



ASSESSMENT IN BUSINESS


Assessment in Business at Broughton: What does it mean to get better at Business?

Assessment is used to check pupils' understanding in order to inform future teaching and learning. In Business, pupils are regularly assessed on both their substantive and disciplinary knowledge. It is crucial teachers know what pupils know and what they can do accurately in order to plan their next steps.

Pupils progress is continuously assessed over the year via the end of half-term assessment tests. There are also practice exam papers at the end of Year 10 and at the end of the autumn term in Year 11. The department promotes retrieval practice by testing previously taught topics as well as more recent ones.

The regular review of substantive knowledge and understanding is achieved through a range of different low-stake assessment methods including the use of mini-whiteboards, multiple choice questions (MCQ) and key term reviews. Regular use is made of online programs such as Blooket, Seneca and Quizlet. The outcome of these tasks is used to address any misconceptions and inform teacher's future planning.

Extended writing tests and MCQ at the end of every half-term reflect the nature of the final external assessment and provides summative measures of students understanding and progress of substantive and disciplinary knowledge. They are marked using the OCR standardised mark schemes. These are reviewed using a variety of strategies with feedback focused on exam-board assessment objectives. Pupils will sit formal mock examinations in Year 10 and Year 11 in school but also complete practice questions throughout the course. Pupils receive an examiners report following these assessments which explain what has been done well and how they can improve their work. They use the feedback sheet below to produce an individual reflection on what they did well and what they need to focus on in order to further improve their level of attainment.



GCSE Business Studies - Assessment Feedback
ASSESSMENT SESSION YEAR 10 /11 _____

Name: _____ **Key:** _____

Group: _____ **What I did well:** _____

What I need to work on: _____

MCQ score out of ____ / ____ = ____ %

Areas of KNOWLEDGE that I need to revise more thoroughly are:	Areas I struggled with my NUMERACY SKILLS are:

KEY TERMS I wasn't sure of what the following terms meant:

Key Term	Explanation

EXAM TECHNIQUE Look at your marked answers and highlight the marks you achieved in your 'what I did well' colour.

7 mark question	
Impact	
Application	
Decision	
Justification	
Application	

9 mark question	
Knowledge	
Understanding	
Impact	
Application	
Decision	
Justification	
Application	

Write an **improved answer** to one part of your work:

NEXT STEPS
What are your next steps to achieve a higher mark:

1. _____

2. _____

3. _____

Year 10

HT1	HT2	HT3	HT4	HT5	HT6
<p>1.1 Role of Enterprise and Entrepreneurship 1.3 Business Ownership</p>	<p>1.4 Business aims and objectives 1.5 Stakeholders 1.6 Business growth</p>	<p>3.2 Organisational Structures and different ways of working. 3.4 Recruitment and selection.</p>	<p>3.5 Motivation and retention 3.3. Communication in Business</p>	<p>3.6 Training and development 3.1 The role of human resources</p>	<p>3.7 Employment Law 4.4 Consumer Law 1.2 Business Planning</p>
<p><u>Assessment Notes:</u></p> <p>One unseen test, made up of MCQ and longer answers based on exam board case studies, sat at the end of HT1. The focus will be largely on addressing exam technique and will require students to demonstrate knowledge and application.</p> <p>Students will be given a revision list. They will not be told the exact questions or case study. Pupils may have up to an hour to complete this assessment. They cannot use their notes during the assessment.</p>	<p><u>Assessment Notes:</u></p> <p>One unseen test, made up of MCQ and longer answers based on exam board case studies, sat at the end of HT2. The focus will be largely on checking students understanding of the topics covered and the exam skills of knowledge, application and impact.</p> <p>Students will be given a revision list. They will not be told the exact questions or case study. Pupils may have up to an hour to complete this assessment. They cannot use their notes during the assessment.</p>	<p><u>Assessment Notes:</u></p> <p>One unseen test, made up of MCQ and longer answers based on exam board case studies, sat at the end of HT3. The focus will be largely on checking students understanding of the topics covered and the exam skills of knowledge, application, impact and evaluation.</p> <p>Students will be given a revision list. They will not be told the exact questions or case study. Pupils may have up to an hour to complete this assessment. They cannot use their notes during the assessment.</p>	<p><u>Assessment Notes:</u></p> <p>One unseen test, made up of MCQ and longer answers based on exam board case studies, sat at the end of HT4. The focus will be largely on checking students understanding of the topics covered and the exam skills of knowledge, application, impact and evaluation.</p> <p>Students will be given a revision list. They will not be told the exact questions or case study. Pupils may have up to an hour to complete this assessment. They cannot use their notes during the assessment.</p>	<p><u>Assessment Notes:</u></p> <p>Year 10 exam – all students complete the same unseen exam in the hall.</p> <p>The test will be made up of a combination of MCQ and longer response answers (assessing application, impact and recommendations) with case studies. This will reflect the actual exam papers sat at the end of Year 11. Assessment time = 1 hour</p>	<p><u>Assessment Notes:</u></p> <p>One unseen test, made up of MCQ and longer answers based on exam board case studies, sat at the end of HT6. The focus will be largely on checking students understanding of the topics covered and the exam skills of knowledge, application, impact and evaluation.</p> <p>Students will be given a revision list. They will not be told the exact questions or case study. Pupils may have up to an hour to complete this assessment. They cannot use their notes during the assessment.</p>
<p><u>Rationale:</u> The units develop the students' knowledge and understanding of a range of fundamental business vocabulary and key business ideas which</p>	<p><u>Rationale:</u> The units develop an overview of key business features. Knowledge and understanding are required to successfully grasp differences in ways different types of</p>	<p><u>Rationale:</u> The units develop the students' knowledge and understanding of how business' recruit and select employees. They learn through participating in a</p>	<p><u>Rationale:</u> The units develop the students' knowledge and understanding of evaluation and more generally how to structure answers to exam questions in particularly the</p>	<p><u>Rationale:</u> The units develop the students' knowledge and understanding of types of training and allows them to begin evaluating each</p>	<p><u>Rationale:</u> The units develop the pupil's employability skills (creativity, team work and presentation). It also develops an understanding of what is contained in and</p>

