

Business & Computer Science Programme of Study: 2024-25

Computing Pathways in Years 10-11

OCR GCSE Computer Science J277

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Students are assessed through 2 external examinations and an internal Non Examined Assessment in Year 11.

By the end of KS4, students must be able to:

Computer Science: OCR GCSE 9-1 (Years 10-11):

- Have knowledge and understanding of the main computer components including: the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.
- They will also understand ethical, legal, cultural and environmental concerns associated with computer science
- Apply knowledge and understanding gained in component 01.
- They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.
- Develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria.
- Code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan.
- Evaluate the success of their solution and reflect on potential developments for the future.

Year 10	Unit 1 & 7	Unit 3 & 7	Unit 4 & 7	Unit 2 & 7	Unit 6 & 7	Unit 8 & 5
	Unit 1 System architecture Unit 7 Programming	Unit 7 Programming Unit 3 Networks	Unit 4 Network security Systems software Unit 7 Python challenges	Unit 2 Data representation Unit 7 Python challenges	Unit 6 Algorithm's Unit 7 Python challenges	Unit 5 Ethics Unit 8 Logic and Languages
<i>Assessment</i>	End of unit test	End of unit test	End of unit test	End of unit test	End of unit test	EOY Test
Year 11	NEA: Python project	NEA: Python project	NEA: Python project	Revision	5	6
	Unit 1 and unit 2, unit 7: revision, Exam questions	Unit 6 and unit 3, unit 4 revision Exam questions	Unit 8 and unit 5 revision Exam questions	Exam revision and past papers	GCSE Terminal exam	
<i>Assessment</i>	OCR CS Paper	OCR CS Paper	OCR CS Paper	OCR CS Papers	GCSE OCR Terminal Exam	

OCR Cambridge Nationals in Creative iMedia Programme of Study

The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry. Students will use their learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

This will help students to develop independence and confidence in using skills that would be relevant to the media industry.

Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level. The qualification also includes an externally examined assessment which covers learning about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, factors influencing product design, pre-production planning and distribution considerations.

By the end of KS4, students must be able to:

- Understand pre-production skills used in the creative and digital media sector.
- Develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.
- Acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.
- Understand the purpose, content and uses of a range of pre-production techniques.
- Apply knowledge and understanding gained in the compulsory units to help develop their skills further during the completion of optional units

Year 11	R097 IDMP Coursework Unit submit Jan 2024 R094 Visual Identity - retake Jan 2024	R097 Improvements R094 Visual Identity - retake Jan 2024 R093 Theory	R097 and R094 Improvements for second submission if needed R093 Theory Revision	Revision R093 terminal exam
Students learn how to	<p>R097: Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence.</p> <p>In this unit they will learn to design and create interactive digital media products for chosen platforms.</p> <p>They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.</p> <p>Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the</p>	<p>R094: Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.</p> <p>In this unit students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.</p> <p>Completing this unit will introduce the foundations for further study or a wide range of job roles</p>	<p>The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences.</p> <p>In this unit students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products.</p> <p>Students will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.</p>	

	media industry.	within the media industry.	Completing this unit will provide them with the basic skills for further study or a range of creative job roles within the media industry.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Unit R094: Visual identity and digital graphics</p> <p>1.1 Purpose, elements and design of visual identity</p> <p>2.1 Graphic design and conventions</p> <p>2.2 Properties of digital graphics and use of assets</p> <p>2.3 Techniques to plan visual identity and digital graphics</p> <p>3.1 Tools and techniques of imaging editing software used to create digital graphics</p> <p>3.3 Techniques to save and export visual identity and digital graphics</p> <p>Practice NEA unit</p>	<p>Unit R094: Visual identity and digital graphics</p> <p>NEA Assessment to be submitted Jan 2024</p>	<p>R094: Techniques to plan visual identity and digital graphics</p> <p>R094: Tools and techniques to create visual identity and digital graphics</p> <p>R094: Technical skills to source, create and prepare assets for use within digital graphics</p>	<p>R094: Techniques to save and export visual identity and digital graphics (with integrated R093 distribution considerations and file formats)</p> <p>R094: NEA Assessment (working on)</p>	<p>Unit R097: Interactive digital media</p> <p>1.1 Types of interactive digital media, content and associated hardware</p> <p>1.2 Features and conventions of interactive digital media</p> <p>1.3 Resources required to create interactive digital media products</p> <p>1.4 Pre-production and planning documentation and techniques for interactive digital media</p>	<p>2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products</p> <p>2.2 Technical skills to create interactive digital media</p> <p>2.3 Techniques to save and export/publish interactive digital media</p> <p>3.1 Techniques to test/check and review interactive digital media</p> <p>3.2 Improvements and further developments</p>

