
OCR AS GCE in Business Studies (3811)

OCR Advanced GCE in Business Studies (7811)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001

QAN (3811) 100/0594/8

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Foreword to Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification and most differences are cosmetic.**

Sidelining will be used to indicate any significant changes.

The main changes are:

Re-sits of Units - The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (see page 16 for details).

Foreword (continued)

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A level) Business Studies specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE AS and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

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Specification Summary

Outline

These specifications encourage candidates to develop a critical understanding of organisations, the context in which they operate, the markets they serve and the process of adding value and achieve this by enabling Centres to devise courses which take a problem-solving approach to Business Studies.

Scheme of Assessment

The AS GCE forms 50% of the assessment weighting of the full Advanced GCE. AS GCE is assessed at the standard expected to be reached at the end of the first year of a two year Advanced GCE course and can be taken as a stand-alone specification or as the first half of the full Advanced GCE course.

Assessment is by means of three Units of Assessment for AS GCE and six Units of Assessment for Advanced GCE.

AS GCE Candidates take Units 2871, 2872 and 2873.

Advanced GCE Candidates take Units 2871, 2872, 2873 and 2880
plus **one** of Units 2874, 2875, 2876 or 2877
and **either** Unit 2878 **or** Unit 2879.

Units of Assessment

Unit	Level	Name of unit	Duration	Mode of Assessment	Weighting	
					AS	Advanced GCE
2871	AS	Businesses, their Objectives and Environment	1 hour	Written	30%	15%
2872	AS	Business Decisions	45 mins	Written	30%	15%
2873	AS	Business Behaviour	1 hr 15 mins	Written	40%	20%
2874	A2	Options (<i>One from</i>): Further Marketing	1 hr 30 mins	Written	-	15%
2875	A2	Further Accounting and Finance	1 hr 30 mins	Written	-	15%
2876	A2	Further People in Organisations	1 hr 30 mins	Written	-	15%
2877	A2	Further Operations Management	1 hr 30 mins	Written	-	15%
2878	A2	Business Project	-	Coursework	-	15%
2879	A2	Business Thematic Enquiry	1 hr 30 mins	Written	-	15%
2880	A2	Business Strategy	2 hours	Written	-	20%

Candidates take one of Units 2874, 2875, 2876 or 2877.

Candidates take either Unit 2878 or Unit 2879.

Question Paper Requirements

AS (AS) Units

Unit 2871, Businesses, Their Objectives and Environment. A written paper of 1 hour's duration with five questions based on a pre-issued case study.

Unit 2872, Business Decisions. A written paper of 45 minutes' duration. This is a data response paper with a set of four compulsory questions.

Unit 2873, Business Behaviour. A written paper of 1 hour 15 minutes' duration. Four compulsory questions based on a pre-issued case study.

A2 Units

Unit 2874, Further Marketing; Unit 2875, Further Accounting and Finance; Unit 2876, Further People in Organisations; Unit 2877, Further Operations Management. Each of these units is examined by means of a written paper of 1 hour 30 minutes' duration based on an unseen case study. Two compulsory questions test candidates' understanding of the option in the context of the course as a whole.

Unit 2879, The Business Thematic Enquiry. A written paper of 1 hour 30 minutes' duration, based upon an unseen case study. The central theme of the case study is known to teachers in advance in order to permit preparatory study around that theme. Candidates are expected to write a report.

Unit 2880, Business Strategy. A written paper of 2 hours' duration based on a pre-issued case study. Four compulsory questions designed to test candidates' understanding of, and ability to analyse and evaluate, the connections between the different elements of the subject. This unit satisfies the synoptic assessment requirements.

Marks will be awarded in all units for the assessment of written communication.

Coursework requirements

There are no compulsory coursework requirements. The coursework Unit 2878 is an alternative to Unit 2879.

Unit 2878, Business Project. A Project of about 4000 words based on a combination of direct investigation and use of business knowledge. The Business Project is internally marked and externally moderated by OCR.

Overlap with other qualifications

There is some overlap between these Business Studies specifications and

- (i) OCR AS GCE and Advanced GCE in Accounting;
- (ii) OCR VCE in Business.

Further details are given in Section 1.3.

1 Introduction

These OCR specifications lead to qualifications at AS GCE and Advanced GCE in Business Studies.

Certification for AS GCE in Business Studies requires that candidates are assessed in the three compulsory Units which comprise the AS GCE course. Certification for Advanced GCE Business Studies requires that, in addition to the AS Units, candidates are assessed in a further three A2 Units.

The specifications build upon the broad educational framework supplied by the AS GCE and Advanced GCE Business Studies Subject Criteria (QCA 1999) and employ an investigative and problem-solving approach to the study of the subject. In addition to providing a suitable route for progression for candidates of GCSE Business Studies, the course of study prescribed by these specifications can also reasonably be undertaken by candidates beginning their formal education in the subject at post 16 level. Progression through the AS GCE and Advanced GCE provides a suitable foundation for study of the subject, or for related courses, in further and higher education.

The fundamental philosophy of the specifications is that the study of Business Studies requires an integrated approach at all stages of the course. This approach is aided by the unitary design of the specification which allows for the integration of a clear and logical focus together with a maturation of understanding. The AS GCE establishes a firm foundation for an extended study of the subject in the three additional A2 Units required for the award of Advanced GCE.

Of the three A2 modules required to be studied for Advanced GCE, the Business Strategy module (2880) is compulsory. This module draws elements studied in other modules into a cohesive whole, thus promoting and ensuring an integrated and holistic approach to the study of the specification. The optional modules provide candidates with the opportunity to focus upon areas of the specification of particular interest to themselves and to extend their knowledge and critical understanding of these areas. The Business Project (module 2878) and the Business Thematic Enquiry (module 2879) provide opportunities for candidates to engage in self-directed and self-controlled work which has the potential to develop their skills and enrich their study of the whole course.

The specifications require an approach which views business behaviour from a variety of perspectives. The interests of all stakeholders are incorporated into the study of the subject, as are issues relating to the protection of our environment and the maintenance of ethical standards. All modules are studied in the context of dynamic organisations, with strong emphasis on local businesses. The compulsory Units require emphasis to be placed on the local, national and international environment. Ethical considerations are a constituent of all modules, as is care for the environment.

1.1 Certification Title

These specifications will be shown on a certificate as:

- OCR Advanced Subsidiary GCE in Business Studies.
- OCR Advanced GCE in Business Studies.

1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Overlap with Other Qualifications

OCR Advanced GCE Accounting

OCR Advanced Subsidiary/Advanced GCE Business Studies overlaps with OCR AS/Advanced GCE Accounting as follows:

AS/Advanced Business Studies	AS/Advanced GCE Accounting	
(Modules 2872 and 2873)		
Budgets	Module 2503	Budgeting and Budgetary Control
Costs	Module 2503	Standard Costing and Variance Analysis
Final Accounts	Module 2502	Preparation of Final Accounts
Investment Decisions	Module 2504	Introduction to Costing and Decision Making
(Module 2875)		
Accounting Perspective	Module 2500	The Role of Accounting
Accounting Concepts	Module 2500	Accounting Concepts and Conventions
Sources of Finance	Module 2505	Types of Finance
Budgets	Module 2503	Budgeting and Budgetary Control
Costs	Module 2503	Standard Costing and Variance Analysis
Final Accounts	Module 2502	Preparation of Final Accounts
Investment Decisions	Module 2504	Introduction to Costing and Decision Making

OCR VCE Business Units

The following VCE Business units have a significant overlap of content with the OCR AS/Advanced GCE in Business Studies:

Unit 7226: The Competitive Business Environment

Unit 7227: Marketing

Unit 7228: Human Resources

Unit 7229: Finance

Unit 7245: Business Law

1.4 Exclusions

Candidates who enter for this AS GCE specification may **not** also enter for any other AS GCE specification with the certification title Business Studies or Business Studies and Economics in the same examination series.

Candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the certification title Business Studies or Business Studies and Economics in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 3210.

1.5 Code of Practice requirements

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

The aims of these AS GCE and Advanced GCE specifications are to encourage candidates to:

- develop a critical understanding of organisations, the markets they serve and the process of adding value. This involves consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment;
- be aware that business behaviour can be studied from the perspectives of a range of stakeholders including customer, manager, creditor, owner/shareholder and employee, and that Business Studies draws on a variety of disciplines. Students should understand that these perspectives and disciplines are interrelated;
- demonstrate understanding of the economic, environmental, ethical and international issues which arise in the processes of business behaviour and be able to interpret and evaluate the significance of these issues;
- acquire a range of skills including the ability to make decisions in the light of evaluation and, where appropriate, the quantification and management of information.

To this end, the specifications encourage courses which will:

- develop knowledge and critical understanding of the way businesses are organised, structured, financed and operated;
- develop knowledge and critical awareness of the local, national and international contexts in which businesses operate;
- encourage and assist candidates to understand business structure and behaviour, as well as problems which arise and decisions which are made, from the perspectives of all of the major stakeholders;
- encourage a critical approach to business behaviour in terms of opportunity and social costs and ethical considerations;
- enable candidates to appreciate the importance of working with others and contributing to the work of teams and, through the course, to gain personal experience of this and develop their skills;
- develop critical understanding of the ways in which factor inputs are processed to obtain product outputs with added value;
- by direct experience and observation of the working world, particularly at a local level, promote critical understanding of the co-operation and inter-dependence which participation in society entails;
- develop skills of communication, including those implicit in quality of written communication, and application of number and the ability to use these in investigation, in decision-making and in problem-solving situations;
- develop knowledge and competence in the use of language, concepts, conventions, techniques, theories and decision-making processes appropriate to and used within business behaviour;
- develop skills of primary research, presentation of data, analysis and evaluation;
- develop knowledge and critical understanding of the contribution which information technology can make to every aspect of the study of Business Studies and develop skills of using information technology and applying it where it is relevant and appropriate;
- develop awareness of the nature and significance of change within the context of business and of ways in which response to change can be enabled.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

It is expected that, in all aspects, these specifications will be presented in ways which give scope for perspectives on control and direction of the business environment, the relationship between business organisations, and behaviour within organisations, which include the spiritual and moral dimension. This is particularly appropriate in considering the ways in which relationships between businesses are managed, the management and use of human and financial resources and the ways in which goods and services are marketed.

The variety of assessment methods gives individual candidates scope to develop understanding of the spiritual, moral, ethical, social and cultural issues which are explicit or implicit in business situations and the marking strategy will reward presentation and discussion of these issues as appropriate to the questions asked. (See 'other influences' in module 2871 and 'external influences' in module 2880).

2.2 Environmental Education

Environmental issues are considered within areas such as technological change (Module 2871), stock control - reducing waste (Modules 2872 and 2873), and constraints on production - pollution control and environmental protection (Module 2877).

2.3 European Dimension

The European Union (EU) is specifically mentioned at several points in the specifications and implied in others; for example, interpreting the market in the context of a particular business may well require reference to the European or the world markets.

The implications of membership of the EU with respect to industrial relations are covered in Further People in Organisations (Module 2876) and the Health and Safety issues in the compulsory modules.

The Employer/Employee section of Module 2876 covers implications of EU membership and implications of issues such as the Social Chapter working time directive.

2.4 Health and Safety Issues

Health and Safety issues are specifically considered within the constraints on production section of Module 2877 - health and safety, food safety.

2.5 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

3 Assessment Objectives

This section provides a general indication of the abilities which the units of assessment in Business Studies are designed to test in conjunction with the subject matter listed in the Specification Content. It is not suggested that clear distinctions can always be drawn in constructing examination questions. A particular question may therefore test more than one skill.

These specifications require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

Candidates should be able to:

AO1 demonstrate knowledge and understanding of the content specified in the module;

AO2 apply this knowledge and understanding to problems and issues arising from familiar and unfamiliar situations;

AO3 analyse problems, issues and situations;

AO4 evaluate, distinguishing between fact and opinion, and assessing information from a variety of sources.

The assessment objectives are weighted as follows:

	AS GCE	A2	Advanced GCE
AO1	30%	20%	25%
AO2	26.5%	23.5%	25%
AO3	23.5%	26.5%	25%
AO4	20%	30%	25%

3.1 Specification Grid

The relationship between assessment objectives and the units of assessment is shown in the specification grid below.

Unit of Assessment	Level	Percentage of Advanced GCE				Total
		AO1	AO2	AO3	AO4	
2871	AS	4.5	4	3.5	3	15
2872	AS	4.5	4	3.5	3	15
2873	AS	6	5.25	4.75	4	20
Each of 2874 -2877	A2	3	3.5	4	4.5	15
2878 or 2879	A2	3	3.5	4	4.5	15
2880	A2	4	4.75	5.25	6	20
Total		25	25	25	25	100

3.2 Quality of Written Communication

Quality of written communication is assessed in respect of each of the Units, as each Unit includes opportunities for candidates to answer in continuous prose.

4 Scheme of Assessment

Candidates take three units for AS GCE, followed by three units at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit	Level	Name of unit	Duration	Mode of Assessment	Weighting	
					AS	Advanced GCE
2871	AS	Businesses, Their Objectives and Environment	1 hour	Written	30%	15%
2872	AS	Business Decisions	45 mins	Written	30%	15%
2873	AS	Business Behaviour	1 hr 15 mins	Written	40%	20%
2874	A2	Options (<i>One from</i>): Further Marketing	1 hr 30 mins	Written	-	15%
2875	A2	Further Accounting and Finance	1 hr 30 mins	Written	-	15%
2876	A2	Further People in Organisations	1 hr 30 mins	Written	-	15%
2877	A2	Further Operations Management	1 hr 30 mins	Written	-	15%
2878	A2	Business Project	-	Coursework	-	15%
2879	A2	Business Thematic Enquiry	1 hr 30 mins	Written	-	15%
2880	A2	Business Strategy	2 hours	Written	-	20%

Rules of Combination

Candidates must take the following combination of units.

AS GCE Units 2871, 2872 and 2873.

Advanced GCE Units 2871, 2872, 2873 and 2880
plus **one** from Units 2874, 2875, 2876 or 2877 and
either Unit 2878 **or** Unit 2879.

Unit Availability

There are two unit sessions each year, in January and June.

The availability of units is shown below.

Unit	Unit title	Jan	June
2871	Businesses, Their Objectives and Environment	✓	✓
2872	Business Decisions	✓	✓
2873	Business Behaviour	✓	✓
	Options (one of):		
2874	Further Marketing	✓	✓
2875	Further Accounting and Finance	✓	✓
2876	Further People in Organisations	✓	✓
2877	Further Operations Management	✓	✓
2878	Business Project	✓	✓
2879	Business Thematic Enquiry	✓	✓
2880	Business Strategy	✓	✓

Sequence of Units

The normal sequence in which the units could be taken is Units 2871, 2872 and 2873 leading to an AS GCE award. Candidates could then take **one** from Units 2874, 2875, 2876 or 2877, followed by either Unit 2878 or 2879, together with Unit 2880, the synoptic unit, leading to an Advanced GCE award.

