Overview

Monday, December 9, 2019 10:26 AM

Student name – Nikita Temple
Student number - 1811156
Assignment Title - Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles**.**
Pathway – Secondary Business
Link to one note - https://uowtsd-my.sharepoint.com/:o:/g/personal/1811156_student_uwtsd_ac_uk/EqdDU_uu9MlNutIQDUxIj5oBQsoDOIu_QvuBZxTjgvA3sw?e=6Awfrt

Principle 1

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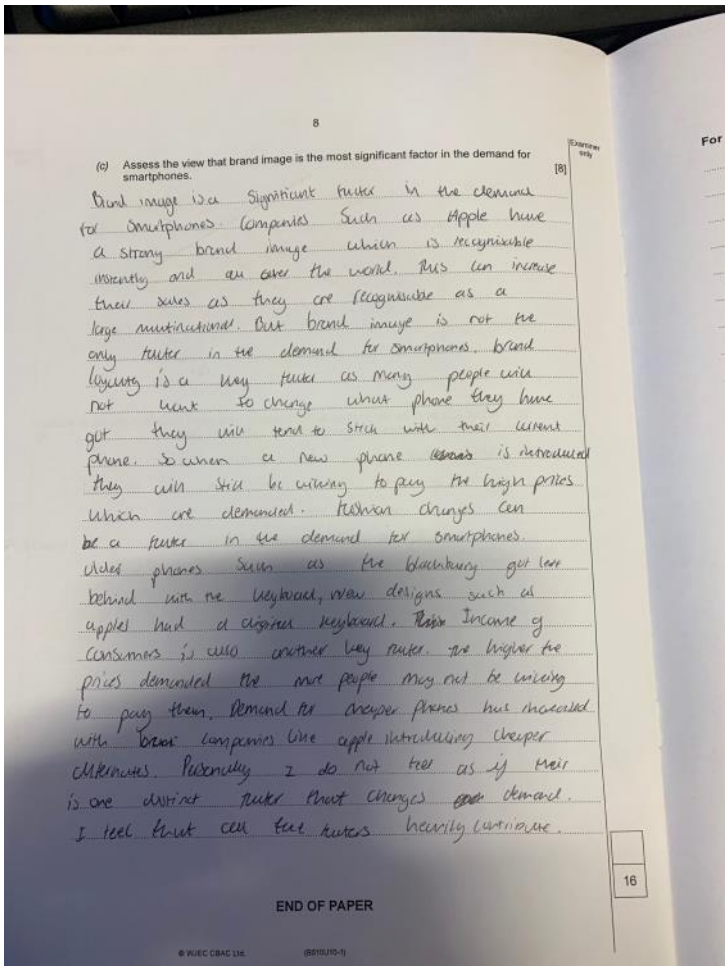
<u>Good teaching and learning means employing assessment for learning principles.</u>

- Business Past Paper Question



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(c) Assess the view that brand image is the most significant factor in the demand for smartphones. [8]

Examiner only

For

Brand image is a significant factor in the demand for smartphones. Companies such as Apple have a strong brand image which is recognisable instantly and all over the world. This can increase their sales as they are recognisable as a large multinational. But brand image is not the only factor in the demand for smartphones. Brand loyalty is a key factor as many people will not want to change what phone they have got they will tend to stick with their current phone. So when a new phone is introduced they will still be willing to pay the high prices which are demanded. Fashion changes can be a factor in the demand for smartphones. Older phones such as the blackberry got left behind with the keyboard, new designs such as apples had a digital keyboard. Income of consumers is also another key factor. The higher the prices demanded the more people may not be willing to pay them. Demand for cheaper phones has increased with companies like apple introducing cheaper alternatives. Personally I do not feel as if there is one distinct factor that changes demand. I feel that all the factors heavily contribute.

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END OF PAPER

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It is important to use assessment for learning principles during lessons to check the pupils understanding and to test their knowledge of the topic they have been taught. During my business lessons all students will be given past paper questions on a particular topic to complete this will allow the students to test their knowledge and see where there is area for improvement. Once these have been marked the paper will be given back to the pupil with feedback and a marking assessment criteria attached, this will outline if they pupils have met AO1, AO2, AO3 and AO4. This assessment for learning will help the pupils prepare for their A Level exams. By marking these past paper I am able to see which topics pupils have understood and which topics I may need to go over in another lesson and maybe explain things in a different way.

- Lesson Plan

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Definitions on electronic board, pupil will need to match the definition to the correct key terms and write them in booklet.	Match the correct definition to key term and write answer in booklet. Answer questions as to why they chose that definition to that particular key term.	Electronic board and booklet.
Teaching & Core Learning	• Direct teaching - Explain what revenue is and show formula, give students a simple example question for them to calculate. • Direct teaching - Explain what is meant by fixed and variable costs and direct and indirect costs using examples.	• Students must work out the answer to the example question. • Complete the table by using the formula and answer questions.	- White board - Calculator - Booklet - Additional worksheet/exam questions for MAT students
	• Calculation of revenue – show and explain the formula and ask them to complete table in booklet. Once finished go through the table by asking different individuals for an answer. • Complete questions in booklet along with exam case study question. • Go through answers as a class on the white board and ask individuals how they got the answer. • Additional worksheets ready to give to MAT students who have completed the work.	• Calculate the total amount for total cost and average cost in table in business booklet and give answers when asked. • Complete case study questions. • Answer question and explain workings.	
Plenary	• Kahoot	• Log into Kahoot and answer questions.	- Electric board with access to internet to load Kahoot website.