Department: Business

KS4 Business Curriculum Intent

Our Business curriculum is designed to develop an interest in students in the world around them. It introduces learners to the business/enterprise world, empowering them to develop as commercially minded and enterprising individuals, who appreciate how businesses operate in a dynamic and competitive environment.

Our GCSE in Business equips students with the skills and confidence to explore how different business situations affect decision-making. They develop their understanding of concepts, objectives and terminology, and the impact of contemporary issues on business operations.

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to ensure that businesses survive in this fast-changing world. Through quality first teaching, which stretches and challenges all learners, we aim to develop a wide range of transferable skills in all students. Students will develop market research, planning, promotional and financial skills. They will do this through relating learning to real business contexts and news stories, so it is relevant to the students. They will learn how to use business information critically, to develop arguments and make justified decisions, understanding the impacts of business on wider society.

We aim to give the students a broad skills and knowledge base which will prepare students for whatever pathway they choose in the future.

Years 10-11:

OCR GCSE Business 9-1

Business 01: Business activity, marketing and people

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Business 02: Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Year 10 OCR GCSE Business Business (01): Business Activity, Marketing and People	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><i>Students learn how to:</i></p>	<p>Business Activity</p> <ul style="list-style-type: none"> • 1.1 Entrepreneurship • 1.2 Business planning • 1.3 Business ownership • 1.4 Business Aims & Objectives • 1.5 Stakeholders in Business 	<ul style="list-style-type: none"> • 1.6 Business growth - organic, external • Revision & Test Term 1 <p>Marketing</p> <ul style="list-style-type: none"> • 2.1 Role of Marketing • 2.2 Market research • 2.3 Market Segmentation • 2.4 Marketing Mix • Revision & Test Term 2 	<p>People</p> <ul style="list-style-type: none"> • 3.1 Role of Human Resources • 3.2 Organisational Structures • 3.2 Organisational Structures • 3.3 Communication in Business 	<ul style="list-style-type: none"> • 3.3 Communication in Business • Revision & Test Term 3 • 3.4 Recruitment & Selection • 3.5 Motivation & Retention • 3.6 Training & Development • 3.7 Employment Law • Revision Business 1 • Revision & Business 1 PPE • DIRT 	<p>Operations</p> <ul style="list-style-type: none"> • 4.1 Production processes • 4.1 Production processes • 4.2 Quality of goods & services 	<ul style="list-style-type: none"> • 4.2 Quality of goods & services • 4.3 Sales Process & customer Service • 4.3 Sales Process & customer Service • 4.4 Consumer Law • 4.5 Business Location • 4.6 Working with Suppliers • 4.6 Working with Suppliers + Assessment

Year 11 OCR GCSE Business 9-1 Business (02): Operations, finance and influences on business	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<i>Students learn how to:</i>	Finance <ul style="list-style-type: none"> • 5.1 The role of finance • 5.2 Sources of Finance • 5.3 Revenue, Costs, profit and loss • 5.4 Break-even • 5.5 Cashflow 	Influences on Business <ul style="list-style-type: none"> • 6.1 Ethical and Environmental considerations • 6.2 The economic climate • 6.3 Globalisation • The Interdependent nature of business 	Recapping and Revising Business 1 Content <ul style="list-style-type: none"> • Business Activity • Marketing • Recruitment 	<ul style="list-style-type: none"> • Paper 2 exam practice and exam question structure 	Revision + exams	