

BUSINESS STUDIES 0450

YEAR 10

Week	Topic	Learning objectives	Chap.	Suggested Class Activities	Suggested Resources	Classify
UNIT 1 : BUSINESS ACTIVITY						
1	Introduction	<p>Explain the concepts of needs, wants, scarcity and opportunity cost.</p> <p>Identify the importance of specialisation.</p> <p>Explain the purpose of business activity.</p> <p>Explain the concept of adding value and how added value can be increased.</p>	1	<p>Task 1: Get students to open their exercise book, write down what grade they would like to achieve in this subject & ways to achieve it.</p> <p>Task 2: (5 in a group) Students are required to think of one business, write three reasons "Why do you think this business is successful?"</p> <p>Task3: Popcorn Activities</p>	<p>Group presentation, Persuasive presentation, Worksheet</p>	<p>Need Wants Economic problem Factors of production Scarcity Opportunity cost Division of labour Consumer value added Final customer Intermediate customer</p>
2	Classification of business	<p>Describe and classify business activity in terms of primary, secondary and tertiary sectors.</p> <p>Explain reasons for the changing importance of business classification eg in developed and developing economies.</p> <p>Classify business enterprises between private sector and public sector in mixed economy.</p>	2	<p>Class investigation to identify nature & importance of each sector in own country. Maybe useful to do comparison with another country.</p>	<p>Visit Gov. websites and explore National Government Statistics e.g. www.statistics.gov.uk (UK) www.gov.sg (PMG) www.gov.hk (Hong Kong) www.bursha.com (Thailand) www.mog.gov.kh (Kampuch) www.sundel.com (Netherlands) www.incomaplan.org (Spain) www.statistik.gov.id www.psk.gov.com (Pakistan) www.commerceinfo.org.uk</p>	<p>Primary sector Secondary sector Tertiary sector De-industrialisation Free market Monopoly Command economy Mixed economy</p>
3	Enterprise, business growth and size	<p>Identify characteristics of successful entrepreneurs</p> <p>Explain contents of a business plan and how business plans assist entrepreneurs.</p> <p>Explain why and how governments support business start-up, eg grants, training.</p>	2	<p>Task 1: Ask students "What makes someone want to set up their own business?", What questions do they require?"</p> <p>Task 2: Random choose students to match the card</p> <p>Task 3: Card matching activities</p> <p>Task 4: Station activities, task to a outside city and road planning</p>	<p>www.bbc.co.uk (What are entrepreneurs all about?)</p> <p>www.bbc.co.uk (Entrepreneurs match up cards)</p> <p>www.bbc.co.uk (Entrepreneurs & Innovation)</p> <p>www.bbc.co.uk (Entrepreneurs and their characteristics)</p>	Entrepreneur

Year 10 Year 11 Re Scheme Of Work

Liam Gearon



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School Improvement In Practice Kate Myers,2005-08-04 Effective change leading to school improvement is the focus of this practical text Designed to be dipped into or read as a whole the contributors recount their experiences of effecting change in schools in one inner city LEA The story unfolds through the eyes of the project manager the Director of Education headteachers and project co ordinators and the external evaluator Adopting a case study approach evidence is presented of what happened in three schools investigated and the book includes contributions from students parents and governors The volume examines what actually works to improve and make schools more effective and should be of interest to all those involved in any way with school improvement *Guerilla Guide to Teaching* Sue Cowley,2003-01-01 In true Sue Cowley style this book is an utterly practical guide to the profession of teaching Drawing on the advice of professionals from all areas of education Cowley provides a vivid insider s guide to the work of being a teacher in its many aspects from planning teaching assessment and technology to management career progression and much much more Illustrated throughout with checklists real life documents and soundbites from teachers at the chalkface this is the most user friendly entertaining realistic book on teaching ever published **The Citizenship Teacher's Handbook** Kate Brown,Stephen Fairbrass,2009-05-01 Concern about the future of a democratic society is not new However the commitment to equip young citizens with the knowledge and skills to enable them to be vigilant to do something and to speak up is The purpose of Citizenship Education is ultimately to contribute to the continuance and development of just and democratic societies with vibrant and active engagement of citizens Citizenship Education is education about democracy but more importantly it is education for democracy This highly practical and passionate book outlines the essential elements of teaching Citizenship effectively It covers teaching and learning Citizenship planning to teach Citizenship implementing whole school initiatives assessment in Citizenship education and much more This is essential reading for all those involved in Citizenship Education in secondary schools Overall I was engaged and interested throughout it left me feeling empowered as a new Citizenship teacher Harsharan Tung NQT **Proactive Pastoral Care** Maria O'Neill,2021-04-15 In every UK classroom an estimated three children suffer from a diagnosable mental health problem Proactive Pastoral Care is a vital guide to enable secondary teachers to empower their students to make healthy life choices and look after their wellbeing both in school and beyond With practical research based activities and resources for tutor time assemblies Relationships and Sex Education and PSHE lessons this book puts student wellbeing at the heart of the agenda It also includes a foreword by Dr Pooky Knightsmith an internationally renowned mental health educator speaker and author Pastoral care expert Maria O'Neill explores several aspects of student wellbeing from community building and parental engagement to e safety and caring for mental health Maria introduces refreshing proactive techniques that can be put into practice straightaway to create a supportive learning environment Backed up by academic research Maria s easy to follow techniques mean any teacher form tutor or head of year