The lesson plan for a business A Level lesson shows that assessment for learning has been used in the starter where the students needed to match up the definitions with the key words. This was leading on from the previous lesson. This assessment for learning demonstrated if the pupils understood what each key word meant by matching them to the correct definition, a question was asked to each group what they thought the correct definition was, I was then able to identify the students who understood the topic and the students who needed extra help and more guidance.
Plenary at the end of the lesson was a Kahoot this is a multiple choice quiz done online where student need to log in and answer the questions from a electronic device. Each question shows how many students got the correct answer and how many go the incorrect answer this helps me as a teacher assess and identify which topics and questions students understand and do not understand, I can then prepare extra work on this topic and asses this again to see if an improvement has been made.

- Lesson Plan for revision

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	• Ask class if they want us to go over anything in the booklets or if they have missed any lessons and need to catch up.		• Marketing booklets
Teaching & Core Learning	• Speed dating activity – answer 12 past paper questions. -Will need to be in pairs, select a question to answer and start a timer for 3 min each person should write down everything they know about that topic. -When the time is up students will need to swap their answer sheets and read the others persons answer and score them 1-3.	• Take part in activity and answer the questions	• Speed dating activities • Timer • Dice • Papers

	1 = if partners answer is not as good 2= if the answer is the same level 3= if partners answer is better • Revision time to themselves – chance to look over booklets and revise on their own.	• Revision	
Plenary	• Kahoot	• Answer questions on kahoot	• White board • Kahoot

Good teaching and learning means employing assessment for learning principles. This was used in a revision session to prepare student for upcoming mock exam. A speed dating activity was given to the students to complete. There were a list 1-6 of different past exam questions given to each pair of students who then needed to roll and dice and whichever number the dicr landed on the students had 2 min to answer that question. After the 2 min was up they had to swap the papers and mark each other's answers 1-3 (3 meaning their parners answer was better than theirs, 2 both answers being a similar level and 1 meaning their answer was better than their parners). This allowed the students to self-assess each other's leaning.

Principle 2

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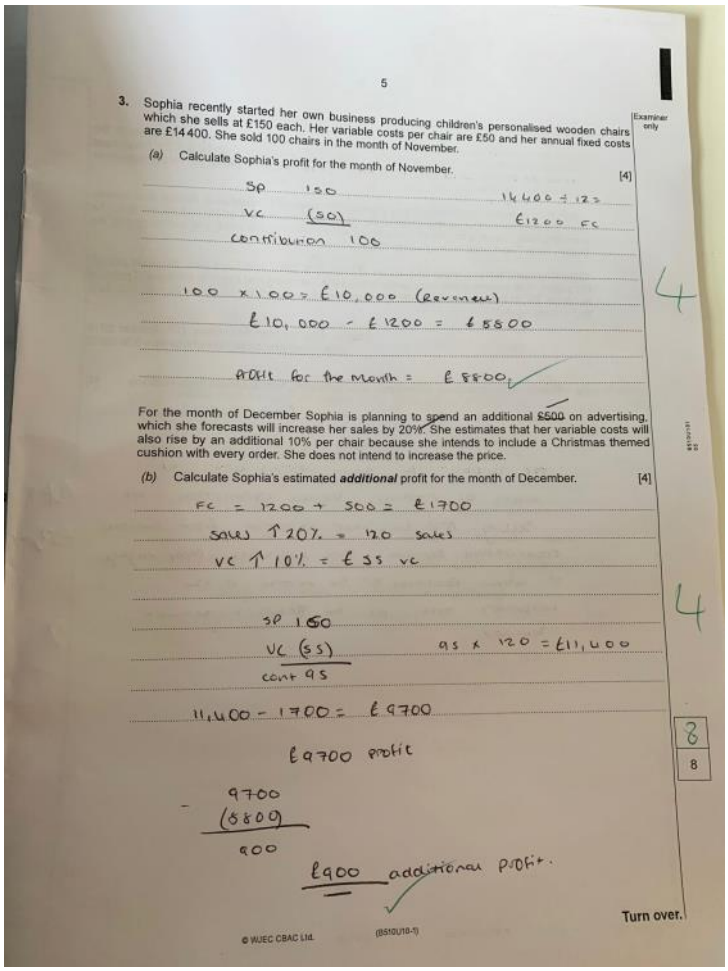
<u>Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.</u>

- Numeracy



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3. Sophia recently started her own business producing children's personalised wooden chairs which she sells at £150 each. Her variable costs per chair are £50 and her annual fixed costs are £14 400. She sold 100 chairs in the month of November.

