

# YEAR 10 AND YEAR 11 GCSE BUSINESS BLENDED LEARNING PLAN

## Business Department Programme of Study

**AO1 Demonstrate knowledge and understanding of business concepts and issues**  
**AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts**  
**AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 1	Summer 2	Summer 2
10	<p><b>COMPONENT 1 BUSINESS DYNAMICS 62.5% OF COURSE</b></p> <p><b>Business Activity (plus some Finance)</b></p> <ul style="list-style-type: none"> <li>✓ Introduction to Business</li> <li>✓ Thinking Tools and COVID Case Studies</li> <li>✓ The nature of business activity</li> <li>✓ Providing goods and services</li> <li>✓ Business enterprise</li> <li>✓ Business planning</li> </ul> <p><b>Knowledge and skills</b></p> <p>Demonstrate knowledge of what a business is, why and how businesses start, costs and break even</p> <p>BBC BITESIZE WEBSITE All Eduqas topics available below</p>	<p><b>Business Activity (plus some Finance)</b></p> <ul style="list-style-type: none"> <li>✓ Business aims and objectives</li> <li>✓ Business stakeholders</li> <li>✓ Business ownership</li> <li>✓ Business location and site</li> <li>✓ Revenue, costs and profit</li> <li>✓ Costing, Cashflow and Break Even</li> </ul> <p><b>Knowledge and skills</b></p> <p>Define key terms e.g. stakeholders, business aims and planning, fixed costs etc then</p> <p>Application so explain why stakeholders have an interest in the business to different contexts. Explain the reasons why entrepreneurs and businesses create a business plan</p> <p>BBC BITESIZE WEBSITE All Eduqas topics available below</p>	<p><b>Influences on Business and Marketing</b></p> <ul style="list-style-type: none"> <li>✓ <b>BUSINESS CEREAL THEME A02 SKILLS for Marketing</b></li> <li>✓ Market research</li> <li>✓ Marketing and ethics / legislation</li> <li>✓ Marketing mix- product</li> <li>✓ Marketing mix- price</li> <li>✓ Marketing mix- place</li> <li>✓ Marketing mix- promotion</li> </ul> <p><b>Knowledge and skills</b></p> <p>Application by preparing a marketing mix plan for a business idea – business cereal idea for example</p> <p>Analyse and evaluate all elements of the marketing mix for example justify pricing strategies for given scenarios making justified judgements</p> <p>BBC BITESIZE WEBSITE All Eduqas topics available below</p>	<p><b>Influences on Business and Marketing</b></p> <ul style="list-style-type: none"> <li>✓ The impact of globalisation on businesses</li> <li>✓ The interdependent nature of business</li> <li>✓ Economic and Technological influences</li> <li>✓ Ethical and Environmental influences on business activity</li> <li>✓ Business Growth</li> <li>✓ Marketing- identifying and understanding customers</li> <li>✓ The impact of legislation on businesses</li> <li>✓ <b>Exam practice – exam A02 focus</b></li> </ul> <p><b>Knowledge and skills</b></p> <p>Explain the purpose of marketing and its importance to different types of organisations in different situations. Evaluate and suggest how a business can be affected by the changing business environment make judgements and draw conclusions</p> <p>BBC BITESIZE WEBSITE All Eduqas topics available below</p>	<p><b>People &amp; Business Operations</b></p> <ul style="list-style-type: none"> <li>✓ Sales process</li> <li>✓ Organisational structures</li> <li>✓ Recruitment</li> <li>✓ Training</li> <li>✓ Motivation</li> <li>✓ Trade unions</li> <li>✓ Methods of production</li> <li>✓ Quality</li> <li>✓ Supply chain</li> <li>✓ <b>Exam practice Year 10 mock exam</b></li> </ul> <p><b>Knowledge and skills</b></p> <p>Identify commonly used methods of training for scenarios</p> <p>Prepare a recruitment and training plan for a business and explain reasons for choices made.</p> <p>Evaluate legislation and its impact to different business contexts for small business to global context.</p> <p>BBC BITESIZE WEBSITE All Eduqas topics available below</p>	<p><b>COMPONENT 1 EXAM FOCUS 21/6 onwards</b></p> <ul style="list-style-type: none"> <li>✓ Component 1 Exam practice on A02 &amp; A03 skills in all 6 topic areas exam questions</li> <li>✓ Introduction to Component 2 case study focus- walking talking exam focus</li> </ul> <p>A01 Knowledge A02 Application A03 Analyse and Evaluate skills</p> <p>BBC BITESIZE WEBSITE All Eduqas topics available below</p>

