

	Theme: Business in the Real World
<p>Overview:</p> <p>This Theme concentrates on purpose of business and reasons for starting a business. It introduces the language and terminology used in business to help students deepen their understanding of business organisations while at the same time developing their investigative and analytical skills using business case studies and industry reports</p>	
Outline of Key Learning	Weekly Content breakdown
<p>Business types – show pictures of a variety of businesses – students to explain what the purpose of each business is.</p> <p>Stretch and challenge opportunity – students to generate ideas of other businesses that are created for each purpose.</p> <p>What is a business – BBC Bitesize video</p> <p>Why start a business – BBC Bitesize article</p> <p>Reasons for starting a business will overlap with entrepreneur’s objectives. See section below for further ideas.</p> <p>Picture of PS4 – what resources have been used to create the product?</p> <p>What resources go into making hot dogs?</p> <p>For reference – factors of production</p> <p>Images of takeaway/delivery options (pizza, Chinese food etc), students to explain which they would choose and why.</p> <p>Students to create a simple budget of money earned and money spent over the last month to realise that they have a choice to make when spending money.</p> <p>Explain the opportunity cost of time – the benefits of school work or playing computer games.</p> <p>Video showing a specialist in a particular area – explain the opportunity cost of their time to get to this level – Rubik’s cube world record video</p>	<p>Week 1: Purpose of business Reasons for starting a business</p> <ul style="list-style-type: none"> • To understand what a business is and the reasons for starting a business • To understand the difference between goods, services, needs and wants <p>Reasons for starting a business include: producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others.</p> <p>Week 2: Basic functions and types of business</p> <ul style="list-style-type: none"> • To understand the difference between goods, services, needs and wants. • To understand the meaning of factors of production. • To define opportunity cost. • To define the three sectors of primary, secondary and tertiary and give examples of types of businesses that operate in each sector. <p>Characteristics of an entrepreneur include being hard working, innovative, organised and willing to take a risk.</p>

[Choice of investments on Dragons' Den](#)

[Primary, secondary and tertiary sectors](#) – explain the three sectors. Students to generate examples of businesses in each section or sorting activity putting examples under the correct heading.

Explain a simple chain of production – a tree being cut down, wood made into a chair, a chair being sold in a retailer.

Students to draw their own examples of a chain of production.

[Nestlé case study](#)

Business Enterprise & entrepreneurship

Pictures of famous entrepreneurs – students to guess names.

Clip from [Peter Jones meets the Constantines and Chris Dawson](#)

Dragons' Den [video](#) or [article](#) about successful entrepreneurs.

[Research task – students to research a famous entrepreneur – what is their business, how did they start etc.](#)

[Anita Roddick interview](#)

[Peter Jones biography](#)

Students to produce a list of characteristics of entrepreneurs.

Extension

Students to explain which characteristic they think is the most important. This can be done using a diamond 9 template.

[Summary of a range of topics covered so far](#)

Using video clips from previous lessons or the one below, students to list the main objectives of an entrepreneur – [five minutes with Lord Sugar](#)

Social responsibility objective – [video: what Jamie Oliver's restaurant Fifteen is all about](#)

Week 3 - Business enterprise and entrepreneurship

- To understand the term enterprise and what is meant by an entrepreneur.
- To outline the characteristics of an entrepreneur.
- To outline the objectives of an entrepreneur.

Objectives of an entrepreneur include being their own boss, flexible working hours, to pursue an interest, earn more money, identify a gap in the market and dissatisfaction with current job.

Week 4 - Dynamic nature of business

- To understand that businesses face a constantly changing business environment.

Changes in business environment include changes in technology, economic situation, legislation and environmental expectations.

Week 5 - Sole traders & Partnerships

- To understand what is meant by a sole trader and the benefits and drawbacks of this legal structure.
- To understand what is meant by a partnership and the benefits and drawbacks of this legal structure.

Entrepreneurs – [Duncan Bannatyne](#)

Dynamic Nature of Businesses

Students to list the main external factors that impact a business.

For each article students should briefly explain the impact on businesses.

Economic factors

[Telegraph article on financial crisis](#)

[BBC article on Brexit](#)

[BBC article on employment](#)

Changing legislation

[BBC article on child car seat rules](#)

[Gov.uk webpage on national minimum and living wage rates](#)

Environmental factors

[Dragons' Den video](#) – why is there an increasing number of environmentally friendly businesses?