Examiner only

(a) Calculate Sophia's profit for the month of November. [4]

SP 150 14400 ÷ 12 =
VC (50) £1200 FC
contribution 100

100 x 100 = £10,000 (Revenue)
£10,000 - £1200 = £8800

profit for the month = £8800

4

For the month of December Sophia is planning to spend an additional £500 on advertising, which she forecasts will increase her sales by 20%. She estimates that her variable costs will also rise by an additional 10% per chair because she intends to include a Christmas themed cushion with every order. She does not intend to increase the price.

(b) Calculate Sophia's estimated ***additional*** profit for the month of December. [4]

FC = 1200 + 500 = £1700
sales ↑ 20% = 120 sales
VC ↑ 10% = £55 VC

SP 150
VC (55) 95 x 120 = £11,400
cont 95

11,400 - 1700 = £9700

£9700 profit

9700
(8800)
900

£900 additional profit.

4

8

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Turn over.

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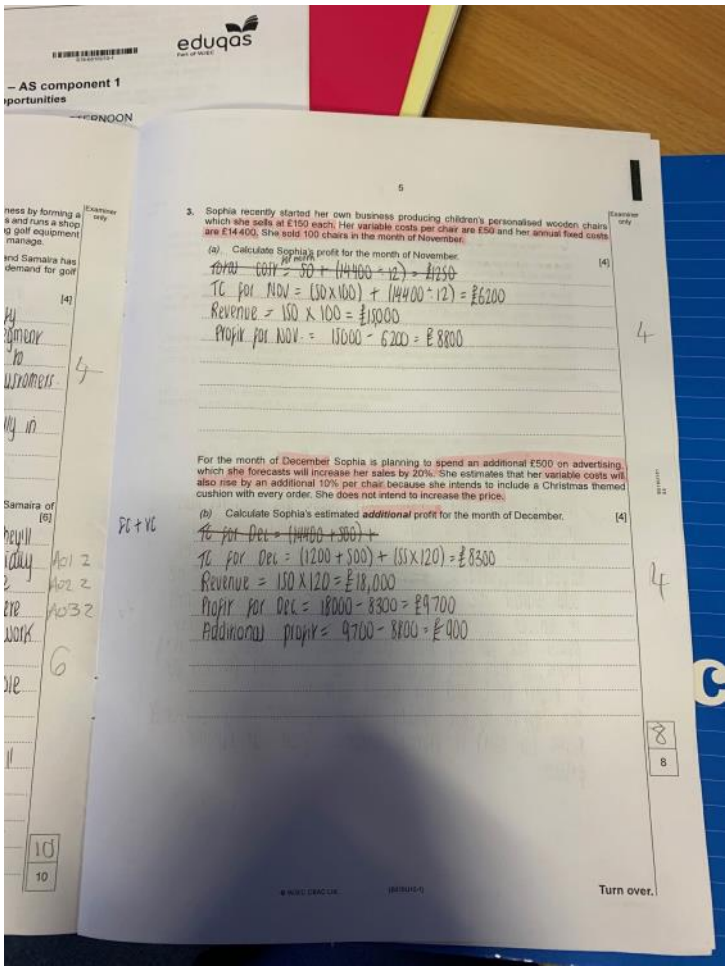


5

3. Sophia recently started her own business producing children's personalised wooden chairs which she sells at £150 each. Her variable costs per chair are £50 and her annual fixed costs are £14 400. She sold 100 chairs in the month of November.

(a) Calculate Sophia's profit for the month of November. [4]

~~Total cost = 50 + (14400 ÷ 12) = £1250~~

TC for NOV = (50 x 100) + (14400 ÷ 12) = £6200

Revenue = 150 x 100 = £15,000

Profit for NOV = 15000 - 6200 = £8800

For the month of December Sophia is planning to spend an additional £500 on advertising, which she forecasts will increase her sales by 20%. She estimates that her variable costs will also rise by an additional 10% per chair because she intends to include a Christmas themed cushion with every order. She does not intend to increase the price.

(b) Calculate Sophia's estimated ***additional*** profit for the month of December. [4]

