

Scheme of Work

GCSE (9–1) Business – Theme 2

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business (1BS0)

Theme 2, Year 2 (2-year Scheme of Work)

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources	Key Words
Term 1 Week 1	Introduction to Theme 2	Familiarisation exercise using larger businesses to introduce the theme	<ul style="list-style-type: none"> Separate students into groups and assign each group a large company name at random. Groups research what they think has allowed the company to become successful, e.g. low prices, better products, innovation, distribution via the internet, strong branding. Students present their findings to the rest of the class. 	<ul style="list-style-type: none"> Names of pre-selected large companies on cards. <p>Textbook link:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book p149 	
2	<p>Topic 2.1 Growing the business</p> <p>2.1.1 Business growth</p>	<p>Methods of business growth and their impact:</p> <ul style="list-style-type: none"> internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) external (inorganic) growth: merger, takeover. <p>The types of business ownership for growing businesses:</p> <ul style="list-style-type: none"> public limited company (plc). 	<ul style="list-style-type: none"> Students examine familiar companies and how they have grown. For example, Apple has grown through a mixture of organic growth (release of new products through innovation, and research and development) and inorganic growth (taking over approximately 30 companies every 10 years). Possible starter activity: students guess which companies have been taken over (inorganic growth) by Apple, Facebook, Twitter and Microsoft. Students could also be given photos of products launched by these companies (organic growth). Students then create their own, similar, game for an industry of their choice. This could be done in groups, with a round robin competition held between them. The winning group gains the most points across all of the competitions. The competition could be hosted on an interactive whiteboard and would fill two to three double periods. Students examine contemporary businesses that have floated on the stock market. For example, Fever-Tree Drinks plc was floated on the stock market in 2014 and its share price has now risen by over 1000%. The £4 million of capital raised at the float was used to drive organic growth – the launch of further soft drinks and mixers – which has increased the profits of the company 	<p>Lists of takeovers by example tech companies:</p> <ul style="list-style-type: none"> Twitter: https://en.wikipedia.org/wiki/List_of_mergers_and_acquisitions_by_Twitter Facebook: https://en.wikipedia.org/wiki/List_of_mergers_and_acquisitions_by_Facebook Microsoft: https://en.wikipedia.org/wiki/List_of_mergers_and_acquisitions_by_Microsoft <p>Links to 'millionaire makers' share price charts:</p> <ul style="list-style-type: none"> https://www.bing.com/search?q=Fevertree+share+price&form=IEN_THT&mkt=en-gb&httpsmsn=1&refig=fd594cf5cae54813a9d7e7219a47cfc4&ENDPT=1&pq=fevertree+share+price&sc=8-21&sp=-1&qs=n&sk= https://www.bing.com/search?q=ASOS+share+price&qs=n&form=QBRE&sp=-1&pq=asos+share+price&sc=9- 	Internal Growth, External Growth, Economies of Scale, Diseconomies of Scale, Merger, Takeover, Expands, Motivation, Production, Sources of Finance, Internal Sources, External Sources, Retained Profit, Fixed Assets, Loan Capital, Share Capital, Public Limited Company, Aim, Objective, Legislation, Globalisation, International Trade, Ethical Issues, Environmental, Pressure Groups

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			<p>and hence its share price, making many of its investors millionaires in a short period of time.</p> <ul style="list-style-type: none"> Students find and investigate similar 'millionaire makers' whose share floatation has enabled successful growth. Examples include Netflix and ASOS. 	<p>16&sk=&cvid=CF000572123D45C CAE8C48C3BC015CD9</p> <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp150–151 Hodder pp150–155 	
3–4	2.1.1 Business growth	<p>Sources of finance for growing and established businesses:</p> <ul style="list-style-type: none"> internal sources: retained profit, selling assets external sources: loan capital, share capital, including stock market flotation (public limited companies). 	<p>There is a natural link between this part of the course and the previous activity.</p> <ul style="list-style-type: none"> Students create a series of grids in a spreadsheet. The grids should list, in columns, all of the sources of finance from 2.1.1 (you may also want to include the sources of finance from Theme 1 (1.3.4) as a revision exercise). Spreadsheet rows should read: 'internal', 'external', 'used by company' and 'used by sole trader/partnership'. Students, in groups, research (using the internet or textbooks) each source of finance and populate their grid. Students create a second grid after researching two 'pros' and 'cons' of using each source of finance. Using the pros and cons information, ask students a series of 'discuss the impact/benefit/drawback' 6-mark questions for them to complete on large flipchart paper. Students could be asked to produce a level 1, 2 and 3 answer for their chosen question(s). These answers could be pinned up around the classroom and then marked by groups of students in rotation. <p>Students could also be asked to unpin a level 1/2 response and to add to the response in a different-coloured pen in order to raise it to the next level, explaining what they did to the answer and why. This could help to cement exam technique for this style of question.</p> <ul style="list-style-type: none"> Produce a second series of 'context cards' with 'analyse' 6-mark questions and ask students to complete the same exercise. Possible extension activity: students take part in The London Institute of Banking and Finance's 'Student Investor Challenge'. This 	<ul style="list-style-type: none"> Book tablets and/or computers or use textbooks (see page references below). Flipchart paper and different-coloured pens. A series of teacher-created 'discuss' questions on each of the sources of finance to support the follow on activity. A series of teacher-created 'context cards' if using the 'analyse' add-on activity. <p>Website to assist students in finding out the pros and cons of the various sources of finance:</p> <ul style="list-style-type: none"> https://www.tutor2u.net/business/topics/sources-of-finance (Note: students should not consider all sources of finance on this website – just the ones on the specification.) <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp152–155 Hodder pp156–159 <p>Link to student investor challenge:</p> <ul style="list-style-type: none"> https://www.studentinvestor.org/ 	<p>Internal Growth, External Growth, Economies of Scale, Diseconomies of Scale, Merger, Takeover, Expands, Motivation, Production, Sources of Finance, Internal Sources, External Sources, Retained Profit, Fixed Assets, Loan Capital, Share Capital, Public Limited Company, Aim, Objective, Legislation, Globalisation, International Trade, Ethical Issues, Environmental, Pressure Groups</p>

