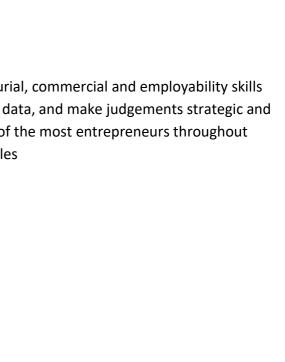
Business Studies Scheme of Learning

Unit 4 Human Resources

<u>Intent – Rationale</u>

We aim to create the very best Business students, who engage with the world around them and are equipped with the knowledge needed to develop their entrepreneurial, commercial and employability skills and identify business problems and opportunities. We want students to be able to think analytically, reach logical conclusions based on their effective interpretation of data, and make judgements strategic and tactical business decisions. Cultural capital is embedded throughout the curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples





Sequencing – what prior learning does this topic build upon?		Sequencing – what subsequent learning doe
Units costs		Units 5 & 6 - Marketing and Finance and their impact and in
Functional areas		areas of the business
 External influences on a business 	•	Y11 terms 4 & 5 – revision of topic and associated key skills
Basic calculations		
Production		
Procurement		
What are the links with other subjects in the curriculum?		What are the links to SMSC, British Value
 Mathematics – pay calculations through financial methods of motivation 	•	Understanding of the rule of law through contracts of emplo
	•	Understanding of tolerance of those with different faiths and
		(BV5)
	•	Experiences of workplace through recruitment and training
	•	Learning from career and labour market information through
	•	Development of communication skills through organisationa
	•	Development of problem solving skills when calculating pay a
	•	Creativity and imagination when developing job descriptions
	•	Understanding the legal concept of discrimination when emp
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?		What are the opportunities for developing
Communication – development of structured arguments to support clear judgements	•	Calculation of payment methods
 Comparison – ability to compare and weight the strength of opposing arguments 	•	Percentage change calculations to measure changes in pay
	•	Graph and data interpretation



does this topic feed into?

d interdependence on the other functional

Values and Careers?

nployment (BV2) (SO3) and beliefs through employment legislation

ing (BV6)

ough recruitment (GB2)

ional structure (GB4a)

pay and financial motivators (GB4e)

ions and person specifications (SP3)

employing staff (M1)

ing mathematical skills?

Business Scheme of Learning

Unit 4 Human Resources

Intent – Concepts

<u>Intent – Concepts</u>				
What knowledge will students gain and what skills will they develop as a consequence of this topic?				
Know Be able to display both <u>knowledge</u> and <u>understanding</u> of key concepts from Influences on Business Unit of specification. To include Organisations: structures, centralisation and decentralisation Recruit employment Motivation: financial and non-financial methods, Training: types, benefits of having trained staff Legislation: employment laws, H & Ss, consumer laws, Competitive environment: impact				
Application of business concepts identified in context to a variety of given businesses, including unincorporated businesses, incorporated businesses, public sector business and not for profit organisation reasoning that can explain both the concept and the rationale supporting its application to a given business				
 All should be able to start evaluating their argument and provide a judgement, based upon the arguments already developed 				
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the			
are responsible for •	Weekly homework – assessed in line with exam board assessr Verbal feedback Test 5: – Knowledge and core threads of application, analysis			

3



tment: process, methods, contracts of t of competition, risk and uncertainty ions. Development of a coherent chain of he progress of students? ssment criteria is and evaluation

<u>Intent – Concepts</u>

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Organisational structures	Can I explain the key features of an organisational	Can I explain the appropriateness of an	End of chapter questions
	structure?	organisational structure for a given business?	Multiple choice questions
			Past paper questions
Centralisation/decentralisation	Can I explain the difference between a centralised	Can I evaluate the impact that having a centralised	End of chapter questions
	and decentralised structure?	or decentralised structure will have on a business?	Multiple choice questions
			Past paper questions
Recruitment process	Can I identify the main methods of recruitment	Can I explain the benefit of having an effective	End of chapter questions
	and selection?	recruitment process?	Multiple choice questions
			Past paper questions
Contracts of employment	Can I explain the main requirements of an	Can I explain the benefits of both full and part time	End of chapter questions
	employment contract?	employment?	Multiple choice questions
			Past paper questions
Motivation	Can I explain how to use both financial and non	Can I explain the main factors that influence the	End of chapter questions
	financial methods of motivation in the workplace?	choice of motivation in the workplace?	Multiple choice questions
			Past paper questions
Training	Can I explain the importance of training in the	Can I evaluate the most appropriate form of	End of chapter questions
	workplace?	training for a given business?	Multiple choice questions
			Past paper questions