[Guardian article on 5p plastic bag charge](#)

Changing technology

Show a [picture](#) of Just Eat's delivery robots – students to guess what the robot does.

[BBC article on 3D printers](#)

Research – students to identify an example of how changing technology has impacted businesses.

Show [Polaroid case study](#) – example of the impacts of changing technology.

Benefits and drawbacks of each legal structure include issues such as management and control, sources of finance available, liability and distribution of profits.

Week 6: Private limited companies (Ltd), Public limited companies (Plc) & Not-for-profit organisations

- To understand what is meant by a private limited company and the benefits and drawbacks of this legal structure.
- To understand the concept of limited liability and which businesses benefit from this.
- To understand what is meant by a public limited company and the benefits and drawbacks of this legal structure.
- To understand what is meant by a not-for-profit organisation and the benefits and drawbacks of this legal structure.

To evaluate which legal structure would be the most appropriate for a variety of business examples.

Week 7 - What are business aims and objectives?

Purpose of setting objectives

Role of objectives in running a business

- To understand the main aims and objectives for businesses.
- To understand the role of objectives in running a business.

The main aims and objectives for businesses include survival, profit maximisation, growth (domestic and



Sole Traders & Partnerships

Show pictures and logos of a variety of businesses – ask students what the difference is between these businesses (eg number of employees, number of owners, objectives) – different business situations require different legal structures.

Pick out main benefits and drawbacks of being a sole trader from [bitesize sole trader video](#) or [exploring the sole trader business model](#)

Students to list the main benefits and drawbacks in pairs.

Extension

Why is it now easier than ever to set up as a sole trader and reach a large market?

Spot the errors paragraph about sole traders.

Use business examples like a local solicitors or doctors to illustrate the benefits of partnerships – show the range of services on offer due to different specialists.

Ask students the issues/problems they face when working in pairs or teams – link this to conflicts and disagreements in partnerships.

Explain how these can be resolved by having a deed of partnership.

Private Limited Companies & Public Limited Companies

Show introduction to limited companies – [Ltds and Plcs](#)

Explain the difference between businesses and companies.

Show a short clip from Dragons' Den – why do businesses want to involve other investors?

Why is limited liability helpful in this situation? [Guardian article - 'Super-sized' teenagers sue McDonald's](#)

Plcs

Show [latest share prices](#) for famous Plcs.

international), market share, customer satisfaction, social and ethical objectives and shareholder value.

Weeks 8 & 9: Changing objectives & Use of objectives in judging success

- To understand how and why the objectives set will differ between businesses.
- To understand how and why the objectives set may change as businesses evolve.
- To understand the success of a business can be measured in other ways than profit.

Weeks 10 & 11:

Main stakeholders of businesses activity on stakeholders

- To understand what is meant by a stakeholder and who the main stakeholders of a business are.
- To understand the main objectives of stakeholders
- To understand the impact that business activity and decisions have on stakeholders.
- To understand the impact and influence stakeholders have on businesses and their objectives.
- To understand how businesses may face conflict between stakeholders

Objectives of stakeholders

List of businesses who are Plcs and Ltds – include some which students might imagine are Plcs (eg Nintendo and Virgin group) – why would big businesses maintain their Ltd status?

Fill in the gaps exercise assessing understanding of legal structures.

Share [The London Institute of Banking and Finance portfolio challenge](#)

Not for Profit

[Interview with Big Issue founder](#) – students to identify reasons for starting a not-for-profit organisation.

Research not-for-profit organisations in the local area – why have they been set up? What is the social need that they are trying to improve?

[Telegraph article](#) – what might be the potential drawback of these organisations?

[Which type of business?](#)

Students to create a table (without/minimal resources) including columns for type of legal structure, definition, benefit (x2), drawback (x2), real world example and size of business – what size of business would be most appropriate for the legal structure?

Students given different business examples/scenarios – in groups they should judge which legal structure they would choose and justify why that is the most appropriate structure.

Business Objectives

Students to brainstorm the main aims of the school.

Teacher input on the difference between aims and objectives.

Students to write themselves an aim and an objective for studying GCSE Business Studies.

Reference – [Tutor2u - aims and objectives of a Business GCSE](#)

What does this suggest are Apple's main objectives? [iPhone sales](#)

Stakeholders of a business including owners, employees, customers, local community and suppliers.

Main objectives including maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners.

Impact and influence stakeholders have on businesses

Stakeholders of a business including owners, employees, customers, local community and suppliers.

