



# YEAR 11 GCSE BUSINESS 2021 AUTUMN TERM 2

'An ambitious curriculum that meets the needs of all'



## Medium Term Planning – Making the business effective

Intent	<ul style="list-style-type: none"><li>• Pupils should be taught:</li><li>• The purpose of business operations:</li><li>• To produce goods and to provide services.</li><li>• Different types of production processes - job, batch and flow (mass)</li><li>• The impact of different types of production process - keeping productivity up and costs down and allowing for competitive prices.</li><li>• The impacts of technology on production - balancing cost, productivity, quality and flexibility.</li><li>• How a business can manage stock through the interpretation of bar gate stock graphs</li><li>• What is just in time (JIT) stock control.</li><li>• What is the role of procurement - relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust</li><li>• The impact of logistics and supply decisions on: costs, reputation, customer satisfaction.</li><li>• The concept of quality and its importance in - the production of goods and the provision of services</li><li>• Quality control and quality assurance – the difference between the two.</li><li>• Why allowing a business to control costs and therefore could gain a competitive advantage?</li><li>• The sales process - product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service.</li><li>• The importance to businesses of providing good customer service.</li></ul>
Introduce students to making operational decisions	
Cross Curricular Links	<ul style="list-style-type: none"><li>• SMSC: being aware the profit margins that businesses add onto their goods. Being aware of where different products come from. Is it right to bully / undermine small businesses which are trying to grow and expand - eg farmers and milk.</li><li>• PSHE:</li><li>• Literacy: Use of tier 3 vocabulary – production, quality control, suppliers, business operations, procurement.</li><li>• Numeracy: using the bar gate stock graph to calculate maximum, minimum and buffer stock levels.</li></ul>
Becoming future ready	<p><b>Personal Skills:</b> Listening – watching videos and team work, speaking individually.</p> <p><b>Employability:</b> You will be in a stronger position to understand how a business regulates its stock and the term logistics when getting a job in business operations.</p>
Differentiation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p><b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	In Year 11, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the business world and how this can impact a business in either a positive / negative way.
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"><li>• Students will be able to explain and evaluate the different methods of production and explain why a businesses may use one and not the other.</li><li>• Students will be able to discuss how technology impacts on production decisions eg reducing costs with real life examples.</li><li>• Students will be to explain the different elements of the stock bar gate graph and be able to identify maximum, minimum and buffer levels. factors that will influence how a business promotes a product / service.</li><li>• Students will be able to explain what JIT stands for and the benefits / implications of using this method.</li><li>• market.</li><li>• Students will also need to know the impact on logistical and supply decisions on costs, reputation and customer satisfaction. For example, a more reliable supplier could possibly be more expensive, raising the business' costs. However, this would reduce the negative impact on branding and customer satisfaction as the business would be able to improve availability of their product and reduce the likelihood of stock costs.</li><li>• Students will know that quality control is where quality is checked at the end of the production process and quality assurance is where quality is checked throughout the manufacturing process. Controlling quality throughout the production process can be expensive, but it could ultimately reduce costs because defects do not then have to be dealt with. The concept of quality and its importance in allowing a business to control costs and gain a competitive advantage is also required.</li><li>• The sales process starts with building customer interest. This can be done through knowledge of the product and the sales person's ability to translate product knowledge into how the features of the product will benefit the consumer. The next stage involves the speed and efficiency of the service. If service is slow the customer will potentially abandon their purchase and switch to a competitor instead.</li><li>• Students need to understand the impact on a business if an element of the sales process is poor and be able to recognise the importance of good customer service and the impact this will have on the business, such as the impact on its brand, competitive advantage and the likelihood of repeat purchase.</li></ul>

	<ul style="list-style-type: none"><li>Students develop more confidence when answering a 6 mark ANALYSE question</li></ul>
Current learning to be developed in the future within:	<ul style="list-style-type: none"><li>The financial implications of holding too much / too little stock.</li></ul>
Impact	
Assessment	See assessment map