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			share trading game starts in mid-October with a practice game beforehand. This could be introduced to students once they have learnt about public limited companies and share capital.		
4	2.1.2 Changes in business aims and objectives	<p>Why business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> in response to: market conditions, technology, performance, legislation, internal reasons. <p>How business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> focus on survival or growth entering or exiting markets growing or reducing the workforce increasing or decreasing product range. 	<ul style="list-style-type: none"> Assign students, in groups, one of these factors: e.g. market conditions, technology, performance, legislation, internal reasons. Groups consider how a business (this could also be randomly assigned) may change its objectives as a result of their assigned factor. A range of businesses could be considered: e.g. Blockbuster LLC (technology), Tesco (reducing workforce), Uber (entering new markets), Lidl (increasing product range). These examples could be used to demonstrate how the objectives of businesses differ as they evolve. Students could be asked to prepare a presentation as a group homework activity. Possible introductory activity: demonstrate 'technology' using the video clip provided, explaining how technology, more often than not, provides opportunities for consumers to get what they want. 	<p>Case study link (Technology):</p> <ul style="list-style-type: none"> https://www.rogeriodasilva.com/is-technology-killing-the-industry-2/ <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp156–158 Hodder pp160–164 	Internal Growth, External Growth, Economies of Scale, Diseconomies of Scale, Merger, Takeover, Expands, Motivation, Production, Sources of Finance, Internal Sources, External Sources, Retained Profit, Fixed Assets, Loan Capital, Share Capital, Public Limited Company, Aim, Objective, Legislation, Globalisation, International Trade, Ethical Issues, Environmental, Pressure Groups
5	2.1.3 Business and globalisation	<p>The impact of globalisation on businesses:</p> <ul style="list-style-type: none"> imports: competition from overseas, buying from overseas exports: selling to overseas markets changing business locations multinationals. <p>Barriers to international trade:</p> <ul style="list-style-type: none"> tariffs trade blocs. 	<ul style="list-style-type: none"> With the current weak £, students could be tasked with finding out about 'winners and losers' of globalisation; i.e. companies that have seen significant increases in their export market as a result of the weak £, but with limited import cost increases as raw materials can be sourced from the UK, contrasted with companies that have suffered because they sell almost all of their output in the UK and import significant amounts of raw materials from abroad. <p>Supercar companies such as McClaren Automotive who will 'win' from the current trading environment can be contrasted with 'losers' such as Nestle.</p> <p>Links to ideas about how companies have been affected are listed in the resources column. There is also a link to a video discussing how shrinkflation is forcing UK businesses that import to cut costs by reducing product</p>	<p>Case study links:</p> <ul style="list-style-type: none"> http://news.sky.com/story/walnut-whip-without-the-walnut-whatever-next-10990829 http://www.telegraph.co.uk/food-and-drink/news/shrinkflation-10-food-products-have-got-smaller-since-brex/coco-pops/ https://www.theguardian.com/business/2016/dec/22/uk-car-exports-soar-to-record-high <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp159–160 Hodder pp165–166 <p>Video link (Dispatches):</p>	Internal Growth, External Growth, Economies of Scale, Diseconomies of Scale, Merger, Takeover, Expands, Motivation, Production, Sources of Finance, Internal Sources, External Sources, Retained Profit, Fixed Assets, Loan Capital, Share Capital, Public Limited Company, Aim, Objective, Legislation, Globalisation, International Trade, Ethical Issues, Environmental, Pressure Groups

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			<p>sizes. This video could be linked to the topic of 'added value' in Theme 1.</p> <ul style="list-style-type: none"> Students investigate the size of import duties the UK would be forced to pay following Brexit if it cannot secure a trade deal with the EU. Students can speculate about what this will do to the costs and prices faced by UK firms, and the impact on their competitiveness. 	<ul style="list-style-type: none"> http://www.channel4.com/programmes/dispatches/on-demand/64584-005 <p>Case study link (Brexit and British trade):</p> <ul style="list-style-type: none"> http://www.telegraph.co.uk/news/0/what-would-brexit-mean-for-british-trade/ <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp161–162 Hodder pp165–167 	
6	2.1.3 Business and globalisation	<p>How businesses compete internationally:</p> <ul style="list-style-type: none"> the use of the internet and e-commerce changing the marketing mix to compete internationally. 	<ul style="list-style-type: none"> Students compare prices of products listed on Amazon.com with identical products from a range of 'bricks and mortar' retailers that also have an internet presence. The aim is to compare the % difference in price between those businesses that have a lower cost base (i.e. Amazon) and those that have a much higher fixed-cost burden due to the existence of physical stores. This activity will help to cement one of the quantitative skills required by Appendix 2 of the specification. Students could also investigate how many different websites retailers such as Amazon have in order to appreciate the scope of international selling opportunities that the internet presents. There are links in this activity to 2.2.4 Place. Students examine the food brands at 'Rude Food Names' (see link in resources column) to explore why it is necessary, for some products, to change the promotion element of the marketing mix. Similarly, YouTube adverts can be compared to show how some products require no alteration in their promotion between different countries (e.g. Lindt). Students may also consider why certain products are sold in some countries and not in others, and the fact that there may be a need to market them differently. Teachers may wish to use the video clip from the film <i>Pulp Fiction</i> (please note that 	<ul style="list-style-type: none"> Teacher-compiled list of 'bricks and mortar' retailers and a list of products for which students can compare prices. <p>Case study link:</p> <ul style="list-style-type: none"> http://rudefoodnames.com/Drinks.html (Note: food products will need to be pre-selected as some are very rude.) <p>YouTube links:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=klK7fcjsnaM (Chinese version of Lindt advert) https://www.youtube.com/watch?v=DBhzOentaCs (English version of Lindt advert) https://www.youtube.com/watch?v=iq1DeXkb9n8 (<i>Pulp Fiction</i>) <p>Case study link:</p>	<p>Internal Growth, External Growth, Economies of Scale, Diseconomies of Scale, Merger, Takeover, Expands, Motivation, Production, Sources of Finance, Internal Sources, External Sources, Retained Profit, Fixed Assets, Loan Capital, Share Capital, Public Limited Company, Aim, Objective, Legislation, Globalisation, International Trade, Ethical Issues, Environmental, Pressure Groups</p>