FC + VC

~~TC for Dec = (14400 + 500) +~~

TC for Dec = (1200 + 500) + (55 x 120) = £8300

Revenue = 150 x 120 = £18,000

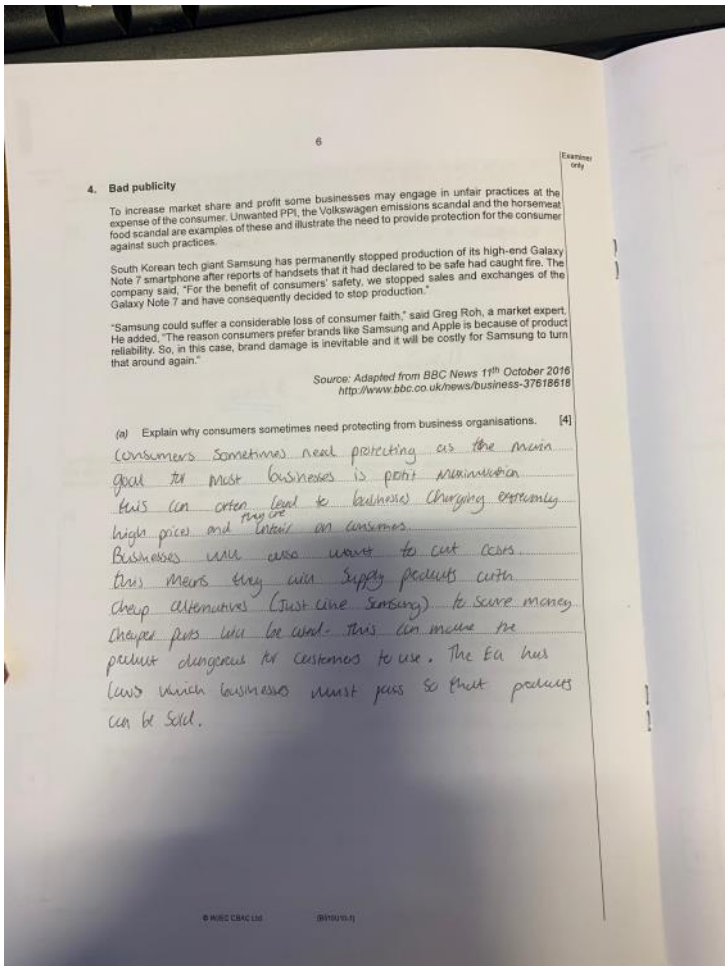
Profit for Dec = 18000 - 8300 = £9700

Additional profit = 9700 - 8800 = £900

Turn over.

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, in my Business A Level classes numeracy has been used in many lessons. Students have completed a business revenue and costs topic where they needed to calculate profit, margin of safety and break even formulas. These formulas where taught through direct teaching and example questions given to do in groups then individually before students were given past paper questions and a mock exam. Past paper questions and mock exams were marked and handed back to students with the success criteria.

- Literacy



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Examiner only

4. **Bad publicity**

To increase market share and profit some businesses may engage in unfair practices at the expense of the consumer. Unwanted PPI, the Volkswagen emissions scandal and the horsemeat food scandal are examples of these and illustrate the need to provide protection for the consumer against such practices.

South Korean tech giant Samsung has permanently stopped production of its high-end Galaxy Note 7 smartphone after reports of handsets that it had declared to be safe had caught fire. The company said, "For the benefit of consumers' safety, we stopped sales and exchanges of the Galaxy Note 7 and have consequently decided to stop production."

"Samsung could suffer a considerable loss of consumer faith," said Greg Roh, a market expert. He added, "The reason consumers prefer brands like Samsung and Apple is because of product reliability. So, in this case, brand damage is inevitable and it will be costly for Samsung to turn that around again."

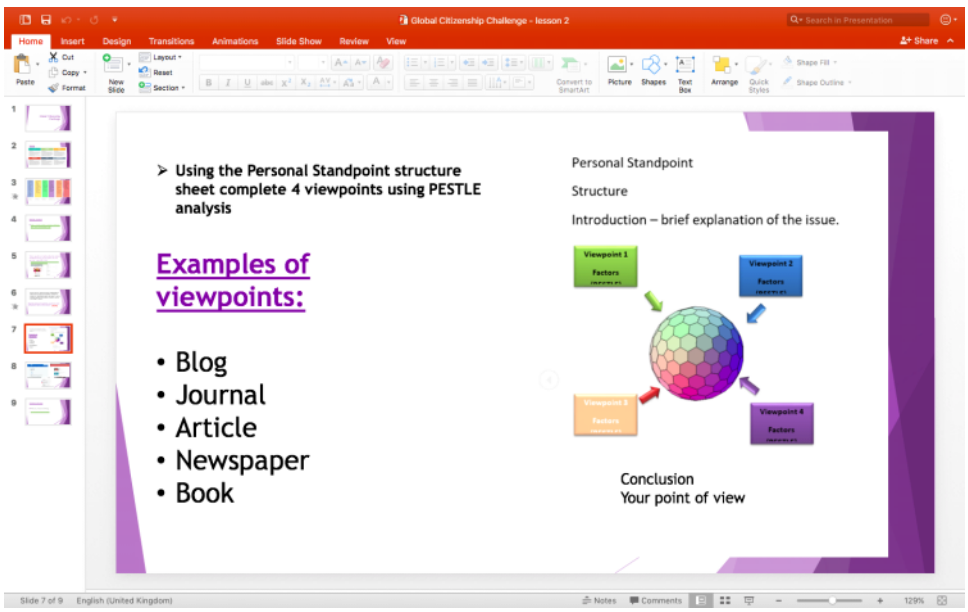
Source: Adapted from BBC News 11th October 2016
http://www.bbc.co.uk/news/business-37618618

(a) Explain why consumers sometimes need protecting from business organisations. [4]

Consumers sometimes need protecting as the main goal for most businesses is profit maximisation this can often lead to businesses charging extremely high prices and may give unfair on consumers. Businesses will also want to cut costs this means they will supply products with cheap alternatives (Just like Samsung) to save money. Cheaper parts will be used this can make the product dangerous for customers to use. The EU has laws which businesses must pass so that products can be sold.