can feel confident in their approach and offer students the pastoral support they need Critical Religious Education in Practice Christina Easton, Angela Goodman, Andrew Wright, Angela Wright, 2019-04-08 Critical Religious Education in Practice serves as an accessible handbook to help teachers put Critical Religious Education CRE into practice The book offers straightforward guidance unpicking some of the key difficulties that teachers encounter when implementing this high profile pedagogical approach In depth explanations of CRE pedagogy accompanied by detailed lesson plans and activities will give teachers the confidence they need to inspire debate in the classroom tackling issues as controversial as the authority of the Qur'an and the relationship between science and religion The lesson plans and schemes of work exemplify CRE in practice and are aimed at empowering teachers to implement CRE pedagogy across their curriculum Additional chapters cover essential issues such as differentiation assessment the importance of subject knowledge and tips for tackling tricky topics The accompanying resources including PowerPoint presentations and worksheets are available via the book's companion website Key to developing a positive classroom culture and promoting constructive attitudes towards Religious Education this text is essential reading for all practising and future teachers of Religious Education in secondary schools

Facilitating learning in practice The Open University, This 24 hour free course explored the principles and best practices underpinning the mentorship of nurses in order to develop mentorship skills **Knowing Work** Markus Weil, Leena Koski, Liv Mjelde, 2009 This book discusses new contradictions in the processes of vocational education It poses questions on how today's knowledge is to be taught and what should be learned within vocational education The meanings of work the characteristics of knowledge and knowing and the processes of vocational learning and educating are complex in contemporary societies The vocabularies discourses and policies are changing globally Coexisting and contradictory processes practices ideas and ideals shift waver and then take hold It is difficult to understand how they relate to their societies and to the lives of human beings The neo liberal policies governing the relations between capital and labour the state and the labour market severely affect both the changing and unchanging features of working and learning The book approaches vocational education from three perspectives moral and symbolic orders that are embedded in cultural and social relations working and knowing at school and at the work place and the dynamic combination of knowing and working as these are experienced within the ideas and practices of vocational education *Learning to Teach Citizenship in the Secondary School* Liam Gearon, 2003-12-08 Citizenship is a wide ranging subject that can be taught in its own right or through other curriculum subjects and activities This book is intended for students training to teach Citizenship as a first or second subject and will also be immensely helpful to experienced teachers who have opted to take responsibility for this exciting subject Written in a clear and practical way yet underpinned by a sound theoretical background the book covers key themes in Citizenship education including Citizenship in the National Curriculum Citizenship and pastoral care special educational needs developing schemes of work ways of teaching and learning assessment monitoring and recording

resources and useful contacts professional development With key objectives and tasks for each chapter this book will help teachers to improve their understanding of Citizenship education and to help their pupils understand their roles as citizens It may be read in conjunction with the companion core textbook Learning to Teach in the Secondary School 3rd edition

How to be a Brilliant Teacher Trevor Wright,2009-05-07 This cheerful and accessible book is packed with direct and practical advice drawn from the author s extensive and successful personal experience as teacher trainer teacher and examiner It sets out clear and practical guidelines to support and enhance your teaching skills How to Be a Brilliant Teacher is aimed at teachers who want to develop their careers or just be better teachers by monitoring their own improvement In order to do this they may need to re connect with theory to consider their own practice explicitly and to begin to see themselves as researchers This book suggests how to get started It is anecdotal and readable and may be dipped into for innovative lesson ideas or read from cover to cover as a short enjoyable course which discovers exciting principles in successful practical experience Although a practical book at its heart lie essential values about good teaching and learning In particular it will seek to re introduce teacher initiative and creativity and to reconcile these with the growing number of preformed strategies that the teacher has to work with In exploring the issues faced by teachers it addresses many common anxieties and offers focussed solutions to them Chapters cover creative planning managing learning managing classrooms issues in literacy the paradox of inspirational teaching differentiation career planning and development If How to be a Brilliant Trainee Teacher helped you during your training this book will continue to provide valuable support to you as you move forward in the profession *Independent Schools Yearbook 2012-2013* none,2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA