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			<p>the video clip contains language some viewers may find offensive) or ask students to find out which flavours of Fanta or Pringles are available in which country and to explain the reasons why these differences occur. This topic could be further developed in Topic 2.2 Making marketing decisions.</p>	<ul style="list-style-type: none"> • https://www.pringles.com (flavours of Pringles by country) <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp161–165 • Hodder pp168–170 	
7	2.1.4 Ethics, the environment and business	<p>The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> • how ethical considerations influence business activity: possible trade-offs between ethics and profit • how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit • the potential impact of pressure group activity on the marketing mix. 	<ul style="list-style-type: none"> • Students consider whether there is a trade-off between ethical behaviour and profit. It could be argued that rather than simply increasing costs, ethical behaviour could be a potential source of added value. Case study businesses who have set up their own in-house ethical schemes include Nestle and Cadbury (Mondelez International) – in Mondelez International’s case, this scheme has replaced Fairtrade. <p>Provide students with a variety of chocolate bars and ask them to research what the parent companies have done to make their products ethical. Students may discover that Green and Blacks are owned by Cadbury.</p> <ul style="list-style-type: none"> • Students, in groups, take a generic base product – e.g. white T-shirt, can of soup, apple, etc. – and create an ethical brand for their product. They should consider what could be done to make the product appear more ethical. This activity could start with the YouTube clip (Ten Trees) provided in the resources column. Groups should be given a variety of products which have the potential to be made more ethical. These could be contrasted with other products (which could also be given out) that are hard to make ethical because the consumer would have little interest in this; e.g. spirit level. Students will learn that products which reflect on the character of the consumer – e.g. clothes, food etc. – have the potential to add value, and therefore do not generate a trade-off between ethics and profit. • Students investigate a pressure group to determine whether or not it has been effective in changing decisions made by the 	<ul style="list-style-type: none"> • A variety of chocolate bars, e.g. Cadbury, Fairtrade (Divine), Galaxy, Green and Blacks, Nestle Crunch. • A variety of generic base products that have the potential to be made more ethical. • (if using) A variety of generic products that are harder to make ethical. <p>YouTube clip: (Ten Trees):</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=kqthNualCHK <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp166–171 • Hodder pp171–174 	<p>Internal Growth, External Growth, Economies of Scale, Diseconomies of Scale, Merger, Takeover, Expands, Motivation, Production, Sources of Finance, Internal Sources, External Sources, Retained Profit, Fixed Assets, Loan Capital, Share Capital, Public Limited Company, Aim, Objective, Legislation, Globalisation, International Trade, Ethical Issues, Environmental, Pressure Groups</p>

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			<p>business, and consider why it has/has not been effective. Good examples include Plane Stupid, Nestle Baby Milk Action and Tesco-poly. Some pressure groups have been successful in restricting the activities of large companies and others have not. Students can also consider what makes a pressure group successful, e.g. their ability to influence the media, number of members etc.</p>		
8	<p>Topic 2.2 Making marketing decisions</p> <p>2.2.1 Product</p>	<p>The design mix:</p> <ul style="list-style-type: none"> function, aesthetics, cost. <p>The product life cycle:</p> <ul style="list-style-type: none"> the phases of the product life cycle extension strategies. <p>The importance to a business of differentiating a product/service.</p>	<ul style="list-style-type: none"> Provide groups of students with a large piece of flipchart paper with a large design-mix triangle drawn on it. Hand out cards detailing different products and ask groups to stick them in what they believe is the correct place on the design-mix triangle. Groups must then justify their choice. Alternatively, the products could be shown via PowerPoint and groups asked to write each product name into what they believe is the correct place on their design-mix triangle. Provide students with an example or photo of a successful product, e.g. Big Mac, Moshi Monsters cards, Pokemon Go, etc. Ask them to draw the product life cycle for their chosen product. Students should consider the overall length of the product's life cycle and the relative lengths of the stages that make up the product life cycle for their given product. Students should then explain their product life cycles and suggest a possible extension strategy within a mini-presentation. They could draw their product life cycle on the whiteboard as part of their mini-presentation. Provide students with a product, e.g. Kettle chips, a chocolate Easter egg, Kiwi shoe shine, etc. Ask them to find as many ways that their product has been differentiated as possible, e.g. by brand, product type, taste, packaging, added convenience, etc. 	<ul style="list-style-type: none"> One sheet of flipchart paper per group, each with a design-mix triangle drawn on it. Cards/PowerPoint slides detailing a range of different products, highlighting the difference between products that are heavily slanted towards one corner, or towards the centre of, the design-mix triangle. Some high-value products that are cheap to manufacture could also be used to reinforce the difference between 'cost' and 'price'. A collection of products or photos of products for which students can draw product life cycles. Select products that have either a very short product life cycle or very long one. Products that have a particularly long or short phase or set of phases within the product life cycle could also be selected. A collection of products for which students can identify points of differentiation. <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp176-181 Hodder pp180-182 	<p>Marketing Mix, Design Mix, Price, Place, Product, Promotion, Differentiation, Function, Cost, Aesthetics, Demand, Product Life Cycle, Development, Introduction, Growth, Maturity, Decline, Extension Strategy, Price Penetration, Loss Leader, Price Skimming, Competitive Pricing, Cost-Plus Pricing, Promotion, Advertising</p>