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities. Literacy has been used in many Business A Level lessons as case studies have been given in questions for the students to read and understand before answering the essay question. Many case studies involve YCC (y cwricwlwm Cymraeg) linking the case studies to local Welsh businesses which the student would familiar with.

- Digital Competence



Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, digital competence is used in Welsh BACC lessons as students are completing a community challenge they need to write a personal standpoint view on a global issue. Students had to

research into their global issue using 3 different viewpoints for example article, journal, book etc. Tehey would then need to use their research to complete a PESTEL analysis on their global issue. Digital competence was used for this lesson as pupils needed to use the computers and internet to research into their global issue and complete a PESTEL analysis in a word document.

Principle 3

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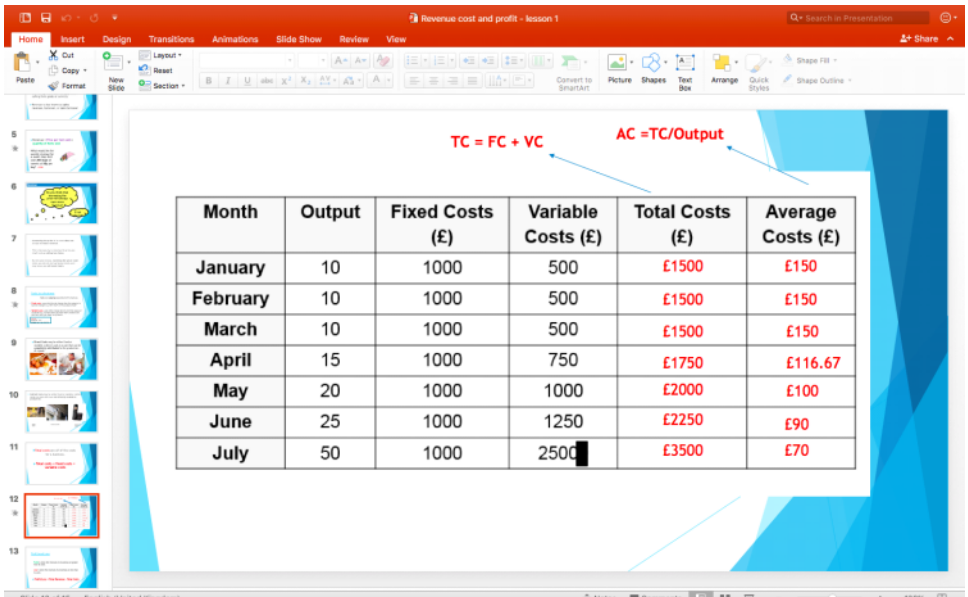
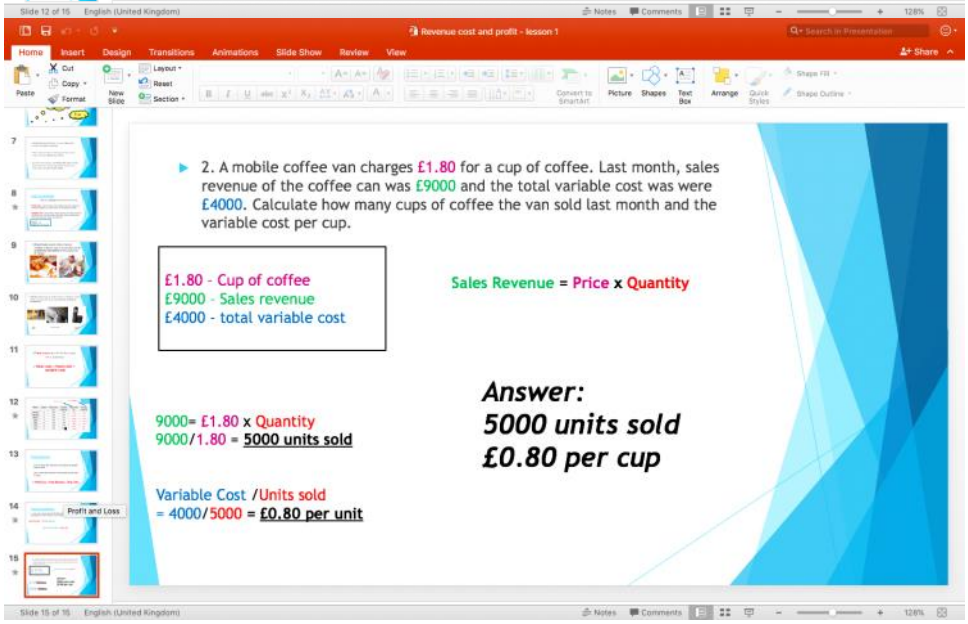
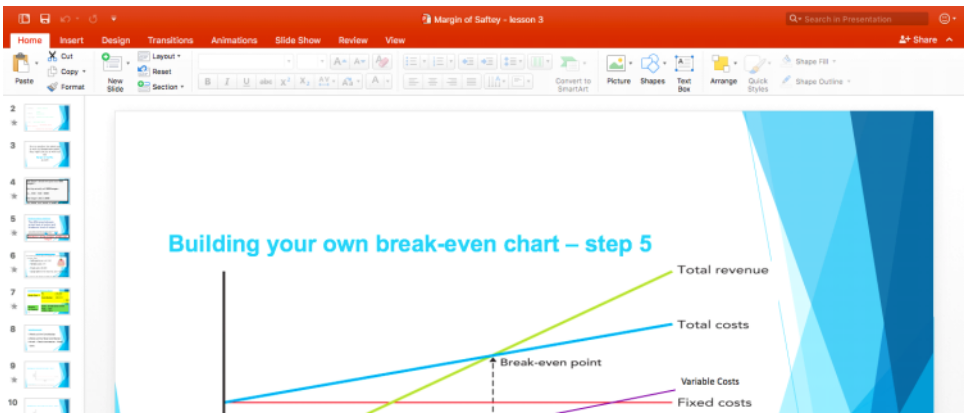
<u>Good teaching and learning means employing a blend of approaches including direct teaching.</u>