Synoptic Assessment

Synoptic assessment accounts for 20% of the total Advanced GCE marks and is entirely contained within assessment Unit 2880. Unit 2880 brings together all aspects of the AS and A2 study except those contained within the optional Units 2874-2877. Its purpose is to ensure that candidates have a good understanding of the subject as a whole and are able to address issues within the subject from a range of perspectives and in an integrated way. The emphasis is on strategic understanding and on the ability to draw evidence together from any relevant areas of the syllabus. Assessment focuses on the breadth, depth and quality of the candidate's analysis and evaluation.

Unit 2880 should normally be taken at the end of the course leading to an Advanced GCE award, but this is no longer a requirement.

Certification

Candidates may enter for:

- AS GCE certification;
- AS GCE certification, bank the result, and complete the A2 assessment at a later date;
- Advanced GCE certification.

Candidates must enter the appropriate AS and A2 Units to qualify for the full Advanced GCE award.

Individual Unit results prior to certification of the qualification have a shelf life limited only by that of the qualification.

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE and Advanced GCE

Candidates may still enter for the full qualification an unlimited number of times.

4.1 Question Papers

4.1.1 AS

Unit 2871: Businesses, Their Objectives and Environment (1 hour) (45 marks)

The question paper consists of five compulsory questions, each directly related to a pre-issued case study.

Unit 2872: Business Decisions (45 minutes) (45 marks)

The question paper consists of a set of four compulsory questions based upon unseen data response material. The question paper assumes candidates' knowledge of teaching module 2871.

Unit 2873: Business Behaviour (1 hour 15 minutes) (60 marks)

The question paper consists of four compulsory questions each directly related to a pre-issued case study. The question paper assumes candidates' knowledge of teaching module 2871.

4.1.2 A2

Candidates choose to be examined in **one** of the Units below:

- Unit 2874** **Further Marketing (1 hour 30 minutes) (60 marks)**
- Unit 2875** **Further Accounting and Finance (1 hour 30 minutes) (60 marks)**
- Unit 2876** **Further People in Organisations (1 hour 30 minutes) (60 marks)**
- Unit 2877** **Further Operations Management (1 hour 30 minutes) (60 marks)**

In these Units candidates are expected to demonstrate an analytical and evaluative approach to:

- (a) the AS core as previously studied in teaching modules 2871, 2872 and 2873;
- (b) the content of the specification for the selected option.

In each of these units, the question paper is based on unseen case studies. Each paper consists of two compulsory questions.

Unit 2878 Business Project. See section 4.2: Coursework.

Unit 2879 Business Thematic Enquiry (1 hour 30 minutes) (90 marks)

The assessment is based upon a report related to an unseen case study. The report focuses on a pre-issued theme which allows candidates to use knowledge from many parts of the specification. Candidates are expected to blend their knowledge, gained from local study, with the evidence provided by the case study in writing the report. The report must demonstrate problem solving and evaluative skills. No materials of any kind may be taken in to the examination room.

Unit 2880 Business Strategy (2 hours) (80 marks)

Unit 2880 is a compulsory and entirely synoptic Unit. It assesses the ability of candidates to use, explain, analyse and evaluate the whole of the subject core. It requires candidates to think in an integrated and strategic way about the way businesses operate and the way they react to changes in parameters both within and outside the business.

The question paper consists of four questions designed to test candidates' understanding of the connections between the different elements of the subject, giving the opportunity for integrated responses. The questions are set on a pre-issued case study.

4.2 Coursework

Unit 2878 Business Project (90 marks)

Unit 2878 (Business Project) requires the investigative study of a specified business problem or decision bringing both research findings and theoretical understanding to bear on that problem. The assessment requires a report of about 4000 words on the findings of the investigation which seeks to offer a solution.

The report must be based on a combination of direct investigation and use of business knowledge acquired.

Candidates' communication skills and ability to use number appropriately form part of the assessment of the Project.

4.2.1 Assessment and Moderation

The Business Project (Unit 2878) is internally marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures.

All loose-leaf sheets must be numbered and fastened together and a cover sheet attached. The work should be secured inside a soft plain cardboard folder (not a stiff ring binder file). Each folder should be clearly labelled with the name and number of the Centre, the candidate's name and number and the title of the Project. Projects should not be submitted on disk.

Although Projects submitted for moderation will normally be returned to Centres as soon as possible, candidates must keep a copy of their work.

4.2.2 Minimum Coursework Requirements

If a candidate has entered for Unit 2878 but submits no work for that Unit, then the candidate should be indicated as being absent from that Unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for Unit 2878 then the work should be assessed according to the mark descriptors and marking instructions and the appropriate mark awarded, which may be 0 (zero).

4.2.3 Authentication

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

4.3 Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, Centres should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course. Applications for special consideration in coursework units should be accompanied by Coursework Assessment Forms giving the breakdown of marks for each criterion.

4.4 Differentiation

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

4.5 Awarding of Grades

The AS has a weighting of 50% when used in an Advanced GCE award. Advanced GCE awards are based on the certification of the weighted AS (50%) and A2 (50%) marks.

Both AS GCE and Advanced GCE qualifications are awarded on the scale A-E and U (unclassified).

4.6 Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at A level. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates will demonstrate in-depth knowledge and critical understanding of a wide range of business theory and concepts. They will apply this knowledge and understanding to analyse familiar and unfamiliar situations, problems and issues, using appropriate numerical and non-numerical techniques accurately. They will effectively evaluate evidence and arguments, making reasoned judgements to present appropriate and supported conclusions.

Grade C


Candidates will demonstrate knowledge and understanding of a range of business theory and concepts. They will apply this knowledge and understanding to analyse familiar and unfamiliar situations, problems and issues. They will use both numerical and non-numerical techniques. They will evaluate evidence and arguments to present reasoned conclusions.

Grade E

Candidates will demonstrate knowledge and understanding of a limited range of business theory and concepts. They will show some ability to use this knowledge and understanding in order to analyse familiar and unfamiliar situations, problems and issues. They will make some use of both numerical and non-numerical techniques. Candidates' evaluation of evidence and arguments will be limited.

5 Specification Content

These specifications are set out in the form of teaching modules. Each teaching module is assessed by its associated unit of assessment.

Throughout this section the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. For more information on Keys Skills coverage please refer to Appendix A.

5.1 Module 2871: Businesses, Their Objectives and Environment



C3.1a, C3.2, C3.3; IT3.1, IT3.3

LP3.1, LP3.2

This module considers the external business environment which affects the way in which businesses operate. The emphasis in the delivery should be on the strategic importance of clear objectives. In particular, there should be an awareness of how the business environment provides opportunities and imposes constraints on the pursuit of short-term and long-term objectives.

This module should be studied within the context of local, national and international constraints on business structure, objectives and environment.

Where appropriate within this module, candidates are expected to acquire an awareness and understanding of the applications and limitations of Information and Communications Technology (ICT). Candidates should therefore be given opportunities throughout this module to make use of relevant ICT applications.

The Nature of Business

What Businesses Do	Meet the needs of stakeholders; customers, managers, creditors, owners/shareholders and employees.
What Businesses Need	Sources of finance, labour, customers, suppliers, organisation; co-ordinating behavioural activities.
Accountability	To owners and other stakeholders.