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			This activity has links to Theme 1 and the topic of 'added value'.		
9	2.2.2 Price	<p>Price:</p> <ul style="list-style-type: none"> pricing strategies Influences on pricing strategies: technology, competition, market segments, product life cycle. 	<p>The rest of the marketing mix (including 2.2.1 Product) could be taught as one topic in a group project lasting several lessons/weeks.</p> <ul style="list-style-type: none"> Students watch an episode of <i>The Apprentice</i>, e.g. 'The Advertising Challenge' or 'Branding a Trainer'. The aim is for groups of students to produce a marketing campaign that is better than the one they have just watched. 	<ul style="list-style-type: none"> <i>The Apprentice</i> video – 'Branding a cereal' (Season 5 Episode 5) or 'Branding a Trainer' (Season 3 Episode 8). One standardised cereal box per group (a Microsoft Publisher template could be produced for students to design their box covering if identical-sized boxes are used). One plastic container per group, each containing an identical mix of cereals (containers could be sealed with super glue to avoid mess and/or students eating it). Flipchart paper for each group. Internet/computer access for student research. Flip cameras/tablets/mobile phones. A large presentation space. Arrange in advance for a member of the SLT to come in and watch the finished student pitches/marketing campaigns. <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp182–203 Hodder pp184–201 	<p>Marketing Mix, Design Mix, Price, Place, Product, Promotion, Differentiation, Function, Cost, Aesthetics, Demand, Product Life Cycle, Development, Introduction, Growth, Maturity, Decline, Extension Strategy, Price Penetration, Loss Leader, Price Skimming, Competitive Pricing, Cost-Plus Pricing, Promotion, Advertising</p>
10	2.2.3 Promotion	<p>Promotion:</p> <ul style="list-style-type: none"> appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters. 	<p>The following breakdown assumes 'Branding a cereal' ('The Advertising Challenge', Season 5, Episode 5) is chosen:</p> <ul style="list-style-type: none"> Give groups of students a plastic container containing an identical, pre-prepared cereal. Students build an entire marketing strategy around that cereal. This should include: <ul style="list-style-type: none"> a market map showing where their cereal brand fits into the market compared to its competitors 		
11	2.2.4 Place	<p>Place:</p> <ul style="list-style-type: none"> methods of distribution: retailers and e-tailers (e-commerce). 	<ul style="list-style-type: none"> an appropriate price for the box of cereal (students should consider rival prices and products on www.tesco.com) a logo/cartoon character for their cereal brand, together with a jingle/slogan 		
12	2.2.5 Using the marketing mix to make business decisions	<p>How each element of the marketing mix can influence other elements.</p> <p>Using the marketing mix to build competitive advantage.</p>	<ul style="list-style-type: none"> an A3 poster for their cereal brand a 30-second commercial for their cereal brand a covering for all four sides of the cereal box details of the method of distribution they are going to use, e.g. retailers, online etc. 		
		<p>How an integrated marketing mix can influence competitive advantage.</p>	<ul style="list-style-type: none"> Students present their cereal brand and campaign strategy to a member of the schools SLT, who decides which group has developed the best overall campaign. Students should be able to justify their decision making and the actions they have taken. A prize could be given to the team that generates the best overall campaign. Students should try to make their final presentation task as close to that seen 		

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			towards the end of <i>The Apprentice</i> video chosen as possible.		
13	<p>Topic 2.3 Making operational decisions</p> <p>2.3.1 Business operations</p>	<p>The purpose of business operations:</p> <ul style="list-style-type: none"> to produce goods to provide services. <p>Production processes:</p> <ul style="list-style-type: none"> different types: job, batch, flow the impact of different types of production processes: keeping productivity up and costs down and allowing for competitive prices. 	<ul style="list-style-type: none"> Provide flash cards to highlight the difference between goods and services. YouTube videos (see resources column for links) could be used to highlight the differences between the different methods of production. These videos also serve as discussion prompts on the appropriate method of production for each scenario, and the pros and cons of each method – note how the use of labour diminishes and the productivity rises if the three videos are shown in sequential order. Provide students with cards detailing the prices of different products. The cards could then be turned into a ‘higher or lower’ game. The goods with the highest prices could be produced using job production and the ones with the lowest prices could be produced using flow production. This will help reinforce to students that flow production is cheaper compared to job production, allowing lower, more competitive prices to be charged. 	<ul style="list-style-type: none"> Flash cards highlighting the difference between goods and services. Cards detailing the prices of different products. <p>YouTube links:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=78CLC0QyY_s (Job production: The Glamburger’ video – this can also be used to consider added value/branding/USPs/premium pricing, etc. from Theme 1.) https://www.youtube.com/watch?v=mtRT6hjXfWg (Batch production: Tomato Ketchup (How it is made) video – This is a funny re-dubbed version which you may want to watch first before using in class. The ketchup is cooked in batches.) https://www.youtube.com/watch?v=qZrv81wY8HQ (Flow production: Viennetta video (production line shorts) – There is exciting rave music to accompany the video. You can highlight, using a stopwatch, how many Viennettas are coming off the production line per second.) <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp207–211 Hodder pp204–209 	<p>Production, Job Production, Batch Production, Technology, Stock, Just-In-Time, Stock Graphs, Suppliers, Quality Control, Quality Assurance, Sales Process</p>
14	2.3.1 Business operations	<p>Impacts of technology on production:</p> <ul style="list-style-type: none"> balancing cost, productivity, quality and flexibility. 	<p>This activity naturally follow on from the previous activity.</p> <ul style="list-style-type: none"> Use the YouTube link provided in the resources column to highlight how low costs and high productivity may be essential for a competitive mass market. 	<p>YouTube link: (Making KFC Chicken):</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=jTdOLSzxH0k <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp212–214 	<p>Production, Job Production, Batch Production, Technology, Stock, Just-In-Time, Stock Graphs, Suppliers, Quality Control, Quality Assurance, Sales Process</p>