<https://www.bbc.co.uk/bitesize/examspecs/zbqrgwx>

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YR11	<p><b>Recap on Content &amp; Topics</b></p> <ul style="list-style-type: none"><li>✓ Lockdown learning and FORMS personalised focus</li><li>✓ Year 11 mock exam focus</li><li>✓ <b>A02 Application DEEP EXAM FOCUS model answers</b></li><li>✓ Component 1 exam walk through and practice model answers</li><li>✓ Topic tests and gap focus with exam focus as above</li><li>✓ Finance focus and RAG-rated topics</li><li>✓ <b>A03 Analyse and Evaluate DEEP EXAM FOCUS</b></li></ul> <p><b>Knowledge and skills A03</b> Justify recommendations by providing the benefit of the chosen method of training and the drawbacks on other methods.</p> <p><b>BBC BITESIZE WEBSITE</b> All Eduqas topics available</p>	<p><b>Student –led RAG rated topics for all 6 areas</b> <i>indicative content as below subject to changes to suit learner needs:</i></p> <ul style="list-style-type: none"><li>✓ Business Activity – Stakeholders and Business Ownership</li><li>✓ Influences – Technological and Ethical</li><li>✓ Marketing – Marketing mix and market research</li><li>✓ Finance – Breakeven and sources of finance</li><li>✓ Operations – Supply chain and production</li><li>✓ People- Legislation and Organisational Structures</li></ul> <p><b>COMPONENT 2 BUSINESS CONSIDERATIONS</b> <b>37.5% OF COURSE</b></p> <ul style="list-style-type: none"><li>✓ Component 2 exam walk through and practice model answers</li><li>✓ Topic tests and gap focus with exam focus as above</li></ul> <p><b>Knowledge and skills</b> Define quantitative and qualitative market research Explain employment rights and the rights of consumers in terms of unfair selling practices etc Apply knowledge of methods of production to different business contexts- draw conclusions</p> <p><b>BBC BITESIZE WEBSITE</b> All Eduqas topics available</p>	<p><b>Finance final exam focus</b></p> <ul style="list-style-type: none"><li>✓ Sources of finance 2</li><li>✓ Revenue and costs 2</li><li>✓ Cashflow</li><li>✓ Profit and Loss Accounts (income statements)</li><li>✓ Financial Performance including Accounting Rate of Return</li><li>✓ <b>Exam practice Year 11 mock exam</b></li></ul> <p><b>Knowledge and skills</b> Define key terms including fixed costs, profit, cashflow, revenue Make calculations using raw data and draw key points and evaluate Recommend and justify how to improve profit / reduce costs and make judgements on how to improve cashflow</p> <p><b>BBC BITESIZE WEBSITE</b> All Eduqas topics available</p>	<p><b>EXAM FOCUS FOR BOTH COMPONENTS</b> Revision for examinations – component 1 and 2. Student – led RAG rated topics for all 6 areas indicative content as below subject to changes to suit learner needs</p> <ul style="list-style-type: none"><li>✓ Influences – Economical and Environmental Technological and Ethical</li><li>✓ Marketing – Product</li><li>✓ Stakeholders</li><li>✓ Finance – Quantitative skills</li><li>✓ Marketing – Marketing mix and market research</li><li>✓ Finance – Breakeven and sources of finance</li><li>✓ Operations – Stock control and procurement</li><li>✓ People- Industrial action and motivation</li></ul> <p><b>Knowledge and skills</b> A01 Knowledge Tests for example define terms such as economies of scale including purchasing, marketing, technical and financial Explain the impact of industrial action on a small business and its stakeholders Assess the use of traditional stock control methods such as computerised stock control and JIT and make judgements for a given scenario</p> <p><b>BBC BITESIZE WEBSITE</b> All Eduqas topics available</p>	<p><b>GCSE BUSINESS COURSE COMPLETED</b></p>	