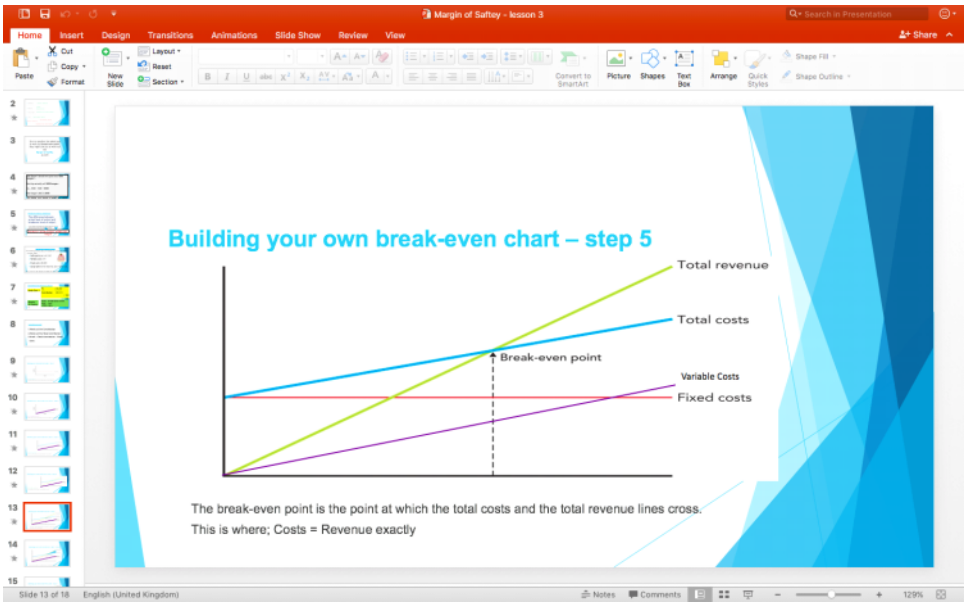
- Resources



Month	Output	Fixed Costs (£)	Variable Costs (£)	Total Costs (£)	Average Costs (£)
January	10	1000	500	£1500	£150
February	10	1000	500	£1500	£150
March	10	1000	500	£1500	£150
April	15	1000	750	£1750	£116.67
May	20	1000	1000	£2000	£100
June	25	1000	1250	£2250	£90
July	50	1000	2500	£3500	£70

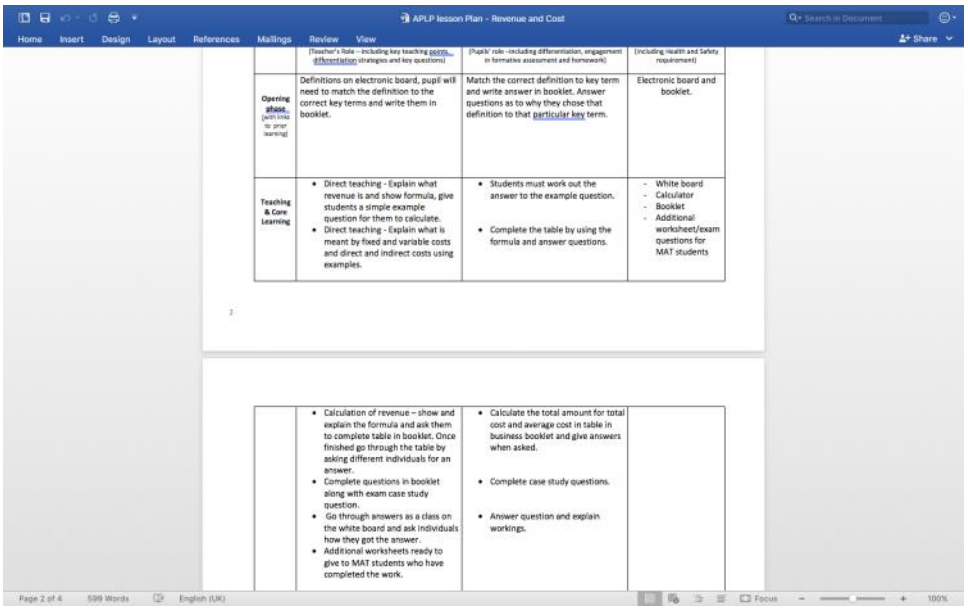






Good teaching and learning means employing a blend of approaches including direct teaching. Direct teaching has been used in every lesson to teach the pupils how to conduct break even graphs and to teach the pupils how to do different formulas. Direct teaching with a use of examples on a board is the best way to get the information across to pupils. By me explaining something in my own words with my own examples to the class rather than them read something from a booklet has shown to be more effective. Direct teaching gives the students opportunities to ask questions and have discussions.