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				<ul style="list-style-type: none"> Hodder pp210–211 	
Term 2 Week 1	Mock exam	Mock exam	<ul style="list-style-type: none"> Students could use one of the remaining full sets of EAMs as a mock examination. 	<ul style="list-style-type: none"> Specimen Papers (EAMs) - Papers 1 and 2 – Paper 2 may need to be altered using extra questions from the other Specimen Paper 2 or SAM to reflect the fact that the whole Theme 2 course has not yet been taught. 	
2	Mock exam	Mock exam	<ul style="list-style-type: none"> Students could use one of the remaining full sets of EAMs as a mock examination. 	<ul style="list-style-type: none"> Specimen Papers (EAMs) - Papers 1 and 2 – Paper 2 may need to be altered using extra questions from the other Specimen Paper 2 or SAM to reflect the fact that the whole Theme 2 course has not yet been taught. 	
3	Mock exam feedback week	Mock exam feedback week	<ul style="list-style-type: none"> Give feedback on the examination with specific reference to how the command words are to be approached: e.g. lack of context in 3-mark 'explain' questions; the need for development and context in 'outline' questions, etc. 	<ul style="list-style-type: none"> Mock 'Examiners' Report' – this could be used to examine exemplar answers that score highly. The report (available late 2017) can be downloaded from the Pearson Edexcel website. 	
4	2.3.2 Working with suppliers	<p>Managing stock:</p> <ul style="list-style-type: none"> interpretation of bar gate stock graphs the use of just in time (JIT) stock control. <p>The role of procurement:</p> <ul style="list-style-type: none"> relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust the impact of logistics and supply decisions on: costs, reputation, customer satisfaction. 	<ul style="list-style-type: none"> Students explore a variety of different bar gate stock graph questions from the previous specification, which cover all aspects of the interpretation of this type of graph. Example questions are provided in the resources column. For just in time (JIT), students could be taken to the reprographics department at your school. Usually there will be stocks of paper etc. Students could interview the reprographics team to find out about stock levels and the implications of holding more stock etc. They can be given time to prepare questions before the visit. The previous activities naturally follow on to the role of procurement. Students can get an idea about how efficient modern logistics are by considering how Amazon Prime works to deliver goods so fast. A supporting video clip is provided in the resources column. 	<ul style="list-style-type: none"> 2016 (June) 5BS03 Question 6 2011 (June) 5BS03 Question 5 In advance, book a visit to the reprographics department at your school. Brief them on the learning concepts you are looking to develop on the visit; e.g. paper does not really depreciate, cash is tied up, lack of storage space, how often deliveries occur, length of lead time on deliveries, why the school uses that particular supplier, etc. <p>YouTube link: (Amazon Prime):</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=3eQAFVetNGI <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp214–221 Hodder pp212–221 	Production, Job Production, Batch Production, Technology, Stock, Just-In-Time, Stock Graphs, Suppliers, Quality Control, Quality Assurance, Sales Process

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5	2.3.3 Managing quality	<p>The concept of quality and its importance in:</p> <ul style="list-style-type: none"> the production of goods and the provision of services: quality control and quality assurance allowing a business to control costs and gain a competitive advantage. 	<ul style="list-style-type: none"> Students make a Lego 3-in-1 creator model including 2–3 deliberate mistakes. The models should then be swapped with a partner who has to try and identify the mistakes. The process of finding the mistakes could be timed. An excessive amount of time taken for this could be linked to costs, efficiency etc. <p>Models could then be passed back to their creators to determine whether all of the mistakes were found. This could be used as a way of teaching 'quality control', which is what happened in the activity, and the difference between that and 'quality assurance'.</p>	<ul style="list-style-type: none"> Lego 3 in 1 creator models (https://www.lego.com/en-gb/creator/products) <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp222–226 Hodder pp222–225 	Production, Job Production, Batch Production, Technology, Stock, Just-In-Time, Stock Graphs, Suppliers, Quality Control, Quality Assurance, Sales Process
6	2.3.4 The sales process	<p>The sales process:</p> <ul style="list-style-type: none"> product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. <p>The importance to businesses of providing good customer service.</p>	<ul style="list-style-type: none"> If possible, invite a visiting speaker from a local business or arrange a class trip to a local retailer. The speaker could take students through the stages of the sales process and highlight the importance of each one. Alternatively, the YouTube clips provided in the resources column could be used to highlight some of the early elements of the sales process. <p>Students may be underwhelmed by the first clip, however, in the second clip, they will see that Joe is actually a millionaire.</p> <p>Within these clips, there are links to the characteristics of an entrepreneur in Theme 1.</p>	<ul style="list-style-type: none"> In advance, book a visit to a local business or arrange for a visiting speaker who is involved in the sales process. <p>YouTube link (Joe's vegetable peeler):</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=NGOjFhKeLiU https://www.youtube.com/watch?v=Krusn0Mo3Po <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp226–231 Hodder pp226–230 	Production, Job Production, Batch Production, Technology, Stock, Just-In-Time, Stock Graphs, Suppliers, Quality Control, Quality Assurance, Sales Process
7	<p>Topic 2.4 Making financial decisions</p> <p>2.4.1 Business calculations</p>	<p>The concept and calculation of:</p> <ul style="list-style-type: none"> gross profit net profit. 	<p>At a very simplistic level, gross profit could also be called 'added value' or 'total contribution' – this will provide a nice link with 1.1.3 and 1.3.2 in Theme 1.</p> <ul style="list-style-type: none"> This topic is best taught by giving students figures and getting them to practice 2-mark 'calculate' questions. Note that students may be asked to calculate 'cost of sales' or 'other operating expenses and interest' from given net profit, gross profit and sales revenue figures. This provides further permutations for practice. Calculating net and gross profit, and gross and net profit margins could be linked together. 	<ul style="list-style-type: none"> SAMs and EAMs (Specimen Papers) for 2-mark 'calculate' questions on this topic area. <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp235–238 Hodder pp232–236 	Gross Profit, Net Profit, Average Rate of Return, Investment, Gross Profit Margin, Net Profit Margin, Indirect Costs, Financial Data
8	2.4.1 Business calculations	Calculation and interpretation of:	<ul style="list-style-type: none"> Students use Statements of Comprehensive Income from large plcs such as Tesco, 	<ul style="list-style-type: none"> Statements of Comprehensive Income from company websites – 	Gross Profit, Net Profit, Average Rate of Return,