Classification of Business

Economic Sector	Primary, secondary, tertiary.
Size	Typical measures, e.g. turnover, profit, employees.
Legal Structure	Sole trader, partnership, private limited company, public limited company.
Ownership	Public and private ownership.

Objectives

Corporate Objectives: The central nature and role of objectives at corporate and departmental level. Different types of objectives and their changing nature. Risk, reward and ownership.

Objectives and Strategy

Planning Methods of business analysis, SWOT and its use in diagnosis. How objectives influence corporate behaviour.

Stakeholder Objectives How stakeholder objectives, including Government macro economic objectives affect the behaviour and decisions of the firm.

External Influences

The Market The interaction of supply and demand, equilibrium, effects of excesses, allocation of resources, impact of competition.

Interest & Exchange Rates Impact of changes on the firm and its market.

Taxation Types and changes in rates of taxation and their impact upon the market.

Business Cycle Changes in level of economic activity at local, national and international level, unemployment and inflation.

Other Influences

Technological Change Opportunities and threats of technology upon the firm of new products and production methods.

Social and Cultural Demographic changes, consumer and employee patterns and influences of other stakeholders.

Legal The purpose and impact of legislation upon the firm regarding its employment policies, productive organisation and marketing.

Political The state as consumer, provider, supporter and source of constraints.

Environmental External costs and benefits.

Moral and Ethical Recognition of possible conflict in addressing different perspectives.

5.2 Module 2872: Business Decisions and Module 2873: Business Behaviour



C3.1a, C3.2, C3.3; N3.1, N3.2, N3.3; IT3.1, IT3.3.

WO3.1, WO3.2; LP3.1, LP3.2; PS3.1, PS3.2, PS3.3.

These modules build upon the knowledge and skills acquired in the study of module 2871 and should therefore be taught concurrently or after module 2871. The emphasis in the delivery of these modules should be upon the integrative nature of the subject. Candidates should be able to recognise interrelationships between each of the four main behavioural functions of business and that for an organisation to be a success in a dynamic and challenging environment, decision have to be taken in the context of both the organisation's wider objectives and its resources.

Where appropriate within these modules, candidates are expected to acquire an awareness and understanding of the applications and limitations of Information and Communications Technology. Candidates should therefore be given opportunities throughout their study of these modules to make use of relevant ICT applications.

Marketing

The study should focus on the process of finding and satisfying customers with an emphasis on marketing objectives, strategy and tactics.

The Market, its Definition and Structure

Definition and importance of the marketing process

Marketing's relationship with other business activities

Marketing objectives and behaviour as a means of achieving corporate objectives

Customer versus product orientation

Marketing and overall objectives

Market segmentation: reasons and methods

Defining and measuring market share and market growth

Market Research and Analysis

Sources and methods of data collection, primary and secondary

Reasons for, methods of, and limitations of sampling

Marketing Planning

Formulation of marketing objectives, strategy and plans. The integrative elements of a marketing plan:

- Product: the role of product development, product life cycle and portfolio analysis
- Price: based on cost, competition, customer
- Place: channels of distribution
- Promotion: above and below the lines

Calculation and interpretation for decision-making of price elasticity

Accounting and Finance

The emphases should be on the use of accounting and financial information as an aid to decision making and financial control.

Budgets

Their nature and purpose as an aid to decision-making and control. Comparison of budget and actual achievements.

Cashflow

The importance of cash flow. Calculation and interpretation of cash flow forecast, cash budgets.

Costs

Different types of cost: fixed, variable, marginal, direct, indirect and overhead.

Contribution, its calculation and uses.

Break even analysis as a decision making tool.

Investment Decisions

Reducing risk in circumstances of uncertainty. Investment appraisal, Pay Back Period and Accounting Rate of Return.

Final Accounts

The role, purpose and limitations of the balance sheet and the profit/loss account.

People in Organisations

Candidates are required to understand the significance of various management and organisation structures for a business and its employees. Candidates should recognise the opportunities and constraints, in relation to people in organisations, created by the business/legal environment and to appreciate the contributions of selected management theories.

Human Resource Planning

The relationship between organisation objectives and human resources.

Work force planning;

recruitment, selection, induction, training, severance (a knowledge of the principles of employment law and the rights and duties of employees and employers).

Labour turnover:

determination and impacts.

Motivation and Leadership

Their role in achieving objectives.

Motivation in theory (Taylor, Mayo, Maslow, Herzberg) and practice; enlargement, enrichment, rotation, team working, participation.

Monetary and non-monetary motivation, management by objectives, delegation, empowerment; payment methods, bonuses.

The impact of leadership styles on performance; autocratic, democratic and Laissez-faire and McGregor's Theory X and Theory Y.

Management Structure and Design

Principles of structure, span of control, hierarchy.

Types of structure: centralised and decentralised.

Effect on organisational performance.

Operations Management

The study of operations management should focus upon the way in which organisations use inputs and manage business processes efficiently in order to satisfy customers.

Operational Efficiency

Scale: Factors effecting choice of operational scale.

Tactics for short run over capacity production and impacts of operating under capacity.

Economies and diseconomies of scale.

Organising Production

Approaches to operation.

Job, batch, flow, cell and lean. Reasons for choice and effects on efficiency.

Quality

Importance: methods of ensuring quality.

Built in versus inspected quality.

Interrelationship between motivation, training and quality.

Approaches to quality; quality assurance, TQM and continuous improvement.

Establishing quality standards; bench marking.

Stock Control

Purpose and costs of stock.

Determination of buffer stock, reorder level and quantities, lead time. Construction and interpretation of stock control charts. JIT as a means of controlling stock and improving quality.

Reducing waste.

5.3 Module 2874: Further Marketing (Optional)



**C3.1a, C3.2, C3.3; N3.1, N3.2, N3.3;
IT3.1, IT3.2, IT3.3**

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2

The optional Further Marketing module builds upon the content of the AS GCE modules 2871, 2872 and 2873. Candidates are assessed in a context which refers to specific business situations. Candidates are expected to show critical awareness of theories, concepts and decision making tools which are integral to marketing and to use them in solving problems or making decisions. The approach is an integrated one in which candidates are expected to explain, analyse, evaluate and use marketing information in ways which take into account considerations relating to appropriate aspects of organisational structure and activity and the environment within which marketing activity takes place.

Where appropriate within the specification candidates are expected to acquire an awareness and critical understanding of the applications and limitations of relevant aspects of ICT. Candidates should therefore be given opportunities, throughout their study of marketing, to make use of relevant marketing applications.

The Market

The role of marketing and the achievement of business objectives.

The need to consider marketing in relation to other factors and other decisions.

The marketing function in relation to other departments.

Market Planning

Market segmentation and aggregation.

Market Share and Market Growth (calculation of use of).

Factors influencing buyer behaviour.

Marketing and the Law.

Market Research

The nature, purpose and methods of research.

The sources of information (desk/field to gather primary/secondary data).

Sampling methods: random, stratified, cluster, systematic, quota, and convenience.