- Lesson Plan



Opening phase. (with links to prior learning)	Definitions on electronic board, pupil will need to match the definition to the correct key terms and write them in booklet.	Match the correct definition to key term and write answer in booklet. Answer questions as to why they chose that definition to that particular key term.	Electronic board and booklet.
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Lesson plan shows how much direct teaching was needed in this lesson. The best way to explain formulas and different types of cost is to use direct teaching and give plenty of examples to the students. Discussions can continue and questions can be asked to ensure understanding.

Critical Reflection

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Introduction

The purpose of a professional teaching experience is to gain experience of teaching life, it is essential to give a student teacher a real experience and the opportunity to develop their own pedagogy and can put theory into practice. As there is a new curriculum in Wales it is a challenging time for schools to adjust to the changes of the new curriculum and implement new strategies and techniques in the classroom. The teaching experience has helped me as a student teacher have a good understanding of what the four purposes of the new curriculum are and how schools ensure that learners are ethical informed citizens, ambitious capable learners, healthy confident individuals and enterprising creative contributors.

Each student teacher has a personal mentor in their placement school, this makes the professional teaching experience much easier as the mentor is there to offer support and guidance with any struggles that may occur when planning or teaching. The mentor will give advice on the best way to involve different principles in lessons for example assessment for learning, cross curricular responsibilities and the best way to direct teach and keep the student engaged. The personal tutor is there to learn from and models teaching to help me become the best teacher I can be. My mentor will give constructive feedback on lesson planning and on lessons that have been observed. Receiving feedback is the best way to improve as a student teacher.

Effective teaching and learning is employing assessment for learning principles, regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. Good teaching and learning means employing a blend of approaches including direct teaching.

Assessment for learning

(Donaldson, 2015) states that good teaching and learning must include assessment for learning principle this is a key pedagogical principle that is linked to the four purposes. There are two main purposes for assessing students this is to inform decisions about learning experiences and to report on what has been achieved (Harlen, 2007). Questioning students is an essential part of teaching practice (Black, 2003). Questioning has been used in all lesson an is a good use of assessment for learning which has shown to be very effective. When questioning students in class I use the basketball effect this is when I ask other students their opinion on the answer given or if they can add anything this gives students the opportunity to answer and give their opinion and discuss. Questioning allows me as a student teacher to see who understands the topic and who does not, from this assessment I am then able to make changes to my next lesson and will do extra work on the topic if they do not understand by using different examples and explain things in a different way to ensure that all students understand and are able to do the work. Other ways of questioning have been used through a Kahoot quiz online where students log in and answer multiple choice questions, at the end of each question it will show me how many people got the questions right and how many people got the questions wrong.

(Black, 2003) believes that peer and self-assessment should be used in lessons so that students understand the learning goal for it to be achieved. A task that was given to students during a Business lesson was for students to work in pairs and both answer the same exam question they then needed to mark each other's work and give feedback. This allows the students to see how others answer questions and see things that are included that they may not have thought of. Peer assessment was a good revision technique and helps students understand the learning goal of reaching AO1, AO2, AO3 and AO4. Feedback by marking is an essential part for formative assessment this will assess their current achievement and to indicate what the next steps in their learning should be. This was used in my Business A

Level lesson when students completed mock exams and past paper questions. These papers were marked and feedback was given on each one marked with a success criteria given to ensure students could see the stage they were at and what they would need to do to reach other AO's. (Black, 2003)

(Hattie, 2012) argues that the focus should be on assessment of learning not assessment for learning. Hattie believes that the alternative is to consider the assessment as feedback. It is believed that it is powerful when the feedback is orientated towards the teacher and about what the students are moving towards the success criteria and what the teacher has or has not taught well and if there are strengths or any gaps in teaching. Hattie believes when this assessment is aimed at the students it is only making a statement about them it's not about the teaching and adjusting in the teaching given to the students (Hattie, 2012).

Cross curricular responsibilities

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

(Donaldson, 2015) suggests that literacy, numeracy and digital competence should be the responsibility of all teachers as they are important to thinking, learning and life. Donaldson believes that literacy and numeracy will mean so much more than having a basic skill and digital competence is needed to be funny involved in modern society and the workplace as it already demands increasingly high levels of digital skill that will only continue in the future. Ensuring that there are cross curricular subjects shown in lessons will show effective teaching and will help students gain additional skills such as critical thinking and problem solving, planning and organising, creativity and innovation and personal effectiveness.