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		<ul style="list-style-type: none"> • gross profit margin • net profit margin • average rate of return. 	<p>Morrisons or Sainsbury's to calculate basic gross and net profit margins amongst competing firms within the same industry. Fever-Tree Drinks plc's profit margins could also be calculated to help explain why the company's share price has risen so much. This would link with an earlier activity on Fever-Tree Drinks plc in 2.1.1. Task students with finding the highest and lowest profit margins to get them thinking about which markets are the most/least competitive and which firms add the most/least value.</p> <ul style="list-style-type: none"> • Alternatively, students could design their own profit margin questions in pairs. These questions could then be passed to other pairs of students to completion. After completion, they could be marked by the pair that set the questions. • The average rate of return (ARR) is best calculated using simplistic information rather than giving students access to a company's Statement of Financial Position as this will, unnecessarily, overcomplicate the calculations. The EAMs (Specimen Papers) provide an indication as to the kind of difficulty level students will be expected to tackle with the ARR. Students must learn the formula on page 32 of the specification (this should not be confused with the harder to apply A level formula). Give students plenty of practice in applying the formulae, using the same words for the terms that appear in the specification. Only the terminology used there will be used in live papers. • Students complete a real-world investigation into the size of profit margins for plcs by going to the 'investor relations' section of a plc's website and downloading their Statement of Comprehensive Income. The profit margins of firms that operate in competitive markets – e.g. Currys, Carphone Warehouse plc – could be contrasted with those whose markets are not as competitive, e.g. Fever-Tree Drinks plc. The difference in profit margins will be very clear. 	<p>these are easiest to find and download for large plcs (e.g. Tesco, Morrisons, Sainsbury's).</p> <ul style="list-style-type: none"> • SAMs and EAMs (Specimen Papers) for 2-mark 'calculate' questions on this topic area. (Note: Teachers should be encouraged to produce their own sets of questions using the phraseology of Appendix 3 on page 32 of the specification.) • Page 32 of the specification detailing the formulae required for calculations. <p>Websites (Statements of Comprehensive Income):</p> <ul style="list-style-type: none"> • https://www.tescopl.com/investors/ • https://www.about.sainsburys.co.uk/investors/results-reports-and-presentations#2017 • https://www.morrisons-corporate.com/investor-centre/financial-reports/ <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp239–243 • Hodder pp232–236 	<p>Investment, Gross Profit Margin, Net Profit Margin, Indirect Costs, Financial Data</p>
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9	2.4.2 Understanding business performance	<p>The use and interpretation of quantitative business data to support, inform and justify business decisions:</p> <ul style="list-style-type: none"> • information from graphs and charts • financial data • marketing data • market data. 	<ul style="list-style-type: none"> • Students need to be able to interpret information from a variety of graphs, charts, tables and infographics. An example of an infographic is given in SAM Paper 2, Section C. Teachers could also use some of the financial and marketing information questions from the old specification to teach this topic. Written questions can be produced using this information as the new-style examination paper only makes limited use of multiple-choice questions. Examples of source materials are provided in the resources column. • Infographics from newspapers and magazines can also be used to support teaching of this topic area. A Google search for 'UK Business infographics' will bring up many examples. There are also a lot of examples on Pinterest that can be used. • As a twist to this topic area, students could be tasked with producing their own graphical information on a particular industry or business. This would involve research and Excel spreadsheet skills in order to produce pie charts, bar charts etc. Students could also be tasked with producing their own infographic using the free tool detailed in the resources column. The completed infographic could then be shared with other students who have to produce a question, in the style of the SAMs/EAMs (Specimen Papers), using the infographic. 	<ul style="list-style-type: none"> • 2016 (May) 5BS01 Source material for question 6 • 2014 (May) 5BS01 Source material for questions 8-10 • 2011 (May) 5BS01 Source material for questions 7-10 <p>Website for free infographics tool:</p> <ul style="list-style-type: none"> • https://www.canva.com/create/infographics/ <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp244-247 • Hodder pp237-240 	Gross Profit, Net Profit, Average Rate of Return, Investment, Gross Profit Margin, Net Profit Margin, Indirect Costs, Financial Data
10	2.4.2 Understanding business performance	<p>The use and limitations of financial information in:</p> <ul style="list-style-type: none"> • understanding business performance • making business decisions. 	<ul style="list-style-type: none"> • Provide students with elements of the financial information for a range of companies and ask them to work out which company is the most successful. Misleading company information could also be given out – e.g. information prior to a major competitor entering or before a new product failed – in order to highlight that financial information has its flaws. 	<ul style="list-style-type: none"> • Financial information for a range of companies, including some that is deliberately misleading (e.g. it indicates success/failure but since the information was published the performance of the company has improved/worsened). <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp248-251 • Hodder pp240-242 	Gross Profit, Net Profit, Average Rate of Return, Investment, Gross Profit Margin, Net Profit Margin, Indirect Costs, Financial Data