# YEAR 10 AND YEAR 11 IMEDIA Programme of Study

## Cambridge National I Media (First teaching September 2022) OCR Level 1/Level 2 J834

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022-2023 YR10 R093 R094	<p><b>R093: Media industry sectors and products (TA1)</b>  <b>R093:</b> How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2)  <b>R093: Audience demographics and segmentation</b> (TA2)  R093: Media codes used to convey meaning, create impact and/or engage audiences (TA2)</p> <p><u><b>Knowledge and Skills</b></u>  Know the different sectors that form the media industry and how these are evolving.  Know the types of products produced by, and used in, different sectors. Identify how each role contributes to the creation of media products, the main responsibilities of each and that some job roles are specific to preproduction, production or post-production phases.  How to interpret requirements in client briefs to generate ideas and plan • Know the different ways that client briefs are communicated  Know the different categories of audience segmentation  The advantages and disadvantages of primary and secondary research and data  Know the different technical, symbolic and written codes used to convey meaning, create impact and/ or engage audiences.  The purpose of work planning.</p>	<p><b>R093:</b> Work planning and documents used to support ideas generation (TA3)  <b>R093:</b> Documents used to design/plan media products (TA3)</p> <p><b>R094:</b> Purpose, features, elements and design of visual identity (TA1)  <b>R094:</b> Graphic design concepts and conventions  <b>R094:</b> Properties of digital graphics and use of assets (TA1)</p> <p><u><b>Knowledge and Skills R093</b></u>  Know the purpose of each document and the components and conventions of each document.  Know the hardware and software used and the users of each document</p> <p><u><b>Knowledge and Skills R094</b></u>  That visual identity is used to communicate the nature of brands and business' services or products.  The component features and elements of visual identity.  Using appropriate elements to create visual identity suitable for different target audiences/ consumer</p>	<p><b>R094:</b> Techniques to plan visual identity and digital graphics (TA2)</p> <p><b>R094:</b> Tools and techniques to create visual identity and digital graphics (TA3)  <b>R094:</b> Technical skills to source, create and prepare assets for use within digital graphics (TA3)</p> <p><u><b>Knowledge and Skills</b></u>  The importance of graphic designs that incorporate visual identity and house style. Typical layouts for o advertisements o CD/DVD/Blu-ray covers o games o leaflets o magazine/book covers o multimedia products o packaging o posters o web images and graphics.  The benefits and limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included.  Using search engine filters (image size, type, licence) and image stock libraries terms and conditions. Limitations of re-using social media content. Legislation</p>	<p><b>R094:</b> Techniques to save and export visual identity and digital graphics (with integrated <b>R093</b> (TA4) distribution considerations and file formats) (TA3)</p> <p><b>R094: NEA Assessment (working on)</b></p>	<p><b>R094: NEA Assessment (Working on and submit for moderation)</b></p> <p><b>R097</b> TA1 Introduction (with R093 key content embedded)</p> <p><u><b>Knowledge and Skills R097</b></u>  The different formats interactive digital media takes. How format is linked to the purpose of interactive digital media products and audience interactivity. How devices used to access interactive digital media products impact on its format.  How each type of content is used in interactive digital media products.  The range of devices used to access interactive digital media .  What makes an effective GUI • Differences between types of interface and interaction styles including advantages to users • Technical limitations of interface and interaction style.  How different hardware and software tools are used to create interactive digital media products.  Creating designs which include all aspects of interactive digital media</p>	<p><b>R097:</b> Technical skills to create and/or edit and manage assets for use within interactive digital media products (TA2) integrated R094 (TA3)</p> <p><u><b>Knowledge and Skills</b></u>  Using search tools to source assets which are suitable for use within interactive digital media.  Using software tools and techniques to create and repurpose static image assets .  Applying transformations to correct or distort objects - flip, skew, rotate .Using retouching techniques to remove unwanted elements - using cloning, healing, blur, colour swatches, colour picker, pencil, brush, background removal. Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media.</p>

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## Cambridge National I Media (First teaching September 2022) OCR Level 1/Level 2 J834

