none"> → Understand the different forms of public relations, including the relative benefits and limitations of each method. → Understand the five different elements of the product lifecycle including which stage of the product lifecycle is most likely for a specific product based on sales data. → Understand the extension strategies for products and the relative advantages and disadvantages of each. → Understand the factors to consider when pricing a product to attract and retain customers. → Be able to explain the objectives of a promotional campaign. → Be able to create a plan for a promotional campaign. → Be able to create appropriate promotional materials using both digital and non-digital methods. <p>Coursework Outcomes – Disciplinary Knowledge</p> <p>Using the substantive knowledge taught before lesson 10 (this term) students should be able to complete the following task in relation to the summative assessment scenario outlined by OCR.</p> <ul style="list-style-type: none"> → Explain the objectives and Key Performance Indicators (KPIs) for their promotional campaign. → Create three different types of promotional materials to raise awareness of their product. The types used must be a combination of digital and non-digital materials. → Justify their choice of materials based on how well they complement each other and meet the needs of their target customer profile. → Produce a timeframe for their campaign and justify why it is appropriate. 	<p>Coursework</p> <p>Rolling progress on R069 Controlled Assessment – Internal Deadlines set</p> <p>Other Assessment</p> <p>Knowledge checks – Plenary Forms Quizzes End of Year Assessment - Mock 1</p>