

2022-2023 Year 11 Curriculum and Assessment Plan for GCSE Business (OCR)

The curriculum and assessment of pupils at this stage of education has been carefully designed to promote deep learning of Business. By the end of the academic year students will:

- Use business terminology to identify and explain business activity.
- Apply business concepts to familiar and unfamiliar contexts.
- Develop problem-solving and decision-making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.
- Make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.

Component 2 will be taught at the start of Year 11. This is 100% examination-based content. The exam paper is worth 80 marks, split into two sections and assesses content from topics business operations, finance and influences on business with assumed knowledge of business activity, marketing and human resources (from learning achieved in Year 10).

<p>Half Term 1: Production</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers <p>All pupils will be assessed by:</p> <p>Retrieval tasks and knowledge quizzes</p> <p>Impact- Why do we teach this?</p> <p>Students need to understand the role of the production department, with focus on methods of production, quality, sales process, consumer law, location and supplier. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading <p>Key Vocabulary:</p> <p>Production, mass production, job production, batch production, quality, quality control, quality assurance, consumer law, sales process, procurement, supplier.</p>	<p>Half Term 2: Finance</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow <p>All pupils will be assessed:</p> <p>Retrieval tasks and knowledge quizzes</p> <p>Impact - Why do we teach this?</p> <p>Students need to understand the role of the finance department within organisations with focus on sources of finance, revenue, costs, profit, loss, breakeven, cash and cashflow. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading <p>Key Vocabulary:</p> <p>Finance, sources of finance, loan, overdraft, mortgages, crowd funding, retained profit, revenue, costs, profit, loss, breakeven, cash and cashflow.</p>	<p>Half Term 3: Influences on Business</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> 6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation <p>All pupils will be assessed:</p> <p>Retrieval tasks and knowledge quizzes</p> <p>Impact - Why do we teach this?</p> <p>Students need to understand the role and impact of the ethical, environmental, economical and global factors on the performance of organisations. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading <p>Key Vocabulary:</p> <p>Economy, environmental, economical, ethical, global, branding, reputation, profitability and competitiveness.</p>
--	---	--	--	---	---

	Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE
<p>Half Term 4: Interdependence</p> <p>All pupils will know: 7. The interdependent nature of business</p> <p>All pupils will be assessed: Retrieval tasks and knowledge quizzes</p> <p>Impact - Why do we teach this? Students need to understand the impact of the interdependent nature of businesses. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative 	<p>Half Term 5: Papers 1 and 2 Revision</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> • Content strengths and development needs <p>All pupils will be assessed: Retrieval tasks and knowledge quizzes</p> <p>Impact - Why do we teach this? This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative 	<p>Half Term 6: Papers 1 and 2 Revision</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> • Content strengths and development needs <p>All pupils will be assessed: Retrieval tasks and knowledge quizzes</p> <p>Impact- Why do we teach this? This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative
	<p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading 		<p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading 		<p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading
	<p>Key Vocabulary: Interdependent, finance, production, operations, marketing and human resources.</p>		<p>Key Vocabulary:</p>		<p>Key Vocabulary:</p>
	Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE
<p>Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					
<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> • 					

Career opportunities/ links: