

COMPONENT 2: PLANNING AND PRESENTING A MICRO-ENTERPRISE IDEA

Component 2 Assessment: Information and Revision Guide

This guide provides important information about Component 2 of the BTEC Enterprise course, along with practical revision strategies to support success.

UNDERSTANDING COMPONENT 2

Component 2 represents one-third of the overall BTEC qualification. In this component, students take the micro-enterprise idea and business plan they have developed and turn it into a professional electronic presentation. They then deliver (or record) that presentation and finally review how well it went, making recommendations for improvement. Lessons are dedicated to either completing assessment tasks under controlled conditions or teaching the content needed for upcoming tasks.

Why Attendance is Critical

Every lesson in the assessment window is essential. If students miss lessons, they lose both assessment time that cannot easily be rescheduled and the teaching of essential content. Because the presentation builds directly on the business plan, and the review builds directly on the presentation, missing one stage has a knock-on effect on everything that follows.

The Assessment Structure

The tasks covered in this guide are:

1. **Task 2a – Presenting your business plan (Learning outcome B, 12 marks):** Produce and deliver an electronic presentation that summarises the business plan for your micro-enterprise idea.
2. **Task 2b – Reviewing the presentation (Learning outcome C, 12 marks):** Review the production and delivery of your presentation, reflecting on what went well, what went less well, and how it could be improved.

This assessment does NOT test memorisation. It assesses the quality of application – how well students use the skills and knowledge they have been taught to produce, deliver and evaluate their own work.

How the Marking Works

Each task is marked out of 12 using four mark bands. Your teacher reads your whole piece of work and decides which band description it matches best. The key word at the start of each band tells you the standard:

Limited (1–3) → Adequate (4–6) → Good (7–9) → Comprehensive (10–12)

This guide focuses on Mark Band 3 and Mark Band 4. The difference between them usually comes down to one word: MB3 work is "mostly" right, MB4 work is right "all" the way through. Consistency is what gets you the top marks.

HOW TO PREPARE AND SUCCEED

Essential Resources

Students should make full use of exercise books with class notes, their completed business plan, school textbooks, and the revision guide. Check with your teacher exactly which resources are permitted during each assessment task.

Know Your Micro-Enterprise Idea

Everything in Component 2 is based on YOUR micro-enterprise idea. Before starting, make sure you know your business plan inside out: the product or service, target market, pricing, costs, promotion and finances. The better you understand your own plan, the easier it will be to summarise it clearly and speak about it confidently.

TASK 2a (PART 1): PRODUCTION OF THE PRESENTATION

Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements

What You Need to Know:

Produce an electronic presentation (e.g. PowerPoint or Google Slides) that summarises your business plan. The presentation should be clear, well organised and look professional, with a visual style that suits your enterprise idea.

Key Content to Revise:

Selection and sequencing of information:

- Choosing only the most relevant information from your business plan – a summary, not a copy
- Putting information and ideas in a logical order so the presentation flows (e.g. idea → market → marketing → finance → conclusion)

Written communication skills:

- Using correct business terminology (e.g. target market, unique selling point, fixed costs, break-even, profit)
- Presenting information and data clearly – for example using charts, tables or graphs for financial figures

Consistent visual presentation appropriate for the enterprise idea:

- Appropriate colours that suit your business and are easy to read
- Use of margins – slides should not be overcrowded
- Appropriate use of images and transitions – relevant, not distracting
- Appropriate font, including size and type – readable from the back of a room and consistent across slides

Revision Strategy:

Plan your slides on paper first: one key message per slide. Check every slide against the checklist above (information, sequence, terminology, data, colours, margins, images, transitions, font). Ask yourself: would someone who has never seen my business plan understand my idea from these slides alone?

TASK 2a (PART 2): DELIVERY OF THE PRESENTATION

Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements

What You Need to Know:

Deliver your presentation to an audience, either live or recorded. You will be judged on how clearly and confidently you communicate, both through what you say and how you say it.

Key Content to Revise:

Methods of recording and delivery:

- On-screen videos and sharing, electronic presentation, pre-recorded presentation, video group calls, vlog

Accurate and effective verbal communication skills:

- Language and tone appropriate for a business audience
- Pace – not too fast, not too slow
- Volume and projection – can everyone hear you clearly?
- Use of business terminology when speaking

Engaging non-verbal communication skills:

- Conduct of the presenter and a positive attitude
- Being well-rehearsed – knowing your content rather than reading from the slides
- Body language, gestures and eye contact with the audience

Revision Strategy:

Rehearse out loud several times, ideally in front of family or friends, or record yourself on your phone and watch it back. Use short prompt cards rather than a full script. Time yourself so you stay within the time allowed. Practise making eye contact and speaking slowly and clearly.