	Costs and benefits.
	Quantitative understanding of sampling; use of normal distribution; calculation of standard deviation.
	Sampling error.
	Methods of forecasting: time series analysis; trends, cyclical variation.
Marketing Planning	The market plan.
	Marketing objectives.
	The development of marketing strategies.
	International marketing. The role of the EU.
Models of Marketing	AIDA, DAGMAR, SWOT, and Ansoff's Matrix.
	Using models in given situations.
The Marketing Mix	Elements of the mix:
	Product: value analysis, the product life cycle, Boston Matrix, product portfolio, product differentiation.
	Pricing: elasticity, pricing strategies, skimming, penetration, competition-based, psychological, cost-based, absorption, marginal, contribution, target-based, full-cost based. Price discrimination.
	Promotion: advertising, sales promotion, personal selling, branding, elasticity, above and below the line methods.
	Distribution: location, patterns of distribution, physical distribution and distribution channels.
	Possible methods of blending the above and/or a consideration of each as a separate strategy. The impact of one aspect on another.

5.4 Module 2875: Further Accounting and Finance (Optional)



C3.1a, C3.2, C3.3; N3.1, N3.2, N3.3;
IT3.2, IT3.3.

LP3.1, LP3.2; PS3.1, PS3.2, PS3.3.

The optional Further Accounting and Finance module builds upon the AS GCE modules 2871, 2872 and 2873. Candidates are assessed at the standard required for the reward of Advanced GCE and in a context which refers to specific business situations. Candidates are expected to show critical awareness of performance measures, criteria, concepts, theories and decision making tools and to use them to solve problems or make decisions. The approach is strategic and integrated. Candidates are expected to explain, analyse, evaluate and use information relating to accounting and finance in ways which take into account considerations relating to the organisation as a whole and the environment within which decisions are made. Ability to discuss and evaluate accounting and finance procedures and methods is regarded as of equal importance to the ability to use numerical data accurately and effectively.

Where appropriate, within this specification, candidates are expected to acquire an awareness and critical understanding of the applications and limitations of relevant aspects of ICT. Candidates should therefore be given opportunities, throughout their study of accounting and finance, to make use of relevant ICT applications.

Accounting Perspective

The role of accounting and financial decision making in the business as whole.

The need to consider accounting data in relation to other factors and other decisions in all situations.

Applications of information technology.

Accounting Concepts

Consistency, going concern,

Matching (accruals) materiality.

Objectivity, prudence (conservatism) realisation.

Applications and critical awareness of these principles.

Sources of Finance

Internal and external sources of finance.

Analysis of current finance patterns using gearing, liquidity and performance ratios.

The interrelationship with legal structures.

The factors that influence choice.

The costs and benefits of finance.

Budgets

Budgets and objectives.

Budgets and management/motivation.

Establishing priorities.

Variance analysis and explanation, with reference to any variable.

Costs and Costing

Standard costs, their nature and purpose.

Situations in which standard costs are used.

Interpretation and use of standard costs.

Cost centres and Profit Centres, purpose and use.

Allocation of costs: full, absorption and marginal.

Costs and decisions: calculation and understanding of contribution and profit.

Final Accounts

Construction and modification of final accounts.

Explanation and interpretation of constituent elements of assets, liabilities and profit loss account entries.

Cash flow statements.

Valuation of assets: fixed assets, investments, patents, goodwill debtors, bad debts, stocks.

Depreciation: straight line and declining balance.

Other provisions, e.g. bad debts.

Importance of changing asset values.

Current liabilities and Owners' Equity.

Interpretation and use by actual and potential stakeholders.

Ratios: performance, profitability, liquidity and gearing. Limitations of these.

The annual report and the disclosure requirements; why the law intervenes.

Accounting for Decisions

Allocating fixed costs: reasons, methods.

Effects on reported profits.

Use of break even (simple and complex model) to make decisions.

Using contribution information and calculations to determine whether activity should be increased or reduced.

Investment appraisal. understanding and using DCF, NPV and IRR.

5.5 Module 2876: Further People in Organisations (Optional)



C3.1a, C3.1b, C3.2, C3.3; IT3.3.

WO3.1, WO3.2; LP3.1, LP3.2

The optional Further People in Organisations Units builds upon and reinforces relevant material introduced in the AS GCE modules 2871, 2872 and 2873. Candidates are assessed at the standard required for the reward of Advanced GCE and in a context which refers to specific business situations. Further People in Organisations also seeks to introduce the candidates to specific issues related to Human Resources aspects of business, which are not definitively covered in the above mentioned AS GCE modules in order to develop a detailed and specialised appreciation of the importance of this area of activity in business, and the inherent links with other aspects of business activity.

Where appropriate within this specification, candidates are expected to acquire an awareness and critical understanding of the applications and limitations of relevant aspects of ICT. Candidates should therefore be given opportunities, throughout their study of accounting and finance, to make use of relevant ICT applications.

Communication

Impact of individual and group behaviour in organisations.

Formal and informal groups, the needs that groups satisfy.

Group norms - objectives and behaviour within the organisation.

Methods and effectiveness of communication.

Organisation and Controlling the Activities of People at Work

Motivating, co-ordinating and planning. The function(s) of each department and departmental inter-relationships an organisation.

Products/systems - the meaning and implications of organising on a production or systems basis.

Motivation and morale-related problems in the organisation.

Motivation theory.

Leadership and Management Styles.

Styles of leadership - appropriateness in different situations.

Appropriateness of different styles of leadership in different contexts - the dilemma of meeting 'people' and 'task' needs.

Management of Change

Why change is resisted. Ways in which managers may effect change more quickly.

Acquisition of required skills through recruitment/training (and principles of employment law).

The requirements of legislation to prevent discrimination on the ground of race, sex or religion and how it affects an organisation.

Employer/Employee Relations

Contracts of Employment (and principles of employment law).

Health and Safety - the main provisions of legislation and their implications for an organisation and its employees.

Data Protection - the implications of data about employees being held on computer.

Employment Tribunals, dismissal.

Differing Approaches to Employee Relations at the collective and individual level, methods of negotiation, conciliation and arbitration, collective bargaining at plant, industry and national level.

The Labour Market.

Trade Unions - reasons for joining or not joining a union.

Legal constraints on union activity - the implications of the various Employment Acts.

The effectiveness and power of the unions - the relative strengths of unions in different kinds of businesses and the reasons for this.

Implications of EU membership.

The implications of issues such as the Social Chapter working time directive.

ACAS.

Role of the State.

The decline of voluntarism and the regulation of industrial relations by statute.

Employee Participation

Industrial Democracy: reasons for and against participative decision-making.

Methods of achieving industrial democracy, collective bargaining, employees as shareholders.

Methods of Remuneration

Financial and non-financial rewards; appraisal.

5.6 Module 2877: Further Operations Management (Optional)



C3.1a, C3.2, C3.3; N3.1, N3.2, N3.3.

LP3.1, LP3.2

The optional Further Operations Management module builds upon the AS GCE modules 2871, 2872 and 2873. Candidates are assessed in a context which refers to specific business situations. Candidates will be expected to explain, analyse, evaluate and use information relating to operations management and in addition take into consideration issues relating to the organisation as a whole and the environment within which decisions are made.

Where appropriate within this specification candidates are expected to acquire an awareness and critical understanding of the applications and limitations of relevant aspects of ICT. Candidates should therefore be given opportunities, throughout their study of operations management, to make use of relevant ICT applications.

Management and the Production Process

The relationship between business objectives and production planning, for example, if the objective is to raise market share, this may mean increased production.

The relationship between operations management and other business functions, for example, how decisions made in sales of finance may have implications for business operations and vice versa.

Location of industry.

Production methods: job, batch, flow, lean and cell. Reasons for choice of methods implications of changing from one method to another.

The size of the production unit: measures of size, cost and benefits of size, external and internal economies and diseconomies of scale.

Specialisation and the division of labour.