Main objectives including maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners.

Week 11: Factors influencing the location decision of a business

- To understand what is meant by location.
- To understand the factors that influence the location decision of a business.
- To evaluate the appropriate location for a variety of businesses
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Factors that influence where a business is located include proximity to the market, availability of raw materials, labour, competition and costs.

Week 12:

DIRT = Assessment & Feedback



Recap understanding – [aim or objective?](#)

Using the student's aims and objectives from the previous lesson – why is it helpful to set these objectives?

Students to brainstorm the groups or individuals who would be interested in the objectives set – investors, managers, employees etc.

Why would these groups be interested in the objectives set?

Summary spider diagram on reasons for setting objectives.

Changing Objectives

Students given three businesses – a local business, a national business and an international business. What would be the main two objectives that each business would set?

Smaller business may focus more on survival – [Guardian article on the high street](#)

How might Starbucks's objectives change over time? [video - Starbucks wakes up to China](#)

Do larger businesses have more ethical and environmental considerations? [Sky's environment webpage](#)

Why are businesses concerned with shareholder value? [Yahoo's finance webpage](#)

Established businesses focus on new product development to establish dominance in the market – [BBC article on Playstation VR competition](#). Is it always successful?

Use of objectives in judging success

What were the main objectives for this business? [Dragons' Den clip on Youdoodoll](#)

Did the business achieve these objectives? [Telegraph article on Youdoodoll](#)

What other methods can be used to measure success? [video on ethical buying featuring Lush](#)

Students create a spider diagram of how businesses may judge success.

GAP lessons

Stakeholders

Stakeholders of a business including owners, employees, customers, local community and suppliers.

Main objectives including maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners.

Factors Influencing Location of a Business

Choose a local business – Students decide on the main benefits of locating where they have.

[BBC Bitesize webpage on the importance of location](#)

Students to consider where they would buy a house/flat – what features would they look for in their ideal location?

Students to create a spider diagram for the main factors that influence the location decision of a business.

Complete question 1c) 6 marks Paper 1 June 2014 or 1b) 4 marks Paper 2 June 2015.

Research/computer activity – students plot on a local map where they would locate a variety of businesses. Businesses could include a cinema, a theme park, a designer clothes shop, a luxury hotel, a specialist sports shop, an Ebay shop and a car factory.

Students should write a paragraph justifying their location decision for each business explaining clearly why they have chosen the location and any issues that they face.

Complete question 3c) 9 marks Paper 1 June 2015 or 3c) 9 marks June 2013.

To understand why some businesses decide to locate in other countries

Show figures for [average labour costs around the world](#)

Show figures for [fastest growing economies and markets](#)

<p>Students list the main advantages of international location.</p> <p>Read article about Primark in Bangladesh.</p> <p>Language issues – product names that mean unfortunate things in other languages</p> <p>Students list the main disadvantages of international location.</p> <p>Student task – you are the production director of Cadbury. You have been asked to produce a report summarising whether Cadbury should focus increasing the size of its current factories in Bournville or move all production facilities abroad to Ghana.</p> <p>Can Ikea succeed in India?</p> <p>Complete question 2d) 9 marks Paper 2 June 2012.</p>	
<p>Spring Term 2022</p>	
<p>Outline of Key Learning</p>	<p>Weekly Content breakdown</p>
<p>Purpose of Business Planning</p> <p>Students plan what they intend doing at the weekend – why is it helpful for them to plan? (organise time, ensure they have the right resources to fulfill ideas etc)</p> <p>Prince's trust – business plans.</p> <p>BBC Bitesize video on raising finance</p> <p>Strategy theory</p> <p>Slideshow for business planning</p> <p>Pair work – use this resource to create a simple business plan. The plan should be based around a product design generated by the students. Although there is no requirement to write a business plan for the exam, this is a good activity to help students identify and understand the different components of a business plan.</p>	<p>Weeks 1 & 2</p> <p>The purpose of business planning</p> <p>The main sections within a business plan</p> <ul style="list-style-type: none"> • To understand the reasons why businesses, create plans. • To understand the main sections of a business plan. • To analyse the benefits and drawbacks of business planning. • To understand the difference between variable costs, fixed costs and total costs • To understand the concept of revenue, costs, profit and loss.

Basic Financial Terms & Basic Financial Calculations

Students to list 10 costs a local restaurant would have to pay.