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
2023- 2024 YR11 R097 R093	<p>R097: Techniques to test/check and review interactive digital media (TA2)</p> <p><u>Knowledge and Skills</u></p> <p>Using software tools and techniques to create and repurpose audio assets. Importing sound to create assets. Trimming/cutting/splitting unwanted parts of sound assets. Using software tools and techniques to repurpose video assets. Using software tools and techniques to create interactive elements. Using naming conventions to facilitate file management within product creation software.</p>	<p>R097: Improvements and further developments (TA3)</p> <p><u>Knowledge and Skills</u></p> <p>How the quality of created interactive digital media products are constrained by time, resources, hardware, software, budget, legislation, skills. The feasible improvements to created interactive digital media products in terms of client requirements and target audience engagement</p>	<p>R097: NEA Assessment (Working on)</p> <p>R093: Distribution platforms and media to reach audiences (TA4)</p> <p>R093: Properties and formats of media files (TA4)</p> <p>R093: Distribution platforms and media to reach audiences (TA4)</p> <p>R093: Properties and formats of media files (TA4)</p> <p><u>Knowledge and Skills</u></p> <p>To know what is meant by DPI/PPI and how DPI/PPI relates to resolution and image quality. The relationship between pixel dimensions and quality for different image uses . To know examples of raster/bitmap and vector image files and the properties and limitations of uncompressed and compressed (lossy, lossless) file formats</p>	<p>R097: (submit for moderation)</p> <p><u>Exam Focus</u></p> <p>R093: Sources of research and types of research data (TA2)</p> <p>R093: The legal issues that affect media (TA3)</p> <p>R093: Job roles in the media industry (TA1)</p> <p>R093: Media industry sectors and products (TA1)</p> <p>R093: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2)</p> <p>R093: Audience demographics and segmentation (TA2)</p> <p>R093: Media codes used to convey meaning, create impact and/or engage audiences (TA2)</p> <p>R093: Distribution platforms and media to reach audiences (TA4)</p> <p>R093: Properties and formats of media files (TA4)</p>	<p>R093: Revision and mock papers/tests</p> <p>R093: Examination (Terminal unit)</p>

# YEAR 9 COMPUTING Programme of Study

Year	Autumn 1 & 2	Spring 1	Spring 2	Summer 1& 2
YR9	<p><b><u>Introduction to Business and Imedia</u></b></p> <p><b><u>Business</u></b> Year 9 Options via Business and Imedia Tasters Focus. Business= Business Idea and Promotion</p> <p><b><u>Knowledge and Skills</u></b> Preparation of a marketing mix plan for a business idea and evaluate selected elements of a business/ marketing plan to include a focus on marketing, finance, operations and people.</p> <p><b><u>Planning digital artefacts Imedia Taster</u></b> and <b><u>Legislation and computer systems</u></b> including hardware and software system and with other systems <b>KS3 Mapping- Digital Artefacts Hardware and Software NC/KS3-5, 6 &amp; 8 KS4 Digital I Media.</b></p> <p><b><u>Imedia</u></b> = Scenario based focus digital media task for magazine advert RO82 project 2 <b>KS4 Digital I Media</b></p> <p>Planning tools for digital media and target audience focus for a given project scenario.</p> <p><b><u>Knowledge and Skills –R093 Book Cover project 3</u></b> Mind maps and visualisation diagrams for a digital artefact including building of assets, digital media and legislation implications. Hardware and software and communication</p>	<p><b><u>Programming using Python</u></b> using 2 or more programming languages (textual focus) to solve computational problems and develop modular programs. <b>KS3 Map- Programming Language 2 NC/KS3-1 &amp; 3 (KS2-1, 2 &amp; 3)</b></p> <p><b><u>Knowledge and Skills</u></b> Basic code and saving of work in correct formats, Creation of simple programs with output of multiple lines of code, Use of loops and strings to perform more advanced tasks.</p> <p><a href="https://classroom.thenational.academy/units/python-programming-with-sequences-of-data-7716">https://classroom.thenational.academy/units/python-programming-with-sequences-of-data-7716</a></p>	<p><b><u>Database Project</u></b> Introduction to structure and database KS3 Mapping- Creative Project NC 4</p> <p><b><u>Knowledge and Skills</u></b> Fundamentals of databases, record, fields, field types. Use of data structures for lists, forms, reports and tables. Collecting, analysing, filtering and presenting data.</p> <p><a href="https://classroom.thenational.academy/units/data-science-290f">https://classroom.thenational.academy/units/data-science-290f</a></p>	<p><b><u>ICT Creative Project- Application Project R094 CyberSafety Magazine combining skills from digital media and word processing</u></b> <b>KS3 Map Real World &amp; Creative Project NC/KS3-1 and 7 KS4 Digital I Media and KS4 E-safety</b></p> <p><b><u>Knowledge and Skills R094 Cyber Comic</u></b> Understanding of aspects of Internet Safety within project theme focus on comics and tools with advanced story boards and digital media planning. Photoshop and Fireworks tools to manipulate and edit images. Comic life tools to create a comic for a given scenario independently</p> <p><a href="https://classroom.thenational.academy/units/cybersecurity-ec1c">https://classroom.thenational.academy/units/cybersecurity-ec1c</a></p> <p><a href="https://classroom.thenational.academy/units/physical-computing-programming-7aa6">https://classroom.thenational.academy/units/physical-computing-programming-7aa6</a></p>