The Society of Heads IAPS ISA and COBIS **The Railway Times ...** ,1856 **Citizenship Through Secondary Religious Education** Liam Gearon,2003-12-16 Religion has achieved ever greater prominence in debates about citizenship at every level of cultural economic social and political life Citizenship through Secondary Religious Education highlights some of the key issues surrounding citizenship for the R E teacher Topics selected include those of historical and immediate relevance to teaching citizenship through religious education There are chapters covering general critical planning issues and those concentrating on specific themes such as The open society and its enemies planning for citizenship through religious education genocide asylum freedom of religion and belief sustainable development the rights of indigenous peoples Practical in its style the guidance presented in this book will be invaluable to teachers and student teachers of religious education and specialists in citizenship Those who have been allocated responsibility for teaching Citizenship or Religious Education or are looking to teach them as second subjects will also find this book a useful resource **The Karangsambung/Wadaslintang Multi-purpose Project** ,1978 **SEND Huh: curriculum conversations with SEND leaders** Mary Myatt,John Tomsett,2023-06-23 Huh is the Egyptian god of endlessness creativity fertility and regeneration He

is the deity Mary Myatt and John Tomsett have adopted as their god of the curriculum Their Huh series of books focuses on how practitioners design the curriculum for the young people in their schools The Huh project is founded on conversations with colleagues doing great work across the education sector In SEND Huh Mary Myatt and John Tomsett discuss curriculum provision for pupils with additional needs with some of the leading experts in the field Mary and John interviewed pupils parents teachers headteachers CEOs educational consultants and lecturers They then edited the transcriptions of those interviews to provide an ambitious thoughtful nuanced and challenging vision of what the best possible provision looks like for children with additional learning needs The challenging conversations that comprise SEND Huh paint an inspiring picture that is hugely hopeful for the future of SEND curriculum provision in our schools Characteristics of Doctoral Scientists and Engineers in the United States ,1973 Report[s, with Appendices] Great Britain. Commission on employment of children, young persons and women in agriculture (1867),1869 **Railway Times** ,1865 **Foreign Railway News** ,1939

Alienation From Schooling (1986) Peter Fensham,2018-01-17 Originally published in 1986 this book presents three full case studies of secondary school communities in Australia one city school in a working class area one community school serving a wide more rural area and a school with an academic tradition in the suburbs of a large city The material is drawn together to discuss and describe the issues revealed by the studies these include discipline boredom staff student relations and the relevance of school work to the outside world The book includes interviews with both students and teachers recording the reactions of students to the way they are being taught and their views on whether it is worth working hard at school when there is no certainty of a job at the end of it The philosophy of the teachers emerges in the interviews as do their views on the prospect of changing students attitudes from those acquired at home and on the need for vocational rather than academic courses What also comes out in the interviews is their realistic attitudes to their students future job prospects and their views on alternative courses which could prepare the pupils for life rather than for a specific job The book also includes an account of how the case studies were undertaken and reported The methodological chapters set out some of the dilemmas and the possibilities in the study of such complex human situations **Experiencing School Mathematics** Jo Boaler,1997 This is the first book of its kind to provide direct evidence for the effectiveness of traditional and progressive teaching methods It reports on careful and extensive case studies of two schools which taught mathematics in totally different ways Three hundred students were followed over three years and the interviews that are reproduced in the book give compelling insights into what it meant to be a student in the classrooms of the two schools The different school approaches are compared and analyzed using student interviews lesson observations questionnaires given to students and staff and a range of different assessments including GCSE examinations Questions are raised about the effectiveness of different teaching methods in preparing students for the demands of the real world and the 21st century the impact of setted and mixed ability teaching upon student attitude and achievement and gender and learning styles New evidence is provided for each of these

issues The book draws some radical new conclusions about the ways that traditional teaching methods lead to limited forms of knowledge that are ineffective in non school settings The book will be essential reading for math teachers parents and policy makers in education

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