[Slideshow on the difference between fixed and variable costs](#) (students do not need to learn about semi-variable costs)

Students to label each of their costs from the activity earlier, highlighting which are variable and which are fixed.

[BBC Bitesize video on costs of a business](#)

Recap quiz – [fixed or variable?](#)

Teacher led notes on revenues and profit and the calculations required.

Reference – [BBC Bitesize webpage on revenue, cost and profit](#)

Students complete worksheets testing simple revenue, costs, and profit or loss calculations.

Use of the old specification unit 1 papers – for example question 1ci) May 2015.

Methods of Expansion/ Benefits & Drawback

Lesson 1 – first half

Focuses on internal growth through opening new stores and e-commerce.

Reference – [BBC Bitesize webpage - benefits of a growing business](#)

Reasons include importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised.

Students will not be expected to write a business plan

Using the plan generated last lesson students to brainstorm the main benefits and drawbacks to a business of creating business plans.

Weeks 3 & 4: Basic financial terms

- To understand the difference between variable costs, fixed costs and total costs
- To understand the concept of revenue, costs, profit and loss.
- To calculate revenue, costs, profit and loss.

Weeks 5 &6:

Methods of expansion to understand what is meant by location.

- To understand the methods used by businesses when expanding.
- To discuss the advantages and disadvantages of each method of growth.
- To understand the benefits of growth in terms of unit cost advantages due to economies of scale.
- To understand that, with growth, businesses increase the risk of diseconomies of scale.
- To calculate and interpret average unit costs.

Methods used by businesses when expanding include organic growth through franchising, opening new stores

Starter – show images of two businesses (e.g. a local café and a global business like Starbucks). Students to explain why the local café would want to expand. [Guardian article - the first Starbucks](#)

[What are the benefits for Subway opening new stores?](#)

E-commerce – why have Amazon been so successful? [Short video on growth of Amazon](#)

Lesson 1 – second half

Focuses on franchising.

Show [video advertising Shakeaway franchise](#)

Show images of businesses that are franchised (eg McDonalds, Krispy Kreme, Starbucks etc.). Include one business which is not a franchise – students to guess odd one out. Discussion about the importance to businesses of not being able to identify whether stores are franchised.

[‘Could you be a franchisee’ activity](#)

[Franchises word search](#)

Students to create a spider diagram of the benefits and drawbacks of franchising from this [video](#)

Students create a table for the [main benefits and drawbacks of organic growth](#)

Complete question 1d) 9 marks Paper 2 June 2016.

Lesson 2

Focuses on outsourcing and external growth.

[Introduction to outsourcing](#)

Complete question 1c) 6 marks Paper 2 June 2013.

Teacher led definitions on external growth, takeovers and mergers.

and expanding through e-commerce, outsourcing and external growth through mergers and takeovers.

Week 7: Benefits and drawbacks of expansion

- To understand the benefits of growth in terms of unit cost advantages due to economies of scale.
- To understand that, with growth, businesses increase the risk of diseconomies of scale.
- To calculate and interpret average unit costs.

Week 8

Impact of the changing use of ICT & E-commerce/ Digital Communication

- To understand the impact of the changing use of ICT and how it influences business activity.
- To understand how e-commerce provides access to wider markets
- To understand how e-commerce provides access to wider markets
- To understand how digital communication changes the way businesses communicate with stakeholders

Assessment & Feedback = DIRT

Week 9: Ethical Considerations

- To identify and analyse where there may be a possible trade-off between ethics and profit.

Students to research a recent takeover or merger in the UK – students to consider the likely benefits of the business concerned, the disadvantages they may face and the potential impacts it will have on the workers and customers.

Students to feedback their examples to the class.

For example [Kraft takeover of Cadbury](#)

[Video on Kraft/Cadbury: one year on](#)

[Telegraph article on Cadbury losing its magic](#)

[Huffington Post article on investigation into Kraft takeover of Cadbury](#)

[Merger video](#) between Dixons and Carphone Warehouse – what are the benefits of this merger?

Complete question 2d) 9 marks Paper 2 June 2014.

[4OD Undercover boss - Hyundai](#) – lots of good material 1–11 mins illustrates inefficiencies in a car warehouse area. Later sections (23–30 mins) show lack of motivation in a garage.

Link video to diseconomies of scale – encourage students to generate solutions to the problems highlighted in the video.

Complete question 2b) 4 marks Paper 2 June 2014.