## YEAR 8 COMPUTING Programme of Study

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
YR8	<p><b>Hour of Code-</b> Introduction to Programming <b>KS3 Mapping- NC-1, 2 &amp; 3 (KS2-1, 2 )</b></p> <p><b>Knowledge and Skills</b> introduction to algorithms, Sequencing, Conditions and pseudocode.</p>	<p><b>Advanced programming with Scratch</b> to solve a computational problems <b>KS3 Mapping- NC-1 &amp; 3 (KS2-1, 3 &amp;4 )</b></p> <p><b>Knowledge and Skills</b> Advance tools and interface. Using variables, loops and count controlled iteration</p>	<p><b>Basic Computational thinking and binary numbers</b> <b>KS3 Mapping Algorithms and Boolean Logic NC/KS3- 1,2 &amp; 4) (KS2-1, 2 &amp; 3)</b></p> <p><b>Knowledge and Skills</b> Basic computational thinking , Alan Turing and Bletchley. Binary Addition and conversion binary and decimal</p>	<p><b>Intermediate spreadsheets</b> Collecting, analysing and presenting data and information <b>KS3 Mapping- Creative Project NC 7 (KS2-6)</b></p> <p><b>Knowledge and Skills</b> formatting including advanced filters, charts, conditional formatting and Macros</p>	<p><b>WWW and HTML</b> apply HTML page structure and coding incorporate basic coding tags <b>KS3 Mapping- Creative Project NC 1 &amp;3</b></p> <p><b>Knowledge and Skills</b> Be able to identify the code used to create a website Know how to use basic coding tags to create a simple website Recognise and apply HTML page structure and coding</p> <p><b>ICT Creative Project –Website Development</b> analysing websites and application focus with students creating websites</p> <p><b>KS3 Mapping- Creative Project NC 7,8 &amp; 9 Knowledge and Skills</b> Purpose of websites, planning, client brief, target audience. Extensive display of Dreamweaver &amp; Phtoshop skills for a 4 page website.</p>

## YEAR 7 COMPUTING Programme of Study

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 &2
YR7	<p><b><u>Introduction to Computing</u></b> and the school network including Arbor and Email. Pupils learn about Hardware and Software- Input process and outputs. (Linked to DT- Mechanics)</p> <p><b><u>Knowledge and Skills</u></b> Using advanced formatting tools in PowerPoint, Embedding VB command buttons.</p>	<p><b><u>Introduction to E–safety with movie project</u></b> To understanding ways to use technology safely <a href="#">KS3 Mapping- Online Identity NC/KS3- 7 &amp; 9</a> (KS2- 4,5 &amp; 7)</p> <p><b><u>Knowledge and Skills</u></b> E-safety including social media dangers, digital footprint, malware. Internet research skills Bias &amp; reliability – SMSC and cultural capital with Year 5/6 movie on e-safety with local schools</p>	<p><b><u>Introduction to Programming with Scratch</u></b> to solve a computational problems <a href="#">KS3 Mapping- Programming Language 1 NC/KS3-1 &amp; 3</a> (KS2- 1, 2 &amp; 3)</p> <p><b><u>Knowledge and Skills</u></b> Analyse existing games and suggest improvements. Learn Basic tools and interface of the program. Creating backdrops, creating sprites and moving the sprite. Using the scratch pen tools by using the axis in Scratch to control the sprite but also programming the movement by using angles (Linked to Maths Transformation Unit).</p>	<p><b><u>Basic spreadsheets</u></b> collecting, analysing and presenting data and information <a href="#">KS3 Mapping- Creative Project NC/KS3- 7</a> (KS2-6)</p> <p><b><u>Knowledge and Skills</u></b> Introduction to functions and formatting including filters.</p>	<p><b><u>Programming with Micro:bits</u></b> to solve a computational problems <a href="#">KS3 Mapping- Programming Language 1 NC/KS3-1 &amp; 3</a> (KS2-1, 2 &amp; 3)</p> <p><b><u>Knowledge and Skills</u></b> Basic tools and interface of the program and basic movements. Learn Basic tools and interface of the program. To create custom images to display on the micro: bit. Using variables; Input/output (1/0) pins</p>