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11	<p>Topic 2.5 Making human resource decisions</p> <p>2.5.1 Organisational structures</p>	<p>Different organisational structures and when each are appropriate:</p> <ul style="list-style-type: none"> • hierarchical and flat • centralised and decentralised. <p>The importance of effective communication:</p> <ul style="list-style-type: none"> • the impact of insufficient or excessive communication on efficiency and motivation • barriers to effective communication. 	<ul style="list-style-type: none"> • Provide students with materials to make hierarchical charts (A2 paper and jelly babies). Use a different-coloured jelly baby to represent each layer of management. Students can eat the jelly babies when moving from a hierarchical management structure to a flat hierarchy. This exercise links to 2.5.2 Effective recruitment, and the different job roles and responsibilities within an organisation. • As a follow-on activity, students work in pairs to complete the organizational chart logic problem on the Edexcel website. • Students need to be clear what decentralisation means. (In the old specification, decentralisation was often confused with 'delegation' and/or 'delaying'.) The concept could be explored using the example of Wetherspoon's menus, since local managers have the scope to change the food offered according to local tastes (e.g. Henderson's relish in Sheffield and Cornish pasties in Bodmin). This enables students to start considering the 'pros' and 'cons' of 'decentralisation', as opposed to a more 'centralised hierarchical structure'. • To demonstrate problems with excessive/insufficient communication, provide pairs of students with a box of Lego containing pieces required to replicate a model created by the teacher. The teacher's model cannot leave their desk. One student in the pair can look at the model and relay information to the other – the builder. A prize could be given to the fastest pair to accurately complete their model. Alternatively, a time limit could be given, with a prize for the pair who manage to get closest to the model within the allocated time. To increase the level of difficulty, boxes could contain more pieces than is necessary to complete the model. • Provide students with a jumbled set of cards to pair up showing examples of jargon and their corresponding explanation in simple language. The aim is to show that jargon can be time consuming and difficult 	<ul style="list-style-type: none"> • Jelly babies • A2/flipchart paper • Organisational chart logic problem from the Pearson Edexcel website, printed on A3 paper. <p>Case-study link (differences in Wetherspoon's menus):</p> <ul style="list-style-type: none"> • https://www.jdwetherspoon.com/pubs/wetherspoon-news-app (Download the Autumn 2017 version of 'Wetherspoon News'; pages 74–77 show how individual managers have the scope to change a national menu.) <ul style="list-style-type: none"> • Pre-made free style Lego model, produced by the teacher, with boxes containing the same pieces for students to replicate the model (e.g. Lego 3 in 1 creator models, as in 2.3.3 Managing quality). • A set of cards containing examples of jargon and a corresponding set of cards explaining the jargon in simple language. <p>YouTube link (The Interpreter):</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=DrOjUfDC5Uw <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp255-261 • Hodder p244-254 	<p>Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment, Formal Training, Informal Training, Motivation, Job Rotation, Job Enrichment, Autonomy</p>
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			to understand. Highlight language barriers to communication with the YouTube video in the resources column.		
12	2.5.1 Organisational structures	<p>Different ways of working:</p> <ul style="list-style-type: none"> part-time, full-time and flexible hours permanent, temporary, and freelance contracts the impact of technology on ways of working: efficiency, remote working. 	<ul style="list-style-type: none"> Introduce students to the terms part-time, full-time, flexible, permanent, temporary and freelance using cards or images on computer files showing different workers in different industries, along with some basic information. For each worker, students must suggest which method of working the business would be most likely to use. Students could complete this activity in small groups, using Googledocs to compile their choices and justifications in order to demonstrate the value of remote working and the impact of technology in completing given tasks. 	<ul style="list-style-type: none"> Cards/word files containing images and information about different workers in different industries. One example would be to use workers in a school: e.g. peripatetic music staff are likely to be freelancers; the Head of English is likely to be full-time; teachers of niche subjects are likely to be part-time and on temporary contracts. The cards could state what each member of staff does, how many lessons they teach etc. <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp262–265 Hodder pp255–259 	Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment, Formal Training, Informal Training, Motivation, Job Rotation, Job Enrichment, Autonomy
13	2.5.2 Effective recruitment	<p>Different job roles and responsibilities:</p> <ul style="list-style-type: none"> key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. 	<ul style="list-style-type: none"> This topic could be taught as a card sort activity where job roles are matched with the correct (partial) descriptions of the roles and responsibilities. Students could then rank the cards in order of where those job roles might appear within an organisation’s hierarchy. 	<ul style="list-style-type: none"> A set of cards containing job roles and a corresponding set of cards containing (partial) descriptions of roles/responsibilities. This could be done in the context of a school environment: e.g. roles would include Head teacher, Deputy Head, Heads of departments, regular teachers. <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp265–267 Hodder pp260–261 	Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment, Formal Training, Informal Training, Motivation, Job Rotation, Job Enrichment, Autonomy
Term 3 Week 1	2.5.2 Effective recruitment	<p>How businesses recruit people:</p> <ul style="list-style-type: none"> documents: person specification and job description, application form, CV recruitment methods used to meet different business needs 	<ul style="list-style-type: none"> Provide students with a job description, application form and person specification for a fictitious job that they could apply for at age 16. Students must produce their own CV and fill out the application form for the job. Students could then be shortlisted on the basis of their applications. Shortlisted candidates could attend a ‘mock’ interview where ‘candidates’ are asked the same questions. This interview process could be 	<ul style="list-style-type: none"> Teacher-created job description, application form and person specification for a fictitious job. <p>Video link (The Job Interview):</p> <ul style="list-style-type: none"> http://www.channel4.com/programmes/the-job-interview (There are a variety of episodes, providing an insight into a real-life 	Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment,