Teacher led introduction to formula for average unit costs.

Calculation questions testing student understanding.

Impact of the changing need of ICT/ E-commerce

Good resource to help students understand [how ICT has changed](#) and the influences on business activity.

How the use of ICT has changed – students to generate ideas of how ICT impacts them in the home. This could be presented in a spider diagram or students could be asked to draw their ideas.

- To understand the benefits and drawbacks of ethical behaviour.

- To identify and analyse where there may be a possible trade-off between ethics and profit.

Ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest.

- To understand how businesses and consumers accept greater environmental responsibility in their decision-making and the costs and benefits of businesses behaving this way.

Sustainability

- To identify and analyse where there may be a possible trade-off between sustainability and profit.

Sustainability issues include global warming and the use of scarce resources.

Weeks 10 & 11& 12(a) - Interest Rates

- To demonstrate and understand how businesses might be affected by changes in the rate of interest.
- To understand how fluctuating interest rates can affect consumer and business spending.

Economic theory relating to how/why interest rates change is not required.

Level of employment

- To identify how and why businesses might be affected by changes in levels of employment.

Consumer spending

To understand how demand for products and services may change as incomes fluctuate

Students brainstorm the main ways ICT impacts business activity, eg e-commerce, customer service, communications etc.

Starter – show [Dragons' Den video about an online business Value My Stuff](#)

Why would businesses like [Value My Stuff](#) use e-commerce?

What are the main benefits for small businesses using Ebay or Amazon marketplace to sell their products?

Students to create a table including the main benefits and drawbacks of e-commerce.

Students design the front webpage for a new start up business – they should research what should be included on the front page. The business could be selling the product idea generated from their earlier business plan.

Ethical Considerations

Starter – [Bitesize video on ethics](#)

Recap understanding of ethical objectives vs profit objectives from earlier topic.

Teacher brings a range of clothes or food into class – students to identify where clothes/food are manufactured

Students to discuss why food miles are such a problem? Recap why businesses locate internationally.

[Billion Dollar Chicken Shop](#) Episodes 1-3 – excellent video resource on all ethical and businesses areas – section in episode two shows a new initiative by KFC on giving leftover food to local charities.

Corporate social responsibility in bottled water market – [BBC Bitesize video on corporate social responsibility \(CSR\) - selling water](#)

Complete question 1c) 4 marks June 2016 on ethical business.

Benefits & Drawback of Ethical Behaviour

How UK businesses compete internationally

- To understand what is meant by globalization
- To understand the methods UK businesses, use to compete internationally
- To analyse the benefits and drawbacks of globalisation for UK businesses

Exchange rates

- To understand the impact of exchange rates on the profit and sales of those businesses that import and/or export.

Students will not be asked to calculate exchange rate conversions

Week 12(b): ASSESSMENT & DIRT

[Blood, sweat and t-shirts videos](#) – show a clip to students to open a discussion.

What can businesses do to ensure that they are ethical in their approach? [Fairtrade website](#)

[Co-op fairtrade webpage](#)

Based on discussions and work from previous lessons, students create a table for the main benefits and drawbacks of ethical behaviour.

[Ethics case study and materials – Primark](#)

Complete question 1c) 6 marks June 2013.

Sustainability

[Tata Steel case study on sustainability](#)

[Guardian article on sustainable supply chains](#)

[Video on how green is the high street?](#)

Students research what is meant by sustainability and a business that has a focus/aim on sustainability.

McDonald's video on [sustainability in their supply chain](#)

Students to complete a 9-mark style question summarising the topic – recommend whether a business should behave in an ethical, environmental and sustainable manner. Give reasons for your advice.

Interest Rates

Show [average property prices in your area](#) or for a particular property – explain how mortgages work.

[Choose a mortgage](#)

Show [average incomes](#) – calculate how much money would be left after the mortgage is paid – this is spending money (disposable income).

Explain and illustrate the impact of increasing interest rates and thus mortgage payments.



Students list other reasons for consumers requiring loans or credit – cars, sofas, credit cards, home improvements etc.

Good overview [video on how interest rates impact businesses and consumers](#)

Level of Unemployment

Definition of unemployment.

Show [unemployment graph](#) – students to explain what the graph shows and what this means for individuals and businesses.

Show images of Heinz baked beans and an own brand tin of baked beans – students explain which they would choose and why.

[Why have Aldi been so successful over the last few years?](#)

Show [video from Inside Rolls-Royce](#) – link to demand for luxury goods for high income earners.