Planning and controlling the production process: Gantt charts; the importance of information management.

Constraints on Production

Constraints on production imposed by the external environment.

Resource management; optimising resource use.

Waste management and control: pollution control, “green” audits, cost of resource wastage (financial costs, opportunity cost, social and environmental).

Production and the Law: health and safety in the workplace, vicarious liability; food safety and other laws concerning the manufacture of products, for example, labelling; pollution control and environmental protection.

Ethical considerations of production.

Cost and Costings

Cost classification: fixed, variable, direct, indirect, marginal, average, opportunity, social.

Costing methods: full, absorption, contribution and standard.

Breakeven analysis: determination of breakeven, graphical and numerical calculation. Implications of changes in costs and revenue on breakeven. Margin of safety. Advantages and disadvantages of breakeven analysis and limitations for decision making.

Productive Efficiency

Definition of productivity, methods of improving productive efficiency, for example, training.

Capacity utilisation, including the implications of operating at different capacity levels.

Critical path analysis as a sub-contracting tool for planning operations.

Human resource issues as they relate to productive efficiency, for example, the impact of changes in the production process on the workforce.

Definition of work study and its usefulness for increasing productive efficiency.

Stock control: costs of stock holding; method of stock control; graphical representation of stock control. The relationship between stock control and methods of production just-in-time.

Quality Control; methods of quality control, for example, benchmarking, TQM.

Value analysis.

Technology

The role of technology in operations management and its impact on production methods. The benefits and drawbacks of new technology.

Robotics, automation, CAD, CAM.

Research and Development

The nature and importance of Research and Development.

5.7 Module 2878: Business Project



C3.1a, C3.1b, C3.3; N3.1, N3.2, N3.3;
IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2,
LP3.3; PS3.1, PS3.2, PS3.3.

The Business Project is an alternative to the Business Thematic Enquiry.

Formal Requirements

Candidates are required to submit a report of about 4000 words.

There is no discrete subject content but the report must

- be investigative in nature showing problem solving skills
- be based either on a single organisation or on a more general business related issue
- use, analytically and with evaluation, business studies knowledge drawn from various elements of the course as appropriate to the selected problem
- be presented as a report with clear definition of the problem and objectives in pursuing it

The topic chosen could arise from any form of personal or school organised contact with any type of organisation. The only requirement, in this respect, is that the topic should clearly be a business one enabling the rigorous and effective use of the candidate's knowledge. The choice of project is for the candidate to make but in making that choice reference should be made to:

- **The requirements of the specification.** The project should not require the candidate to use knowledge or techniques which are beyond the specification but should give clear opportunity to use knowledge from it.
- **The assessment criteria.** These give a strong indication of the requirement and of the basis upon which the examiners will award marks.

Centres are welcome to seek advice from OCR on any queries relating to the acceptability of a proposed Project.

The Assessment Criteria

The Business Project is internally marked by the teacher and marking must be internally standardised by the Centre. The Project is marked in accordance with the following criteria:

Criterion 1: The skill with which the problem has been explained in context [5 Marks]

This criterion requires the candidate to define, explain and discuss the selected problem. Parameters within which the problem is presented and aspects of it measured, should be explained and justified. The candidate should show that there is a problem to be solved and present the context in which it needs solution.

Level 4	The nature of the problem is well demonstrated, the need to solve it clear and the context is well developed	4-5
Level 3	The quality of the presentation of the problem is sufficient to enable the development of a solution	3
Level 2	The presentation might make it difficult to develop a solution	2
Level 1	There is an attempt to define or explain the problem.	1

Criterion 2: The skill with which appropriate and realistic objectives have been set and used [10 Marks]

This criterion requires the candidate to set objectives for the investigation as a whole and for distinct stages of it. Once these are set and their realism established, they should provide the framework within which the research will take place. The success of the investigation should also be assessed by comparing actual achievements with the intended outcomes.

Level 4	The objectives set are appropriate to the investigation and have been used as a framework for the approach. There is evidence of evaluation against them	8-10
Level 3	Good use has been made of objectives but there are some limitations to their effectiveness or to the candidate's use of them	5-7
Level 2	Either the overall use of objectives is below average or good objectives have been set but not used.	3-4
Level 1	There is some evidence of attempts to set, explain, or refer to objectives.	1-2

Criterion 3: Evidence of appropriate research methods**[10 Marks]**

This criterion requires the candidate to give careful thought to the nature of the problem, the purpose of the research, the data available and the form in which it is best collected and collated.

Level 4	A method of approach has been selected and effectively justified in the context of the problem and its potential solutions	8-10
Level 3	The approach is good but there is a weakness in it which is not crucial but which should have been avoided	5-7
Level 2	There are sufficient weaknesses in the method or its use, to make the solution of the problem difficult	3-4
Level 1	There is some attempt to develop and apply a method	1-2

Criterion 4: Evidence of appropriate primary and secondary research**[10 Marks]**

This criterion looks at the evidence collected and the justification for doing so. Sufficient primary research will be expected but it should be supplemented by appropriate secondary research including specialist reading around the topic which has been chosen. Candidates are recommended to make good use of the Internet as a source and to have collected their evidence in a form likely to facilitate analysis and evaluation as the basis of solution.

Level 4	Evidence collected is balanced, appropriate, sufficient and in a usable form. It is collated in ways which could make analysis and evaluation effective	8-10
Level 3	The evidence is sufficient to enable analysis and evaluation but there are non-crucial weaknesses	5-7
Level 2	The quality and sufficiency of the evidence collected is likely to make analysis and evaluation unrealistic or difficult	3-4
Level 1	Evidence has been collected	1-2

Criterion 5: Evidence of understanding and use of appropriate Business Studies knowledge **[15 Marks]**

The criterion requires that candidates have selected from subject knowledge, appropriate concepts, theories or techniques which have been critically explained, justified in their selection and effectively used. This use may be in defining and analysing the problem, in developing methodology, the collection, collation and presentation of evidence or in its analysis and evaluation. It is expected that candidates will draw upon and use knowledge, from across the specification and not limit themselves to single highly specialised areas. Knowledge which, though correctly explained or presented, has not been used, will not be rewarded.

Level 4	There is evidence of good explanation and use of knowledge consistently throughout the report	12-15
Level 3	Opportunities for the use of knowledge have not been consistently taken and/or understanding and application have been occasionally unclear	7-11
Level 2	Understanding and/or application are consistently flawed or subject based support is lacking in significant areas of the work	3-6
Level 1	There is evidence of application and/or use of relevant subject knowledge.	1-2

Criterion 6: Selectivity, analysis and synthesis **[15 Marks]**

This criterion assesses the candidate's ability to turn data into evidence, to reject some which will not be relevant, to draw some together (synthesis) and to break other bits down and interpret them (analysis). It looks at the selection of methods of presentation and their appropriateness for the data collected and the use to be made of it. It may become clear that some evidence is weak and students who show understanding of this and evaluate the consequences will be credited.

Level 4	Evidence is appropriately presented and considered forming a good basis for decisions or for strategy development	12-15
Level 3	The overall handling is good but there is a non-crucial weakness	7-11
Level 2	Skills shown will give a basis for some limited evaluation	3-6
Level 1	Some analysis can be identified	1-2

Criterion 7: Evaluation, recommendation or strategy development**[15 Marks]**

This criterion looks for ability to make logical and reasoned judgements and to select and justify best solutions. Evaluation may be shown at all stages of the work e.g. in developing criteria for explaining and presenting the problem, in determining a method of approach or in deciding which business studies ideas to use. We do not look for “right answers” but we do expect that any judgements made will be supported by reference to evidence and to logical argument. We also expect that candidates will evaluate in the light of their own objectives and will show understanding of the limitations placed on their findings by weaknesses at earlier stages in the report. The candidate must also show awareness of the extent to which any strategies or recommendations are realistic in business terms. Evaluation which is personal, or is offered after the recommendations have been made, will not be rewarded.