In the Business A Level lessons I have taught, a lot of numeracy has been used. Numeracy is mostly used in revenue and costs and finance topics which involve students completing mathematical formulas and graphs and profit and loss statements. Numeracy is used in the form of past papers, worksheet tasks and general questioning to students. Using numeracy in lessons has kept students engaged as it is something different to the usual essay questions they are given in class.

Literacy is used in all Business lessons as literacy is a big part case study questions and past paper questions where students are required to read and write in essay form. It has been useful to involve literacy in lessons to ensure that students are practicing and preparing for exams. Welsh Bacc lessons have also been using literacy to complete research and complete a personal standpoint assignment. Digital competence is used for resources and to access the internet for examples and videos. This is also used by the students to complete online quiz, questionnaires, research and to complete assignments uploading to Moodle.

As a student teacher it has been challenging to ensure that literacy, numeracy and digital competence is used in every lesson, as the lesson needs to be interesting to keep students attention and the work needs to be challenging therefore not too difficult and not too easy for the students. A lot of planning needs to be done to ensure that the right balance is found and that the task is acceptable and follows the curriculum.

Using these principles in lessons has shown to be very effective and have worked very well with the students, this method has kept students engaged in lessons and allowed them to do something that they are more conformable in. For example, some students in my class have dyslexia and they struggle to complete questions that have long case studies where they must read and write. It has come to my attention in my lessons, that giving numeracy questions has boosted some student's confidence as they feel more able and comfortable in reading a short question and answering using calculations of numbers and completing graphs. This assessment has helped me when creating worksheets for my students to include a variety of questions which all students will be able to answer. Having cross curriculum numeracy, digital competence and literacy in all lessons has and helped students develop new skills that they will use in their further education and in their future.

Direct Teaching

Good teaching and learning means employing a blend of approaches including direct teaching. (Hattie, 2012) Mentioned that often, when students do not learn, they do not need 'more' they need 'different'. Direct teaching is something that every teacher will do differently and it is very easy to change and adapt to the student's needs. When teaching in class if students do not really understand the topic I will use a different examples and explain the topic in a different way and use a different type of direct teaching and try and include the students. I find that direct teaching is very adaptable and as a student teacher I have found that I use different types of direct teaching depending on which class I am teaching, as I have noticed that some classes adapt to things better than others. Some classes need a lot of explication and examples given in order to understand where others only need a brief explication.

Direct teaching is very effective as it allows me as a student teacher to question students throughout the lesson and ask hinge questions to check understanding before moving onto next part of the topic, it also gives the students the chance to ask me questions if they do not understand something. The direct teaching also allows the teacher to involve students and start a discussion as a class to ensure everyone is listening, taking part and understands. The main issue with direct teaching is that it can be difficult to keep the students engaged so when I am explaining something I need to ensure that my voice is loud and clear so that they are listening and paying attention. Many things in business lessons is best to be taught directly giving examples and going through things as a class for example business terms, formulas and graphs must be taught directly to the students so they have a better understanding of the topic.

Conclusion

It is a challenging time to be a student teacher, I must ensure that I have full knowledge of the new curriculum successful futures and take on board all advice and guidance given to me by my mentor to help be become the teacher I have always aspired to be. The reason for being on two placements in school and college on the PGCE course is to have the opportunity to put theory into practice for example to understand how to differentiate in lessons as there are many different students with different ability along with MAT students in the class it is important that as a teacher I understand how to differentiate the work given to students to ensure that the work is not too difficult for students to complete to the point where they refuse to do the work and to ensure that the work is not too easy and the students are not learning anything new, I need to make all work challenging for all pupils in my class therefore differentiate the work for each students ability. I currently meet with my mentor once a week where my mentor will give me advice and guidance on how to differentiate and implement different types of starter activities in lessons and other activities in class to keep students interested in the lesson. This has been a great help to me and I am learning many new things and ways of getting the information across to the students. I have volunteered to do revision sessions with A level students to help then revise for their exams and catch up on any work they have missed or to go over any topics they do not understand, this will allow me to build further relationships with students and to help them get the best results possible for them to move forward to university/apprenticeship/career. After my mentors completing a midterm review on my teaching experience I can confirm that I am on track with everything. I have truly enjoyed my teaching experience on my placement in the college and I am looking forward to my last placement in a school to see the difference in A Level and GCSE standards and different curriculums.

Recommendation for further development

My recommendations for future development is to ensure that I have full knowledge of the successful futures curriculum before entering my next placement in a school. As I am currently on placement in a college they follow a slightly different curriculum as they work towards the exam board therefore moving forward to a different placement in a school will

have a different curriculum to follow. Another recommendation for further development is to ensure that I differentiate the work given in every class and that the numeracy, literacy and digital competence principles are included in all lessons. It is important to build good relationships with staff in the placement school and with all students in my classes, I want my students to find me approachable and be conformable to ask me for help or guidance whenever they need it to ensure they understand. Students being able to confide in me and be honest if they do not understand something will help me as a student teacher with assessment for learning as it will allow me to make changes in my lessons to ensure that students understand and are able to do the work before sitting exams.

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