Show [range of Ford cars](#) to illustrate the variety of products available depending on income earned.

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Summer Term 2022	
Legislation	
Outline of Key Learning	Weekly Content breakdown
<p>Reference and final test – BBC Bitesize webpage on employment rights</p> <p>Reference – Tutor2u webpage on business and legislation</p> <p>Research task – students to find out the minimum wage for each age group and the living wage.</p> <p>Gov.uk webpage on national minimum and living wage rates</p> <p>BBC article on cost of National Living Wage to businesses</p> <p>Video on the Equality Act</p> <p>Teacher led explanation on the failure to follow legislation – BBC article on dyslexia discrimination case or BBC article on cancer patients discrimination</p> <p>Health & Safety Law</p> <p>Starter – show health and safety video – why do businesses worry about health and safety at work?</p> <p>Handout on the main consumer laws businesses have to abide by.</p> <p>Show consumer rights video</p> <p>Students create simple role plays to illustrate consumer laws being broken – the rest of the class has to guess which law has been broken.</p> <p>Students to create a spider diagram of the main impacts of health and safety and consumer laws on businesses.</p> <p>Complete question 3b) 5 marks Paper 1 June 2015.</p>	<p>Weeks 1 & 2: Employment Law</p> <ul style="list-style-type: none"> To assess the impact of employment legislation on businesses. To understand the consequences of failing to follow legislation for the business. <p>Impacts of legislation on the business include costs, training needs, recruitment requirements.</p> <p>Employment law including:</p> <ul style="list-style-type: none"> national minimum wage/living wage <p>the Equality Act (2010).</p> <p>Impacts of legislation on the business include costs, training needs, recruitment requirements.</p> <p>Health and safety law including: The Health and Safety at Work Act (1974).</p> <p>Consumer law including trade descriptions.</p> <p>Weeks 3 & 4: Health and Safety law</p> <ul style="list-style-type: none"> To assess the impact of health and safety and consumer legislation on businesses. To understand the benefits of providing a safe working environment.

Organisational Structures

Teacher led explanation of an organisational structure

Reference – [BBC Bitesize webpage on structuring a business](#)

Students draw an organisational chart for the school – outline what responsibilities members of staff have.

Provide a list of jobs roles for students – students to create a simple organisational structure – the [Engin Ear Ltd Organisation Chart](#) can be used as an example.

Using their organisational chart, students should explain and label what is meant by span of control, chain of command, delayering and delegation.

Tesco employ 476,000 employees – why would Tesco need to have a clear organisational structure?

Students create a spider diagram of the main benefits of having an organisational structure.

Complete question 1b) 4 marks Paper 2 June 2016.

Show [Undercover boss DHL](#) – show clip in the plane loading area (around 22 mins into the programme) or with the delivery van (around 10.30 mins into the programme). Both clips illustrate situations whereby the business has expanded and the manager isn't aware of what happens with workers loading planes/doing deliveries. Link the clips to issues of having the incorrect organisational structure.

Students to generate two strategies to resolve the problems identified in the video clips.

Split students into pairs. One student draws a tall organisational structure and explains the benefits, the other student does the same for a flat organisational structure.

Reference – [BBC Bitesize webpage on types of organisation](#)

Students to play Chinese whispers to illustrate the issues faced by the organisation from having a tall organisational structure.

Impact on businesses of operating in competitive markets.

- To understand the meaning of a market and competition.
- To analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition.

Uncertainty and risks businesses face

- To understand the risks businesses, face and the reasons why all businesses face uncertainty.
- To understand the reason why entrepreneurs, embark on running businesses and the activities businesses can undertake to minimise risks.

Week 5 & 6: Organisational Structures

- To understand internal organisational structures, span of control, chain of command, delayering and delegation.
- To understand why businesses, have internal organisational structures.

Reasons for having internal organisational structures include an understanding of different job roles and responsibilities throughout the business.

Appropriateness of organisational structures

- To understand the impact that having a tall or flat organisational structure has on how a business is managed.

Show [Undercover Boss Best Western](#) – show clip about a handyman in a hotel (around 14 mins into the programme). The video clip illustrates the issues of having a wide span of control and thus a lack of control.

Teacher led explanation on how organisational structures impact communication. Students generate ideas for the best methods of communication for the different organisational structures.

Centralisation Decentralisation

Starter – [why did B&Q struggle to succeed in China?](#) – link to differences in cultures etc.