Level 4	Reasoning and logic are of a high standard throughout the work	12-15
Level 3	Good in the main but some non-crucial opportunities to show evaluation or critical skills have been missed	7-11
Level 2	Judgments made and critical awareness shown are weak in at least one crucial aspect of the report	3-6
Level 1	There is evidence of attempts to support judgments	1-2

Criterion 8: Presentation**[5 Marks]**

The Project is a report which is meant to be well structured and easy to read. This criterion gives credit for features which add to the cohesion and readability of the report. This includes such aspects as an accurate title at the front, work sectioned into paragraphs, diagrams correctly labelled and explained, statistics and other data sourced and quotations attributed. This criterion is not concerned with communication skills but it is concerned with the effective use of specialist subject language and diagrammatic or graphical presentations.

Level 4	The report is excellent or good in nearly all presentational aspects	4-5
Level 3	The standard is acceptable but there are some weaknesses	3
Level 2	The standard detracts from the readability of the work	2
Level 1	There is some evidence of an attempt to develop structure	1

Criterion 9: Written communication skills**[5 Marks]**

This criterion is concerned with the ability of candidates to use the English language effectively, in circumstances where there is time and opportunity to ensure that the standard is high. It relates to clarity of expression, the structure and presentation of ideas, grammar, punctuation and spelling.

Level 4	Communication skills are consistently good throughout the report	4-5
Level 3	The overall standard of skills is acceptable	3
Level 2	The overall standard of skills is acceptable in some respects	2
Level 1	The overall standard of skills shows some merit	1

5.8 Module 2879: Business Thematic Enquiry



**C3.1a, C3.1b, C3.3; N3.1, N3.2, N3.3;
IT3.1, IT3.3.**

**WO3.1, WO3.2, WO3.3; LP3.1, LP3.2,
LP3.3 PS3.1, PS3.2, PS3.3.**

The Business Thematic Enquiry is an alternative to the Business Project.

The enquiry is based upon an unseen case study. The central theme of the case study is known to teachers in advance in order to permit preparatory study around that theme. The theme is always one which enables candidates to use knowledge from many parts of the specification. Candidates are expected to write a report which is problem solving/evaluative in nature using both the evidence presented in the case and the understanding gained from previous study of the theme. No materials of any kind can be taken into the examination.

The data provided presents a decision-making situation in which evidence must be selected and interpreted, theory applied and a range of possible decisions made. Candidates are not expected to use all of the evidence available but to draw upon sufficient to support the analysis and evaluation offered.

As with a Project, the candidate must show ability to investigate the situation, to select and apply appropriate knowledge. The information selected must be analysed and used, in ways which seem appropriate to the candidate, in performing the single task required – the completion of a report.

It is not implied that there is any one right answer and it is not expected that candidates will find it. It is expected that the level of argument will show a good and holistic grasp of the subject; that the arguments will be developed logically from the evidence; that conclusions/strategies and/or recommendations will be based on that logic and will be realistic in business terms.

Assessment Criteria

The Business Thematic Enquiry is marked in accordance with the following criteria.

Criterion 1: The skill with which the problem has been explained in context [5 marks]

This criterion requires the candidate to define, explain and discuss the selected problem, Parameters within which the problem is presented and aspects of it measured, should be explained and justified. The candidate should show that there is a problem to be solved and present the context in which it needs solution.

Level 4	The nature of the problem is well demonstrated, the need to solve it clear and the context is well developed.	4-5
Level 3	The quality of the presentation of the problem is sufficient to enable the development of a solution strategy.	3
Level 2	The presentation might make it difficult to develop a solution.	2
Level 1	There is an attempt to define or explain the problem.	1

Criterion 2: The skill with which appropriate and realistic objectives have been set and use [10 Marks]

This criterion requires the candidate to set objectives for the investigation as a whole and for distinct stages of it. Once these are set and their realism established they should provide the framework within which the research will take place. The success of the investigation should also be assessed by comparing actual achievements with the intended outcomes.

Level 4	The objectives set are appropriate to the investigation and have been used as a framework for the approach. There is evidence of evaluation against them	8-10
Level 3	Good use has been made of objectives but there are some limitations to their effectiveness or to the candidate's use of them	5-7
Level 2	Either the overall use of objectives is below average or good objectives have been set but not used.	3-4
Level 1	There is some evidence of attempts to make, explain, or refer to objectives	1-2

Criterion 3: Evidence of appropriate research methods**[10 Marks]**

This criterion requires the candidate to give careful thought to the nature of the problem, the purpose of the research, the data available and the form in which it is best collated. Candidates should refer to research they have undertaken and the methodology involved, where it is relevant to the issue presented to them and to its consideration.

Level 4	A method of approach has been selected and effectively justified in the context of the problem and its potential solutions.	8-10
Level 3	The approach is good but there is a weakness in it which is not crucial but which should have been avoided	5-7
Level 2	There are sufficient weaknesses in the method or its use, to make the solution of the problem difficult	3-4
Level 1	There is some attempt to develop and apply a method	1-2

Criterion 4: Evidence of appropriate primary and secondary research**[10 Marks]**

This criterion looks at the evidence collected and the justification for doing so. Sufficient primary research will be expected but it should be supplemented by appropriate secondary research including specialist reading around the topic which has been chosen. Candidates are recommended to make good use of the Internet as a source and to have collected their evidence in a form likely to facilitate analysis and evaluation as the basis of solution. Data is presented in the case which is not necessarily relevant to the issue being considered and candidates are expected to select effectively. The evidence presented should be a balance of that collected in preparatory work and that selected from the case.

Level 4	Evidence collected is balanced, appropriate, sufficient and in a usable form. It is collated in ways which will make analysis and evaluation effective	8-10
Level 3	The evidence is sufficient to enable analysis and evaluation but there are non-crucial weaknesses	5-7
Level 2	The quality and sufficiency of the evidence collected is likely to make analysis and evaluation unrealistic or difficult.	3-4

Criterion 5: Evidence of collection understanding and use of appropriate Business Studies knowledge **[15 Marks]**

This criterion requires that candidates have selected from subject knowledge, appropriate concepts, theories or techniques which have been critically explained, justified in their selection and effectively used. This use may be in methodology, the collection, collation and presentation of evidence or in its analysis and evaluation. It is expected that candidates will draw and use knowledge from across the specification and not limit themselves to highly specialised areas. Knowledge which, though correctly explained or presented, has not been used, will not be rewarded. The knowledge used in compiling the report should be a balance of that available from the case and from preparatory work undertaken.

Level 4	There is evidence of good explanation and use of knowledge consistently throughout the report	12-15
Level 3	Opportunities for the use of knowledge have not been consistently taken and/or understanding and application have been occasionally unclear	7-11
Level 2	Understanding and/or application are consistently flawed or subject based support is lacking in significant areas of the work	3-6
Level 1	There is evidence of application and/or use of relevant subject knowledge	1-2

Criterion 6: Selectivity, analysis and synthesis **[15 Marks]**

This criterion assesses the candidate's ability to turn data into evidence, to reject some which will not be relevant, to draw some together (synthesis) and to break other bits down and interpret them (analysis). It looks at the selection of methods of presentation and their appropriateness for the data collected and the use to be made of it. It may become clear that some evidence is weak and students who show understanding of this and evaluate the consequences will be credited. Candidates should be using the data which they consider relevant both from the case and from their preparatory studies.