<p>prepare them for the topics studied in future units of work. They will explore why people start their own business and the legal structures that they can choose to run their enterprise.</p> <p>The unit is taught here because the topics are fundamental to all of the units that are studied as part of the course; without entrepreneurs there would be no business to study.</p> <p>There are some past exam questions on topics in this area so it allows pupils to work in pairs to discuss case studies on different types of Business Ownership. The focus this HT is on getting pupils to understand the difference between knowledge and application of knowledge in preparation for understanding how to successfully answer exam questions.</p>	<p>businesses grow and their aims and objectives.</p> <p>The unit is taught here because it builds on units covered in HT1 and starts to make students aware of all the stakeholders that are affected by a business and the impact they can have on the business. This in turn allows them to think about future units from a more objectional point of view.</p>	<p>number of recruitment and selection activities where they use different types of employability skills. At this point more time is devoted to developing the students' knowledge and understanding of exam technique and skills; namely application and impact which are key to students doing well in formal assessments.</p> <p>The unit is taught here because pupils have acquired an overview of business organisations in HT1 and 2 and can now focus on the working of a particular functional area and appreciate, because of the units studied in HT1, that this will not necessarily be the same in every business organisation. It is also a very practical unit which pupils enjoy whilst developing Careers awareness. It is timely in its preparation of pupils for the mock interviews at the end of Year 10, plus any applications for part-time work and work experience that pupils do at the end of year 10.</p>	<p>requirements of 7- and 9-mark answers.</p> <p>The unit is taught here because it continues to develop students' understanding of the work done by Human Resources function, started in HT3. It will allow a greater appreciation of the need for a business to be aware of labour turnover and rates of retention along with the reasons these are important areas for a business.</p>	<p>category whilst looking in depth at Apprenticeships.</p> <p>The unit is taught here because 3.6 allows another practical element to the course, hence increasing enjoyment. The role of HR is taught last as at this stage students will have a good understanding from their learning in HT3 and 4 on which to reflect.</p>	<p>the importance of a business plan; and is timely for pupils to be aware of the legal obligations of businesses in dealing with employees and consumers.</p> <p>The unit is taught here because it allows pupils to prepare a realistic business plan which they will actually have time to plan and run their own business (in small groups) over a lunchtime.</p>
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Year 11

