*If you are covering this class, please remember to record attendance of students on iSAMS.*

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| **Teacher** | **Jacques** | **Subject** | **class** | |
| **Date** | **25 September** | **Business Studies** | **IGCSE 2 – Period 3** | |
| **Room**  ***(Room changes must be specified)*** | **Lab 3** | | | |
| **To be attached:** | **Class Seating Plan** 🖵 | **Other** 🖵**Handouts** | |

**Resources:** 🖵Pupils bring🖵 Attached🖵 In classroom 🖵 Online

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| **Unit Focus (central idea/statement of inquiry):**  Break even analysis graphs and exam style questions  **Lesson Objectives & Differentiation:**  Practice drawing and testing break-even graphs at exam style pace.  **By the end of the lesson, all students should** Have drawn at least two break even graphs with some axes named and break-even points indicated, even if not correct  **By the end of the lesson, most students should** Have drawn at least three break even graphs with most axes named and break-even points indicated, mostly correct  **By the end of the lesson, some students should**  Have drawn all four break even graphs with all axes named and break-even points indicated with all unit values tested through break-even calculations.    **Description of activity:**  On ManageBac the students will have access to the PPT that explains the break-even graphs. In the first 5-10 minutes, briefly revise the concepts of Variable cost, fixed cost, total cost and revenue with reference to the graph.  After revision, give each student the handout so they can practice drawing the graphs. The students should not be overly focused on precision and design but more on building their understanding and pace of completion. There are calculators in the classroom so please do not allow phones to be used for calculations  Students can work in pairs if needed but each student should still be doing their own work. |
| **Inclusive Education Comments (Please note which, if any, students require extra support and how this should be given):**  John requires extra support with language of the work and he also tends to lose focus. Keep an eye on his progress. |
| **Homework:**  Any case study questions that are not completed would be homework. They will have a separate case study question posted on ManageBac as well.  **Due date:** 27 September, in class |

**the end of the lesson please:** Collect exercise books 🖵 Collect resources 🖵

**For Cover Teacher to complete:**

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| **Cover teacher’s name** | Darren Simpson |
| **Student registration** | iSAMS attendance recorded 🖵Yes |
| **Follow-up comments regarding inquiry, direction and outcome of learning and behaviour of students.** | The students did well in the exam style questions for the first two case studies. The third case study confused some with terminology (processing vs manufacturing) but they were good after explanation.  Only two students (John and Amira) did not finish all the case studies in class.  One student (Ana) finished earlier than expected and continued with her own revision. |

**Thank you!**