



# YEAR 11 GCSE BUSINESS 2022 SUMMER TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – Catch up and Exam Technique



Intent	
Introduce students to revision of all topics and retrieval of exam technique.	<ul style="list-style-type: none"><li>Pupils should be taught:</li><li>The importance of motivation in the workplace so as to attract good employees, retaining employees, productivity.</li><li>How businesses motivate employees through financial methods- remuneration, bonus, commission, promotion, fringe benefits</li><li>How a business motivates employees through non financial methods - job rotation, job enrichment, job enlargement, autonomy.</li><li>Revision for Paper 1 and Paper 2</li></ul>
Cross Curricular Links	<ul style="list-style-type: none"><li>SMSC: being aware that potential employers cannot ask someone their age on application form. Be aware of employment law.</li><li>PSHE: To be aware of the different stages in the recruitment process for when they leave school and get a job.</li><li>Literacy: Use of tier 3 vocabulary - motivation, remuneration, commission, fringe benefits, job enrichment, autonomy</li><li>Numeracy: N/A</li></ul>
Becoming future ready	<p><b>Personal Skills:</b> Listening – watching videos and team work, speaking individually, communicating by taking part in a interview scenario.</p> <p><b>Employability:</b> You will be in a stronger position to understand when you get a job what is meant by the recruitment process.</p>
Differentiation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p><b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	
Learning Outcomes (Most Powerful Knowledge)	<p>In Year 11, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the business world and how this can impact a business in either a positive / negative way.</p> <ul style="list-style-type: none"><li>Students will be able to discuss the appropriate financial and non-financial methods a business could use to motivate employees. For example, fringe benefits for a senior manager are likely to be very different to the fringe benefits offered to operational staff. Different methods of motivation will be applicable to a given context.</li><li>Understand the difference between extrinsic and intrinsic motivation.</li></ul>
Current learning to be developed in the future within:	<ul style="list-style-type: none"><li>Why a business needs to think about why it's important to motivate its employees and the benefits of a happy workforce.</li></ul>
Impact	
Assessment	See assessment map