

GCSE Business (9-1) SOW
Year 11 Term 4 (6 Weeks)

AASSG

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
1	<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. 	<p>Exemplar activities</p> <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 to understand. 	<p>Exemplar materials and resources</p> <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.) 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>

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			Highlight language barriers to communication with the YouTube video in the resources column.	<ul style="list-style-type: none"> • Pearson Edexcel GCSE (9-1) Business Student Book pp255-261 • Hodder p244-254
2	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
3	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

4	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 (internal and external recruitment). 	<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 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. 	<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 recruitment process in a variety of settings.) <p>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp267–273 Hodder pp261–264
5	2.5.3 Effective training and development	<p>How businesses train and develop employees:</p> <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

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6	2.5.4 Motivation	<p>The importance of motivation in the workplace:</p> <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, 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. 	<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 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>Textbook links:</p> <ul style="list-style-type: none"> Pearson Edexcel GCSE (9-1) Business Student Book pp280–281 Hodder pp270–271
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6	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
6	Exam skills/end	Revision of topics and final examination skills practice	<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.

Cross-curricular links

Literacy: ensure good SPaG practice in all written pieces of work

Maths: Working with percentages

Differentiation

Differentiated seating plan

PowerPoint slides covering all content

Short clips to illustrate main themes and to add depth to students' knowledge

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Use of 'no hands approach'

Starters and plenaries to introduce and consolidate ideas

Range of revision resources available to students (Revision guides, flashcards, videos and exam-practice questions)

Paired work and group activities

Support for HA/LA and SEN

HA:

Extension activities

Working more independently

Challenge students to answer exam questions with fewer, well-developed reasons

Work with LA students to consolidate learning and other HAs to challenge

LA:

One to one teacher support

Paired and group work

Responding to written feedback in purple pen

Improving written answers

SEN:

Emphasis on recalling key terms and definitions

Additional support with starter activities

Help sheets given where necessary (information is condensed)

Teacher support

PowerPoint slides projected and printed copy

Additional time given for copying text/ answering questions and class tests if needed

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Highlighting most important pieces of information

Reading aloud and peer work

Correct spelling errors in purple pen

Assistance given when dealing with mathematical processes if required (teacher and peer assistance)