Use the case study of a growing business like [Sprinkles](#) – what difficulties will the managers of Sprinkles face as they open more stores across the UK?

Students to create a table including the definitions, benefits and drawbacks of centralisation and decentralisation.

Reference – [Tutor2u webpage on centralisation](#)

Complete question 2c) 4 marks Paper 2 June 2013 or question 3c) 6 marks Paper 2 June 2015.

The Need for Recruitment

Starter – show a clip or [an advert](#) for The Apprentice – why does Alan Sugar want to recruit the best workers?

Teacher led notes on the reasons businesses need to recruit staff, for example fill a vacancy, expansion etc.

Students create a mind map of methods businesses use to recruit their employees – job centres, recruitment agencies, word of mouth, job adverts, direct and promotions.

Teacher explanation of the difference between internal and external recruitment – students mark next to their previous list of which methods are internal recruitment and which are external.

- To understand how an organisational structure may affect the different ways of communication

Week 7 Centralisation and decentralisation

- To understand what is meant by centralisation and decentralisation.
- To understand the benefits and drawbacks of centralisation and decentralisation for business performance.

The need for recruitment

- To outline the main stages in the recruitment and selection process.

Main stages in the recruitment and selection process include an understanding of job analysis, job description, person specification, and selection methods.

Benefits include high productivity, high quality output or customer service and staff retention.

Week 8: The need for recruitment & methods of recruitment & Contracts of Employment

- To understand the difference between internal and external recruitment.
- To understand the benefits and drawbacks of internal and external recruitment.
- To outline the main stages in the recruitment and selection process.
- To understand the difference between part time and full-time contracts, job share and zero-hour contracts.
- To understand the benefits of full and part time

Show [Reed advert](#) – why would a business use a recruitment agency? Link to a benefit of external recruitment.

Why might an external recruitment policy be a good option in [this case](#)?

Group work – split the class into groups focusing on the benefits of either internal or external recruitment. Each group to create a list of 2-3 benefits. Each group shares one benefit with another group.

Complete question 1d) 9 marks Paper 2 June 2014.

Lesson one

Focus on recruitment.

Show [introduction on recruitment](#).

Teacher led explanation on job analysis.

Teacher led definition of a job description – show [examples of job descriptions](#)

Students create a job description for a role of their choice (eg football player, doctor, dentist etc.)

Teacher led definition of a person specification.

Students create a person specification for their chosen job.

Job description or person specification [drag 'n' drop activity](#)

Students brainstorm places jobs would be advertised.

Students to create a job advert for their chosen job.

Lesson two

Focus on the selection process.

Sections of [The Billion Dollar Chicken Shop video](#) are good on the selection process used.

Students brainstorm methods businesses use to select individuals.

employment.

Main stages in the recruitment and selection process include an understanding

Week 9 &10: Importance of motivation & Methods to motivate staff

- To understand the benefits of a motivated workforce.
- To understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing).
- To understand the use of non-financial methods of motivation.

Benefits of a motivated workforce include staff retention and high productivity.

Financial methods include an understanding of the main methods of payment including salary, wage, commission and profit sharing.

Specific motivational theories (such as Maslow) will not be examined.

Non-financial methods of motivation include styles of management, importance of training, greater responsibility and fringe benefits.

Specific motivational theories (such as Maslow) will not be examined.

Weeks 11 &12: Training the Workforce



Teacher explanation on shortlisting suitable candidates.

Students are given two CVs – students decide on which candidate they would choose and why.

Interviews – students come up with three interesting interview questions they would ask to shortlisted candidates – in pairs students interview each other. As part of this process students should be considering what the business would be looking for in this process.

[Sample interview questions](#)

Show a [video from The Job Interview](#) – students to explain which individuals they would select and why.

Personality tests – teacher explanation of why businesses use psychometric tests. Students complete a [simple test](#)

Lesson 3

Recap recruitment process and focus on the importance of having an effective process.

Students brainstorm the benefits of having an effective recruitment and selection process. For each benefit students to write an extra sentence analysing why that benefit is good for the business, eg staff retention results in lower recruitment and training costs in the future.

[BBC Bitesize recap quiz on recruitment](#)

[Recruitment and selection – Asda](#)

Complete question 3b) 4 marks Paper 2 June 2015.