TASK 2a: HOW TO GAIN THE MARKS

Task 2a is marked on BOTH the production (your slides) and the delivery (how you present). The table shows what you need for Mark Band 3 and Mark Band 4.

What is marked	MB3: Good (7–9 marks)	MB4: Comprehensive (10–12 marks)	What this looks like in your work
Summarising (production)	Most elements are effectively summarised; most relevant and important information is covered	All elements are effectively summarised and all relevant and important information is covered	Every part of your business plan appears: the idea, target market, market research, pricing, promotion, costs and finances. Key points only – no copied paragraphs.
Business terminology (production)	Mostly consistent and mostly accurate	Consistent and accurate	Business terms (e.g. target market, USP, fixed costs, break-even, profit) are used correctly on every slide, not just some.
Visual presentation (production)	Mostly appropriate to the enterprise idea	Appropriate to the enterprise idea	Colours, fonts, images and transitions suit your business and are the same style on every slide. Text is readable; slides are not overcrowded.
Verbal communication (delivery)	Mostly accurate and mostly effective	Accurate and effective	Clear speaking at a steady pace and good volume from start to finish. Figures and terms are said correctly. You explain rather than read the slides.
Non-verbal communication (delivery)	Mostly engaging	Engaging throughout	Eye contact, positive attitude, confident body language and gestures for the WHOLE presentation – not just the opening.

Moving from MB3 to MB4 – Checklist:

- Tick off every section of your business plan – is each one on a slide?
- Read through every slide for business terms – are they all used correctly?
- Check every slide uses the same colours, font and layout style
- Rehearse until you can present without reading word-for-word from the slides
- Keep your energy up to the end – the last slide counts as much as the first

TASK 2b: REVIEWING THE PRESENTATION

Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements

What You Need to Know:

Reflect honestly on your own skills in producing and delivering the presentation. You must make supported judgements – backing up every strength and weakness with evidence – and give realistic recommendations for improvement.

Key Content to Revise:

Skills demonstrated:

- Written, summarising, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical

Making supported judgements on strengths and weaknesses based on self-reflection and review:

- What went well
- What went less well or did not go to plan

Recommendations for improvements:

- To the production of the electronic presentation (the slides)
- To the delivery of the electronic presentation (how you presented)

Revision Strategy:

Straight after your presentation, jot down notes while it is fresh: what went well, what went wrong, and any feedback you received. For each point, follow the pattern:

Skill → Evidence → Judgement → Improvement.

For example: "My verbal communication was weaker than planned (skill) because I spoke too quickly when explaining my costs (evidence), which made the financial section hard to follow (judgement). Next time I will rehearse this section with a timer and pause after each figure (improvement)." Avoid vague comments such as "it went well" – always explain WHY.

TASK 2b: HOW TO GAIN THE MARKS

Task 2b is marked on the quality of your judgements. Two words are key: **DEVELOPED** means you explain in detail and say what the impact was; **SUPPORTED** means you back it up with specific evidence from the production and delivery of your presentation.

What is marked	MB3: Good (7–9 marks)	MB4: Comprehensive (10–12 marks)	What this looks like in your work
Judgements about strengths	Mostly developed and mostly supported by reference to the production and delivery	Fully developed and fully supported by reference to the production and delivery	Every strength is explained with a specific example from your slides or delivery and the effect it had on the audience.
Judgements about weaknesses	Mostly developed and mostly supported by reference to the production and delivery	Fully developed and fully supported by reference to the production and delivery	Every weakness is honest, specific and explained: what happened, where, and why it mattered.
Recommendations for improvement	Mostly developed and mostly supported by reference to the production and delivery	Fully developed and fully supported by reference to the production and delivery	Each recommendation links to a weakness, says exactly what you would do differently and explains how it would improve the presentation.

What the difference looks like:

MB3-style: "My slides were a strength because they looked professional and matched my business."

MB4-style: "A strength of my production was the consistent visual style. I used the same green and white colour scheme and font on all slides, matching my eco-friendly cleaning business, which made the presentation look professional and helped the audience remember my brand."