HT1	HT2	HT3	HT4	HT5	HT6
<p>5.1 Sources of Finance 5.2 Revenue, costs and profits (a) 5.3 Break-even (a) 5.5 Cash and cash flow (a)</p>	<p>4.1 Production Process 4.2 Quality of goods and services 4.5 Business location 7. The interdependent nature of business</p>	<p>6.1 Ethical and Environmental considerations 6.2 The economic climate 2.4 the Marketing mix 2.1 The role of marketing</p>	<p>2.2 Market research 2.3 market segmentation 4.3 Sales process and customer service 4.6 Working with suppliers 6.3 Globalisation</p>	<p>5.3 Revenue, costs and profits (b) 5.4 Break-even (b) 5.5 Cash and cash flow (b) 5.1 The role of the finance function.</p>	Revision
<p style="text-align: center;"><u>Assessment Notes:</u></p> <p>Weekly assessment of previous learning from Year 10 via Blooket, Seneca or Quizlet in preparation for the mock at the end of HT2. MCQ from past papers also used as part of the assessment of current Year 11 learning.</p> <p>One unseen test sat at the end of HT1. The focus will be largely on addressing exam technique and will require students to demonstrate knowledge, application, impact and recommendation.</p>	<p style="text-align: center;"><u>Assessment Notes:</u></p> <p>Weekly assessment of mainly Year 11 HT1 learning using Seneca and Blooket in preparation for the mock at the end of this HT.</p> <p>MCQ booklet also started to be completed on a weekly basis from week 6 which consists of MCQ from past papers and OCR sample questions.</p> <p>Mock exam – all students complete the same unseen exam in the hall.</p>	<p style="text-align: center;"><u>Assessment Notes:</u></p> <p>MCQ booklet also started to be completed on a weekly basis from week 6 which consists of MCQ from past papers and OCR sample questions.</p> <p>One unseen test sat at the end of HT3. The focus will be largely on addressing exam technique and will require students to demonstrate knowledge, application, impact and recommendation.</p>	<p style="text-align: center;"><u>Assessment Notes:</u></p> <p>MCQ booklet also started to be completed on a weekly basis from week 6 which consists of MCQ from past papers and OCR sample questions.</p>	<p style="text-align: center;"><u>Assessment Notes:</u></p> <p>Final GCSE exams 2 x 1.5 hours, 80 marks per paper.</p>	
<p><u>Rationale:</u></p> <p>The units develop the student's knowledge and understanding of a range of financial documents (which will be returned to in the final HT) and the types of business</p>	<p><u>Rationale:</u></p> <p>The units develop the students' knowledge and understanding of how goods are produced, the importance of quality and</p>	<p><u>Rationale:</u></p> <p>The units develop the students' knowledge of how business' can make their production ethical and environmentally friendly whilst considering</p>	<p><u>Rationale:</u></p> <p>The units develop the students' knowledge and understanding of how businesses can sell their to customers and the role of customers service.</p>	<p><u>Rationale:</u></p> <p>The units develop the student's deeper knowledge and understanding of the finance units studied in HT1, whilst at the same time allowing for the revision of the terminology and calculations, ratios are introduced and</p>	

<p>finance available as well as their suitability.</p> <p>The unit is taught here because they are some of the more unfamiliar units of work containing some very specialised terms and formulae. Delivering it at this stage in Year 11 will allow students time to get used to the terminology and for frequent retrieval practice of the terms, formulae and workings of the documents before returning to the topics in the HT5 to explore the limitations and uses of the documents in more detail.</p>	<p>location in the production of goods and services.</p> <p>The unit is taught here because production will allow for re-cap of other areas of the specification studied in Year 10 – such as motivation and retention.</p>	<p>the costs and benefits of doing so. This links to an understanding of the work done by the Marketing Department, the strategies used and benefits these can bring to the business.</p> <p>The unit is taught here as by this stage students have more maturity and are likely to be aware of the ethical and environmental issues in the world around them and can therefore bring more general knowledge to the lesson. The marketing units are taught here because pupils are thoroughly exposed to marketing having experienced lots of examples of which can be drawn upon in lessons. This means that they remember the work in the unit more than some of the more abstract and unfamiliar units studied. Teaching Unit 2 here means that little revision is required as it is still relevantly recent by the time of the final exam in May.</p>	<p>The importance of that and suppliers and management of logistics on the success or failure of the business.</p> <p>The unit is taught here as students have knowledge about all elements of a business they can also consider the impact that globalisation can have on their business. This also allows for the timely revision of 1.6 Business Growth and 1.4 Aims and objectives.</p>	<p>the limitations of the financial documents discussed.</p> <p>The unit is taught here because it allows for the mathematical elements of the finance units to be revisited and revised from HT1, (often one of the most difficult elements of the course), whilst ensuring students go on to develop a knowledge and understanding of the ratios used and also the limitations of the documents and what they are used for. Studying 5.1 here will also allow more thought to be given to the interdependent nature of the business that has also been recently covered and is an important area of the specification.</p>	
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