



Yr hanner tymor hwn: Sgiliau, Gwybodaeth a Dealltwriaeth i'w ddatblygu;

During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS – learners will develop their knowledge of business activity, be able to use a range of data to understand business activity in the context of Wales and the UK. Learners will use mathematical techniques to calculate data in a business context, interpret data to solve problems and justify business decisions. Learners will be able to distinguish between consumer and producer goods, recognise the purpose and types of goods and services provided by the public and private sectors. Learners will be aware of the role of entrepreneurs in business activity and their characteristics. Learners will develop their communication skills by working in small groups and form discussions on topical business news on a regular basis. Learners will also develop autonomous working skills and make effective use of the VLE Business course to aid learning and to make continual progress.

GWYBODAETH / INFORMATION – The nature of business activity, providing goods and services, business enterprise, business aims and objectives, business location and site (see learning outcomes for specific detail)

DEALLTWRIAETH / UNDERSTANDING - Learners need to understand the nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit. At the heart of business activity is enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives. These objectives often adapt as businesses grow and as the market and competitive environment in which they operate changes. Business organisations vary in size and ownership and operate in local, national and global contexts. Businesses have many stakeholders who are affected by business activity and can also impact on business behaviour.

Geiriau / Termau Allweddol;

Key Terms / Words;

Persuasion, initiative, determination, planning, leadership, decision-making, risk-taking, ~~lets, things, people, money, you~~ (=banned words) overtime, customer, supplier. Producers, consumers, single use goods, durable, services, direct services, commercial services, resources. Opportunity cost. Employment sectors - primary, secondary, tertiary. Raw materials, scarce. Public and private Sector, government, finance, profit, privatisation, nationalisation, organisations. Business Location – labour market, transport networks, grants, land, premises, site, geographical, foot-fall. Inward investment – balance of payments, multinational, corporation tax, environment, pollution, benefits. Aim, business, survival, profit maximisation, growth, consumer customer, external, goods, identity, internal, objective, organisation, private sector, privatised, product, public sector, SMART, voluntary. Bankrupt, business plan, capital. Debt, deed of partnership, entrepreneurship, factors of production, Inland revenue, Multinational, partner, partnership, sole trader, sleeping partner, unlimited liability. Articles of Association, AGM, consumer co-operative, company, Companies House, directors, franchise, franchisee, franchisor, limited liability, memorandum of association, partnerships, private sector, public sector, shares, share capital, shareholder, sole trader, stock exchange, take-over, workers' co-operative. Business Plan. Market, resources, revenue and costs, suppliers, cash flow, sources of finance

Deilliannau Dysgu / Learning Outcomes

Asesiad / Assessment

Meini Prawf Llywyddoant / Success Criteria

Gwaith Cartref / Homework

Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes

Ice-breaker – 2 truths and 1 lie (post-its) activity for students and teacher
Course explanation (Powerpoint) – Specification requirements explained briefly with faqs and distribution of course check-list / Revision check-list. Details of WJEC text book provided as optional acquisition to assist in revision long-term.

Schoology log-in codes and re- familiarisation lesson focusing on Business course content on school VLE. Demonstration how to send messages to teacher outside lesson time and expectations. Students undertake 'tour' online and faqs. Students to respond electronically to the task in Schoology VLE 'Reasons for choosing Business Studies'. Opportunities to respond to others with observations and comments.

Pair-share work using laminated activity to acquire and demonstrate new knowledge on 'characteristics of entrepreneur. Students to match characteristics to key terminology. Students share learning and understanding with others and feedback to class. Distribution of Unit booklet 'Business Activity' for use from Week 2 > Students to demonstrate understanding in unit booklet page 2 'characteristics of entrepreneur'.

Informal review of progress by teacher Q&A

- Basic understanding of 2 year course structure
- Successful access to VLE and navigation

- Understanding of role of entrepreneur in business activity and their usual characteristics
- To work successfully in pairs and to communicate using business terminology

A4 file for course notes
Optional: text book acquisition

Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes

Ice-breaker – music extract for student entry to class: 'I get back up again...' and to prepare students for learning. Short faqs on raison d'etre and discussion on resilience (dycnwch)

- Learners to decipher meaning of ice-breaker and graduate to discussion on merits of resilience



Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes (continuation)	YSGOL BRYNREFAIL		
<p>Pack of A4 printouts with images of stages of production (primary, secondary, tertiary) distributed to all students. Teacher does not provide instructions so as to entice problem solving skills regarding task requirements. Students attempt individually and in pairs to identify task and relevant success criteria. Task involves understanding the differences between the 3 stages of production and allocating relevant images to the 3 stages of production and creating a 'collage' onto A3 paper.</p> <p>Ice-breaker – introduction to 'Producers and Consumers' activity. Variety items produced by teacher on student entry e.g. lollipops, books etc. Students engaged to deduce business topic of the lesson. (Durable and non-durable goods) Pages 3&4 booklet. Students to undertake individual work in booklet followed by class review and discussion of choices.</p> <p>Commercial Services Homework task (page 5) undertaken on PC (Word) by students to demonstrate individual understanding. Task uploaded to Schoology with feedback by students following WWW and EBI standard (What went well and Even Better If...). Assessment Task</p>	<p>Teacher verbal feedback on examples provided</p> <p>Learner and Teacher verbal feedback</p> <p>Assessment task = Commercial Services</p>	<ul style="list-style-type: none"> - Learners able to identify the different distinguish stages of production and provide real-world examples within Wales economy - Learners to communicate with partner to share ideas and brainstorm - Learners to identify new topic by problem solving from clues and share ideas verbally 	<ul style="list-style-type: none"> - Learners to ensure all images allocated and task complete - Commercial Services homework task > Schoology VLE with www and ebi feedback
<p>Deilliannau Dysgu Wythnos 4 / Week 2 Learning Outcomes</p> <p>Ice-breaker – Projector / Monitor screens with Powerpoint image of range of Welsh businesses and activities. Students to try and deduce topic for today's lesson Welsh economy awareness introduction. Class to form 2 groups. Fox thinking tool 'circle' segments distributed. Students to received individual segments of the 'circle' and to skim/scan read text and data for relevant information from Welsh Economy booklet. Time-set task.</p> <p>Individual students to transfer information on their topic onto segment and feedback verbally to their group their findings. Segments form finished circle of information on Welsh Economy. The 2 groups to rotate and share ideas. Whole class discussion on what they have learnt. Booklet written activity 'Employment Sector' to demonstrate understanding = homework on Schoology (page 8)</p> <p>Apply understanding to relate changing trends in employment within the different sectors of the Welsh economy. (page 9) (-1 lesson due to Year 10 BAC Activity conflict with 1 x lesson)</p>	<p>Fox thinking tool segments completed and group discussion reviewed by teacher</p> <p>VLE Task set – 250 words.</p>	<ul style="list-style-type: none"> - Learners problem solving task of the lesson - Learners use data to identify areas of Welsh economy for further investigation and debate (segments) - Pair-share and group sharing - Learners to demonstrate understanding of knowledge gained (250 word task) 	<p>Homework = Employment Sector (250 words summary) & www and EBI feedback</p>
<p>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <p>Public and Private sector – introduction. Short video clip to elicit responses. Teacher introduction to 'interactive Powerpoint' resource S1: Business Activity ppt1. Students to individually interact with information in order to demonstrate understanding using Drag and Drop and electronic annotation tools provided.</p> <p>Students self-assessment in last section with interactive quiz to demonstrate understanding ' Who wants to be an A* student). Students to save work in user spaces and print on completion. Pair-share information and class review on completion.</p> <p>Page 9 booklet exercise – employment patters in primary, secondary and tertiary sectors. Individual feedback to class.</p>	<p>VLE feedback update to class ref Homework</p> <p>Teacher faqs Individual and whole class A* challenge on topics – ppt.</p>	<ul style="list-style-type: none"> - Learners understand: What is a business? What do businesses sell? Why do businesses have aims and objectives? What is the difference between private sector and public sector? How can setting aims and objectives help a business? - Employment trends in the sectors 	

Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes	Asesiad / Assessment	Meini Prawf Llwyddoant / Success Criteria	Gwaith Cartref / Homework
<p>Images starter – Business names / images. Students to problem solve the connection (privatised businesses)</p> <p>Video awareness starter – Miners strike, Winter of discontent, recent industrial action linking to FAQs and class discussion on privatisation.</p> <p>Booklet Pages 11-12 – Students to provide written responses to short-answer questions and undertake Internet research on businesses which have been privatised to complete task.</p>	<p>Introduction to Exam style questions. To be uploaded onto schoology for feedback Students to review and revise on receiving feedback</p>		<p>Fish Fingers for Tea – Homework VLE upload</p>
<p>Deilliannau Dysgu Wythnos 7 / Week 7 Learning Outcomes</p> <p>Interactive Powerpoint for self-learning and pair-work review. S1: Business Activity 'Business Ownership' ppt2. respond to Bonnie's Ice Cream Case Study scenario written tasks. Individually design logo (paper) for Bonnie's Ice Cream Case Study.</p> <p>Continuation S1: ppt2 Group work – groups 4 or 5. 'new small business scenario provided to students. Anagram small task for key words. Hot seat activity – to answer questions about partner's business.</p> <p>Whole class discussion to review learning and reinforce understanding. Questions from ppt and discussions whole class. Whole class undertake Team Quiz.</p>	<p>Peer assessment of Case Study www and EBI Also Discussion stamp</p>	<p>What is a sole trader? What is involved in this type of business ownership? What is a partnership business? What is involved in this type of business? How do different types of ownership affect decision-making within a small business? What are the advantages and disadvantages of different forms of small business ownership?</p>	<p>Students to read booklet notes on pages 13-14 and answer Pages 15-16 'Location' task electronically and upload to Schoology</p>
<p>Deilliannau Dysgu Wythnos 8 / Week 8 Learning Outcomes</p> <p>Ice-breaker – Collage of images for students to review on entering class. Students to discuss the common thread between them (investment in Wales from overseas companies). Students to use mini whiteboards in pairs to research and note names of overseas companies which have invested in Wales over last 20 years. Students to present findings to class.</p> <p>Students to undertake individual task to reinforce understanding and to use appropriate writing frame for report layout on their next Assessment Tash called 'Inward Investment' from booklet pages 13-16. Work to be uploaded to Schoology for assessment and feedback. WWW and EBI format for student feedback</p> <p>(-1 lesson due to Year 10 BAC Activity conflict with 1 x lesson)</p>	<p>Evaluation of progress by learners – verbal feedback to individuals</p> <p>Teacher: Formal Assessment task 'Inward Investment' report with learners reflecting and revising work when needed (VLE)</p>	<p>As above</p>	<p>Detailed www and ebi to be undertaken as homework on completion of final draft of classwork 'Targeted Assignment'</p>