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		(internal and external recruitment).	videotaped. In a later session, students could be given the CVs and application forms of the shortlisted candidates, and watch the job interview videos, before deciding who should get the job. This activity should cement the recruitment process for students. The videos of the student interviews could then be contrasted with those of the real-life interviews in the Channel 4 programme detailed in the resources column.	recruitment process in a variety of settings.) Textbook links: <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp267–273 • Hodder pp261–264 	Formal Training, Informal Training, Motivation, Job Rotation, Job Enrichment, Autonomy
2	2.5.3 Effective training and development	How businesses train and develop employees: <ul style="list-style-type: none"> • different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. <p>Why businesses train and develop employees:</p> <ul style="list-style-type: none"> • the link between training, motivation and retention • retraining to use new technology. 	<ul style="list-style-type: none"> • In teams, under timed conditions, students produce a Lego model without using the instructions. Replicate the process as students create the second of the models, this time using the instructions. Then, give the students the instructions for the third Lego model and allow them 10 minutes of practice time before timing them as they complete the third model. Finally, challenge students to produce the first model again, using the instructions, with a prize for the fastest time. The aim is to show the difference between self-learning/informal training (making model 1 with no instructions), formal training (making model 2 with the instructions), ongoing training (making model 3 with instructions and practice time) and, finally, target setting (making model 1 again with the incentive of a prize). This activity can be linked to motivation and productivity. • For examples of new technology, students could visit the DT department at their school to see 3D printers and/or laser cutters in action. This again links to productivity. 	<ul style="list-style-type: none"> • Lego 3 in 1 creator models (https://www.lego.com/en-gb/creator/products). Small sets are good for this activity as they allow three models to be produced from the same set of bricks. • Stopwatch • Prize for the winning team <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp274–279 • Hodder pp265–269 	Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment, Formal Training, Informal Training, Motivation, Job Rotation, Job Enrichment, Autonomy
3	2.5.4 Motivation	The importance of motivation in the workplace: <ul style="list-style-type: none"> • attracting employees, retaining employees, productivity. 	<ul style="list-style-type: none"> • Use clips of job adverts from the TES to show students how schools attract employees (teachers). Ask students to rank a set of job adverts in order of preference for a teacher wanting to change jobs. • Provide students with Lego bricks and ask them to create a model. This activity could be timed, with a prize for the fastest team (which would then draw out links to motivation in the next section). Run the activity without any instructions to show the impact of poor training on productivity, 	<ul style="list-style-type: none"> • Clips from TES job adverts – alternatively this could be done as an online activity using a tablet. • Lego 3 in 1 creator models – 3 in 1 creator models are best for this activity as they are cheap and more than one model can be made from the same set of bricks, giving students further opportunities to demonstrate their productivity. Lego set 31055 is 	Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment, Formal Training, Informal Training, Motivation, Job

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			<p>then again with the instructions to highlight the impact of (re)training. The activity could also be re-run after students have thought about how they could improve productivity even further using concepts such as division of labour etc. This activity is best done in pairs.</p>	<p>relatively low cost and is available to purchase from Amazon: https://www.amazon.co.uk/LEGO-31055-Red-Racer-Set/dp/B01J41DVGU/ref=sr_1_5?ie=UTF8&qid=1507638938&sr=8-5&keywords=lego+3+in+1</p> <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp280–281 • Hodder pp270–271 	<p>Rotation, Job Enrichment, Autonomy</p>
4	2.5.4 Motivation	<p>How businesses motivate employees:</p> <ul style="list-style-type: none"> • financial methods: remuneration, bonus, commission, promotion, fringe benefits • non-financial methods: job rotation, job enrichment, autonomy. 	<ul style="list-style-type: none"> • Students research their dream job online. They must find out the method of pay (e.g. wage, salary, commission, etc.) and the fringe benefits that they may receive (e.g. holidays, free uniform, meals, discounts to the gym, etc.). • Teach part of the lesson in a very didactic way, e.g. copying notes. Then teach the same part of the lesson using group work, asking students to complete interesting tasks etc. As an example, teach 'added value' as a boring note-taking lesson. Then, by contrast, ask students to 'add value' to some ingredients by getting them to make and create their own brand of smoothies. Ask students which method of teaching they preferred, perhaps by individually filling in a teacher-created survey monkey. This could be done at the end of the two contrasting lessons and the results compared. This will allow students to appreciate the motivational effects of job rotation, enrichment and autonomy. 	<ul style="list-style-type: none"> • Access to computers/tablets. • In advance, set up a survey monkey to allow students to rate the two versions of the lesson. <p>Textbook links:</p> <ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp281–287 • Hodder pp271–276 	<p>Organisational Structure, Hierarchical, Flat, Centralised, Decentralised, Communication, Full-time, Part-time, Flexible Hours, Permanent, Temporary, Freelance, Internal Recruitment, External Recruitment, Formal Training, Informal Training, Motivation, Job Rotation, Job Enrichment, Autonomy</p>
5	Exam skills/end	<p>Revision of topics and final examination skills practice</p>	<ul style="list-style-type: none"> • Teacher-led input on exam technique for different styles of question that could appear in the exam. 	<ul style="list-style-type: none"> • Remaining questions from SAMS and EAMs (Specimen Papers), or adapted questions to fit the correct command words from Pearson Edexcel GCSE Paper 5BS03 2010–2018. 	

STUDY LEAVE	
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