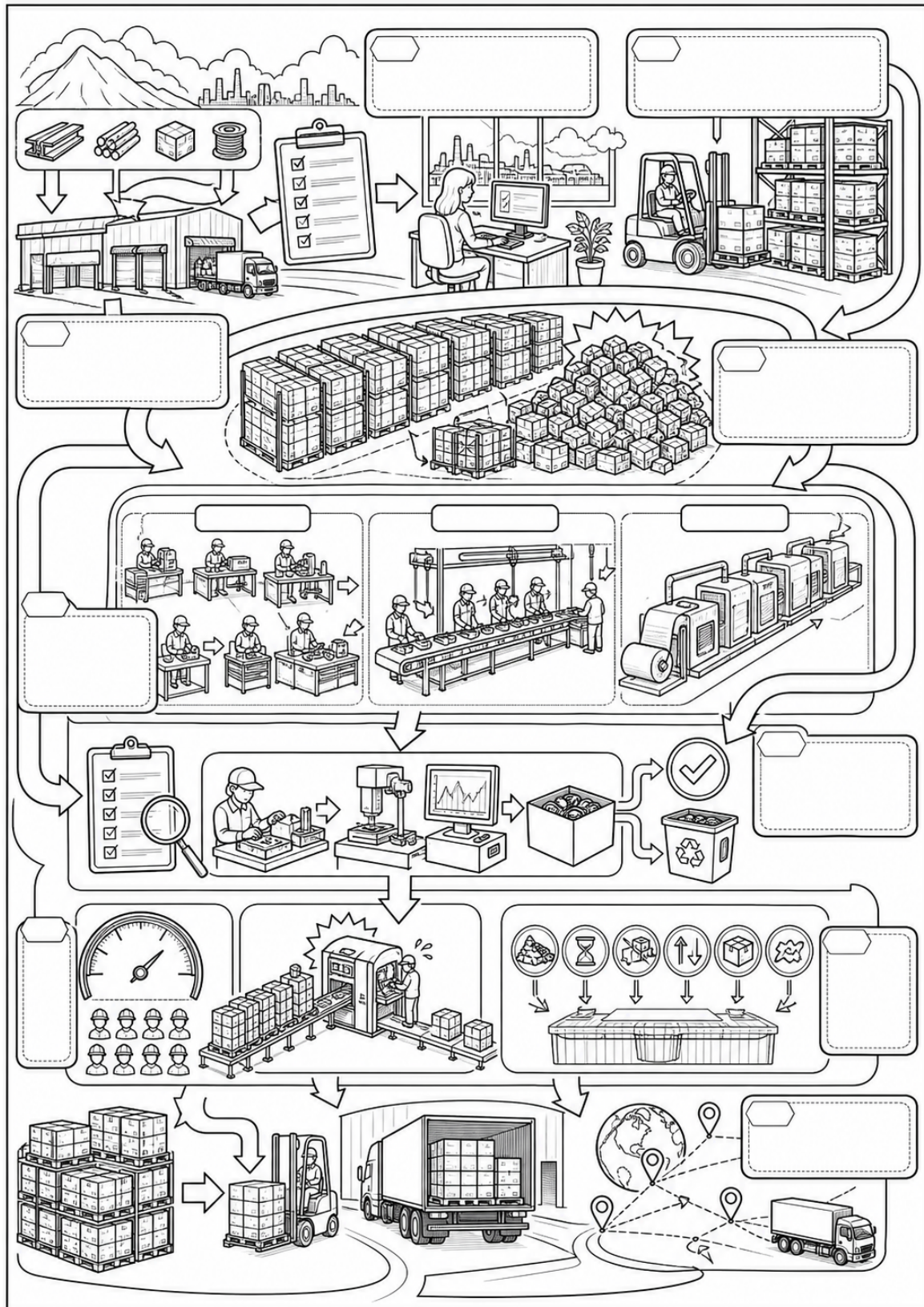


Operations Challenge: Flow, Quality and Waste

KS4 / GCSE / Year 10 - Business

Trace inputs to distribution. Diagnose the bottleneck and excess inventory, compare job, batch and flow production, and propose one quality and one lean improvement.



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Parent & Teacher Guidance

Curriculum focus

Topic: Operations. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: the mapped programme of study.

Before you begin

Review the picture together and ask the learner what they already notice about Operations. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Operations. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Operations can you explain using the picture?

Answers and checking

The congested queue/slow station indicates a bottleneck; large stock piles indicate excess inventory and tied-up cash. Job production is customised, batch groups similar units and flow is continuous/high-volume. Quality assurance builds quality into processes; lean methods reduce non-value-adding waste but low buffers can increase disruption risk.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