Contracts of Employment

Starter to recap understanding – [recruitment word scramble](#)

- To explain the benefits of training employees for a business.
- To understand the methods of training undertaken by businesses.
- To explain the benefits of induction training.
- To analyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses.

Methods of training include induction training, on the job training and off the job training.

DIRT & FEEDBACK

Teacher led explanation on the difference between part time and full-time contracts, job share and zero hour contracts.

Students list the main types of businesses that will employ part time staff.

[What are the potential issues of zero hours contracts?](#)

Research task – students to interview an owner of a business (local restaurant, shop etc.) and find out whether they employ part time staff. If they do, find out information on why they employ part time staff, i.e. the benefits for the business. If they don't, find out information on why they employ only full-time staff, i.e. the benefits for the business.

Group work: Using their research and interview information students create a table for the benefits of full time and part time employment.

Complete question 2d) 9 marks Paper 1 June 2015.

Starter – students list three things that motivate them.

Students complete motivation quiz – [what's your attitude to work?](#)

Teacher explanation on motivation.

Reference – [Tutor2u webpage on introduction to motivation](#)

Students identify from the [BBC Bitesize video](#) why motivation is important.

Show clip from [Undercover Boss Park Resorts](#) – show 8–16.30 mins. This clip shows workers who are demotivated in their job. Students to explain why they think workers are demotivated and what the impacts on the business are.

Students list the main benefits of a motivated workforce.

Financial Methods of Motivating Staff

Starter – in pairs students imagine they are the owner of Amazon. Students list the methods they would use to motivate their workers.

Students to list the main types of pay – to help students show a range of pictures of different types of businesses which are likely to use different payment methods, eg an office, an estate agents, a factory, a restaurant etc.

Teacher led explanation on the difference between wages and salaries.

Using the video explain briefly the idea behind [F.W.Taylor's theory](#). Use the video to explain the importance of pay dependent on output. Link this to commission and how workers are increasingly paid depending on the number of sales rather than output. No specific understanding of Taylor will be expected or examined.

Show clip from [Undercover Boss Park Resorts](#) – show 27–36 mins. This clip shows workers who are paid a higher wage. Students to identify and explain what the impacts on the motivation of workers are.

Pair work – why do businesses increasingly use profit sharing? To help understanding show [video](#) and webpage about [profit sharing at John Lewis](#)

Students go back to their original list made at the start of the lesson and highlight which methods of motivation they wrote down are financial methods of motivation.

Complete question 2c) 6 marks Paper 1 June 2014.

Non-financial methods of motivating staff

Starter – recap understanding – [Motivation by pay](#)

[How does this business motivate their staff?](#) Students discuss whether they think this is a successful method of motivation.

Show pictures of five leaders (some business and some non-business contexts). In pairs students list the main characteristics they think these leaders possess.

Split students into groups with a clear task to complete. Each group has a leader to help ensure the task is completed effectively. Some leaders are told to be autocratic and some democratic. At the end of the task students feedback their thoughts on working under the different management style.

Show [images of Google offices](#) – students discuss why Google believe the office environment is important for their staff.

Teacher led explanation on fringe benefits. Students to list as many fringe benefits as they can.

Pair work – split class in two – students create an argument for either financial or non-financial methods of motivation being the most effective. Students have a debate in groups or as a class.

Complete question 3d) 9 marks Paper 2 June 2015.

Other questions – 3b) 6 marks Paper 1 June 2013 non-monetary motivation or 3c) 6 marks Paper 2 June 2014 staff appraisals.

Training

Starter – recap understanding – [BBC Bitesize video on training](#)

Teacher explanation of induction training. Reference – [Tutor2u webpage on methods of training staff](#)

Students choose a business from a list of businesses provided, eg local cinema, A&E doctor at the local hospital, teacher. They are required to produce an induction training programme for new employees.

Teacher led explanation of on the job and off the job training.

In groups students will be required to produce [origami snakes](#) Each group will have a leader who trains the rest of the group. One set of groups will be trained through off the job and one through on the job. One student in each group will be given an 'example' snake and will need to check products reach that standard. Every three minutes you will receive an order for 15 units, and can sell each snake for £3 if they pass the quality control test.

After the task is complete students should identify and discuss the main benefits and drawbacks of each method of training.

Complete the ['on or off the job training?'](#) exercise to identify when each type of training is appropriate.

Students complete a table including headings for type of training, definition, benefits, drawbacks and examples of when each method is used.



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Complete question 2b) 4 marks Paper 2 June 2016.	
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