Moving from MB3 to MB4 – Checklist:

- Cover strengths AND weaknesses in BOTH production and delivery
- Use evidence for every point: slide numbers, feedback received, timings, specific moments
- Explain the impact of each strength or weakness on the audience or the success of the presentation
- Make every recommendation specific and realistic, and link it to a weakness you identified
- Use the skills list (written, summarising, terminology, verbal, non-verbal, presentation, technical, practical) to make sure nothing is missed

EFFECTIVE REVISION STRATEGIES

Create a one-page summary of your business plan so you can pick out the key points quickly. Use the Task 2a checklist and tick each one off as you plan your slides and rehearse. Record practice run-throughs and review them using the Task 2b mark band table – this is great preparation for the review task. Focus on 'why' and 'how', not just 'what'. Regular, short sessions of 15–20 minutes every few days work better than long cramming sessions.

How Parents/Carers Can Support

Encourage consistent attendance (every lesson matters), provide a quiet space for rehearsing and revision, and be an audience! Ask your child to present their micro-enterprise idea to you, then give them one thing they did well and one thing they could improve – this mirrors exactly what they will need to do in the review task.

REMEMBER: Quality Over Quantity

This assessment rewards a clear, well-structured presentation, confident delivery and honest, well-explained reflection. With consistent attendance, plenty of rehearsal and focused preparation, students can achieve excellent results.

KNOWLEDGE ORGANISER

Component 2: Learning outcomes B and C

B1 PRODUCTION OF PRESENTATION	B2 DELIVERY OF PRESENTATION
Selecting & sequencing <ul style="list-style-type: none"> Choose relevant information from your business plan Logical order of information and ideas Written communication <ul style="list-style-type: none"> Use of business terminology Presentation of information and data (charts, tables, graphs) Consistent visual presentation appropriate to the idea <ul style="list-style-type: none"> Colours • margins • images • transitions Font – size and type 	Methods of recording and delivery <ul style="list-style-type: none"> On-screen videos and sharing Electronic presentation, pre-recorded Video group calls, vlog Verbal communication (accurate & effective) <ul style="list-style-type: none"> Language and tone • pace Volume and projection • business terminology Non-verbal communication (engaging) <ul style="list-style-type: none"> Conduct of presenter, positive attitude, well-rehearsed Body language, gestures, eye contact
C1 REVIEW OF PRESENTATION	KEY REVIEW WORDS
Skills demonstrated – review your own: <ul style="list-style-type: none"> Written • summarising • language & terminology Verbal • non-verbal • presentation Technical • practical Supported judgements (self-reflection): <ul style="list-style-type: none"> What went well (strengths) What went less well / did not go to plan (weaknesses) Recommendations for improvement to: <ul style="list-style-type: none"> Production of the presentation Delivery of the presentation 	Judgement – your decision about how good or effective something was. Strength – something that went well and helped the presentation succeed. Weakness – something that went less well or did not go to plan. Developed – explained in detail, including the impact. Supported – backed up with specific evidence from your production or delivery. Recommendation – a specific, realistic action to improve next time. Self-reflection – looking back honestly at your own performance.

MARK BAND KEY WORDS

MB1: Limited 1–3 marks simplistic / unsupported	MB2: Adequate 4–6 marks partially / some	MB3: Good 7–9 marks mostly / most	MB4: Comprehensive 10–12 marks fully / all / throughout
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KEY TERMS

Key term	Meaning
Micro-enterprise	A very small business, usually with fewer than 10 employees.
Business plan	A document setting out the idea, aims, market, marketing and finances of an enterprise.
Summarise	Give only the main points, briefly and clearly.
Business terminology	The correct words used in business, e.g. target market, USP, costs, profit.
Logical sequencing	Putting information in an order that makes sense and flows.
Visual presentation	How the slides look: colours, margins, images, transitions and fonts.
Consistent	The same style used throughout the whole presentation.
Transition	The effect used when moving from one slide to the next.
Verbal communication	What you say and how you say it: language, tone, pace, volume.
Non-verbal communication	Communicating without words: body language, gestures, eye contact.
Tone	The feeling or attitude in your voice, e.g. professional, enthusiastic.
Pace	How quickly or slowly you speak.
Projection	Making your voice carry clearly so everyone can hear.
Well-rehearsed	Practised enough to present confidently without reading word-for-word.