

Which coffee supplier for the Corner Cafe?

Teacher guidance and answers | Original TBS classroom practice

Use this lesson when teaching procurement and the choice of suppliers. Students calculate the weekly cost and reliability of three suppliers, see what just in time and just in case mean in practice, rank the factors in pairs and recommend one supplier. The tasks are planned to take about 55 minutes and have not been trialled in a classroom. The minutes include brief answer checking but not handing out materials or a full plenary; allow about 65 minutes in the timetable. Suited to Year 10 or Year 11 classes studying AQA GCSE Business 8132.

Curriculum fit

AQA GCSE Business (8132) specification, Version 1.0, 19 August 2016, for exams in 2019 onwards, section 3.3.2 The role of procurement (printed page 17): managing stock with just in time and just in case, factors affecting the choice of suppliers (price, quality, reliability), and the effects of procurement and logistics on a business. The specification notes that students will not be asked to draw or interpret stock control charts, so this lesson uses none. Checked against the archived Version 1.0 specification; please confirm the current version for your cohort with your exams officer. This is a TBS lesson, not an AQA resource; it is not endorsed by AQA and uses no AQA exam questions or mark schemes.

All business details and numbers are fictional. The answers are indicative teaching guidance only. There is no official mark tariff, level descriptor or AO allocation for these tasks and no grade claim is made.

Lesson plan (about 55 minutes of tasks, estimated)

Stage	Minutes	What happens
Starter: which word?	5	Match three terms.
Task 1: what does it cost?	10	Kilograms a week, weekly cost and cost per cup.
Task 2: how reliable?	7	Percentage of deliveries on time.
Task 3: JIT or JIC?	10	Storage problem, JIT and spare stock (JIC).
Task 4: what matters most?	10	Pairs rank price, quality and reliability.
Task 5: recommend	9	Written recommendation.
Exit ticket	4	Two quick questions.
Total	55	

45-minute version: starter 4, Task 1 8, Task 2 6, Task 3 8, Task 4 8, Task 5 7, exit ticket 4. Ask for about 50 words in Task 5. This timing has not been trialled. The 45 minutes are task time only, so in a real 45-minute period, with handing out and feedback, move the exit ticket to homework.

Answers: starter, Task 1 and Task 2

Indicative guidance for teachers. This is not an exam board mark scheme and carries no marks or grades.

Starter: (i) JIC (just in case); (ii) procurement; (iii) JIT (just in time).

Task 1a: $1,600 \text{ cups} \times 12.5 \text{ g} = 20,000 \text{ g} = 20 \text{ kg}$ a week. Common error: forgetting to divide by 1,000 to change grams into kilograms.

Task 1b	Supplier X	Supplier Y	Supplier Z
Weekly cost	$20 \times £14.00 = £280.00$	$20 \times £16.50 = £330.00$	$20 \times £12.50 = £250.00$
Cost per cup	$280 / 1,600 = 17.5\text{p}$	$330 / 1,600 = 20.6\text{p}$ (20.625)	$250 / 1,600 = 15.6\text{p}$ (15.625)

Teaching point: Supplier Y costs exactly 5p a cup more than Supplier Z ($20.625\text{p} - 15.625\text{p}$), on a cup that sells for £3.20.

Task 2a: $X \ 47 / 50 \times 100 = 94\%$; $Y \ 49 / 50 \times 100 = 98\%$; $Z \ 40 / 50 \times 100 = 80\%$. Task 2b, accept any one problem explained for the cafe: it runs out of coffee and loses sales; customers who come for its coffee are disappointed and may not return; staff waste time finding emergency supplies, which may cost more.

Answers: Task 3, Task 4 and Task 5

Task 3a: $80 / 20 = 4$ weeks of beans. No: the store holds 50 kg, so space for 30 kg more is needed. (The last beans would also be 4 weeks old, the limit for the best taste.)

Task 3b: $£250 + £15 = £265$ a week, still cheaper than Supplier X (£280) but no longer by much.

Task 3c, accept one of each: benefits of JIT - less money tied up in stock, no extra storage needed, beans are always fresh; risks of JIT - if a delivery is late the cafe can run out quickly, there is little room for a sudden rise in demand, more frequent deliveries can cost more, and small orders may lose bulk-buying discounts (purchasing economies of scale).

Task 3d, accept one of each: benefit of keeping spare stock (JIC) - the cafe will not run out if a delivery is late or demand suddenly rises; costs - it needs storage space, money is tied up in beans that are not yet needed, and the beans may lose freshness. Note: Supplier Z's 80 kg order is bulk buying of exactly four weeks' use, not spare (buffer) stock.

Task 4: any reasoned ranking is acceptable if it uses the cafe's situation. A strong answer ranks quality first because the cafe is known for good coffee and charges £3.20 a cup, so customers notice a poor taste; reliability second because running out loses sales; price third because 5p a cup is small against a £3.20 price. Accept price first if the student argues that profit margins in small cafes are tight, using figures.

Task 5: indicative guidance

A well supported answer recommends one supplier, uses figures and weighs a strength against a weakness. Example response (not a mark scheme): I recommend Supplier Y. It scored 9 out of 10 in the taste test and was on time 98% of the time, which matters for a cafe known for good coffee. It is the most expensive at £330 a week, but that is only 5p more per cup than Supplier Z, on a £3.20 cup. Supplier Z is cheapest but late 20% of the time and needs storage the cafe does not have.

Students may recommend X as a balance of price and reliability (94%, £280); that is acceptable if justified with figures. Look for correct figures, a clear link to the cafe and a weighed judgement. Do not award a grade or percentage from these tasks.

Answers: exit ticket

a. Finding and buying the supplies (materials, goods or services) a business needs, at the best price and value. b. $18 / 20 \times 100 = 90\%$.

Sources and limits

Curriculum source: AQA GCSE Business (8132) specification, Version 1.0, 19 August 2016, section 3.3.2 (printed page 17). The specification verifies the topic scope only. The tasks, figures, timings and guidance are original TBS teaching design.