Level 4	Evidence is appropriately presented and considered forming a good basis for decisions or for strategy development	12-15
Level 3	The overall handling is good but there is a non-crucial weakness	7-11
Level 2	Skills shown will give a basis for some limited evaluation	3-6
Level 1	Some analysis can be identified	1-2

Criterion 7: Evaluation, recommendation or strategy development [15 Marks]

This criterion looks for ability to make logical and reasoned judgements and to select and justify best solutions. Evaluation may be shown at all stages of the work e.g. in developing criteria for explaining and presenting the problem, in determining a method of approach or in deciding which business studies ideas to use. We do not look for “right answers” but we do expect that any judgements made will be supported by reference to evidence and to logical argument. We also expect that candidates will evaluate in the light of their own objectives and will show understanding of the limitations placed on their findings by weaknesses at earlier stages in the report. The candidate must also show awareness of the extent to which any strategies or recommendations are realistic in business terms.

Level 4	Reasoning and logic are of a high standard throughout the work. There is clear evidence of critical awareness in the recommendations	12-15
Level 3	Good in the main but some non-crucial opportunities to show evaluation or critical skills have been missed	7-11
Level 2	Judgments made and critical awareness shown are weak in at least one crucial aspect of the report	3-6
Level 1	There is evidence of attempts to support judgment	1-2

Criterion 8: Presentation [Marks 5]

The report is meant to be well structured and easy to read. This criterion gives credit for features which add to the cohesion and readability of the report. This includes such aspects as, work sectioned into paragraphs, diagrams correctly labelled and explained, statistics and other data sourced and quotations attributed. This criterion is not concerned with communication skills but it is concerned with the effective use of specialist subject language and diagrammatic or graphical presentations.

Level 4	The report is excellent or good in nearly all presentational aspects	4-5
Level 3	The standard is acceptable but there are some weaknesses	3
Level 2	The standard detracts from the readability of the work	2
Level 1	There is some evidence of an attempt to develop structure	1

Criterion 9: Written communication skills [Marks 5]

This criterion is concerned with the ability of candidates to use the English language effectively. It relates to clarity of expression, the structure and presentation of ideas, grammar, punctuation and spelling.

Level 4	Communication skills are consistently good throughout the report	4-5
Level 3	The overall standard of skills is acceptable	3
Level 2	The overall standard of skills is acceptable in some respects	2
Level 1	The overall standard of skills shows some merit	1

Notes on the Theme

The Thematic Enquiry is an alternative to the Project and will be assessed using the same criteria. In essence, the Thematic Enquiry continues the idea of using the local environment as a basis for both learning and assessment. The theme will be known to candidates in advance. They will carry out research into the area specified in the same way as they would for the Project. In the examination, candidates will be given a short case study based on the given theme. They are then required to write a report on the basis of the case study and the research they have carried out previously.

The title of the report will be prescribed in the examination paper.

The evidence presented in the case will not require further calculation or numerical analysis. If, for example, ratios were valuable, they would already be calculated on the paper.

Not all the evidence available will necessarily be relevant to the report. One of the skills we are testing is the ability to select relevant data and to ignore that which is not useful for the report requested.

We are not looking for a 'right' answer, but the demonstration of relevant skills.

Time Management Skills

The paper is only 90 minutes long and the case is unseen. Clearly, it is advisable to practise this kind of task in preparation. The best use of time in the examination is likely to be something like:

10 - 15 mins Read the case, think about the data presented in the light of the question posed.

5 - 10 mins Select appropriate evidence from both the case and previous study.

10 - 15 mins Write a short overall plan for the report. This will show understanding of the problem and of its contextual significance. It will help to satisfy criteria 1 and 2, and will be marked out of 10.

45 - 50 mins Write the report itself, which must provide evidence of:

- pursuit of objectives (criterion 2);
- good selection of evidence from case and previous work (criterion 3);
- appropriate and accurate evidence (criterion 4);
- good appropriate and critical use of business studies knowledge, concepts, techniques and theories throughout (criterion 5);
- organisation of that evidence in appropriate ways (criterion 6);
- logical argument and the development of sound conclusion which are realistic given the context and nature of the problem (criterion 7);
- good presentation (criterion 8);
- good written communication (criterion 9) in line with the expectations for other examination components – the standard will be that which it is reasonable to expect in examination conditions.

5 - 10 mins Check the work.

Preparation

It is not intended that the Theme should involve specific teaching except that which is associated with preparation for the mode of the exam. Like the Project, the investigative work should be undertaken by the students themselves. The role of the teacher is to monitor and guide as they would with the Project. Much of what will be the focus of the work in the Theme paper will be part of the normal preparation for the other units.

50 minutes is not long to write a report. There is need for candidates to work out in practice what they can achieve in that time and how they can be concise and precise in their writing style.

Three or four points logically developed effectively using the evidence is all that can be reasonably expected. It is certain that good argument centred around a few points, and supported with evidence, is much better and more likely to show skills of analysis and evaluation than a lot of points rather descriptively presented and with little depth.

5.9 Module 2880: Business Strategy

**C3.1a, C3.2, C3.3****LP3.1, LP3.2**

This module is compulsory and designed to complete the Advanced GCE in Business Studies by being covered at the end of the course. The unifying theme is choosing and justifying strategy and as such candidates are expected to demonstrate an analytical and evaluative approach to the content introduced in this module, and to that from AS GCE modules.

The emphasis should be on strategy, its nature, development, implementation and critical evaluation in the context of specific organisational and business situations. Hence candidates are required to recognise potential conflict between the objectives of different stakeholder interest and suggest and evaluate resolutions to such conflict. They should be able to recognise the inter-relationships between objectives and an uncertain business environment and to devise and evaluate strategies which aim to anticipate, respond to and manage change. Candidates are required to demonstrate their integrative understanding of the subject and to be able to approach situations from the perspective of different stakeholders.

Rather than specify the content to be covered in this module as discrete behaviours, it is presented in an integrated way. However, when the focus of study is primarily upon the marketing aspects of strategy, candidates should be able to analyse and evaluate the potential of different marketing strategies, tactics, and techniques for enabling the business to identify and adapt to changing market opportunities and achieve their objectives. Similarly, when the focus of study is primarily upon accounting and finance, candidates should be able to use a range of performance measures critically and to evaluate the appropriateness of different financial techniques in shaping decision making in the context of the wider strategic objectives of business. When the focus of study is primarily upon people in organisations, candidates should understand the interrelationships between organisational structure, leadership style and motivation in a business and to evaluate the implications of these for the effective planning and management of human resources. Finally, when the focus is primarily upon operations management, candidates should be able to analyse and evaluate the use of different operations management tools to enhance decision making in order to improve efficiency and quality.

Where appropriate, within this module, candidates are expected to acquire awareness and understanding of the applications and limitations of information and communications technology. Candidates should therefore be given opportunities throughout their study of Business Strategy, to make use of relevant ICT applications.

Setting Corporate Objectives

Formation of objectives at tactical and strategic levels.

Communication of objectives through corporate plans and mission statements.

The impact differing stakeholder objectives have on the behaviour and decisions of the firm.

Tools for Corporate Planning

Aids to decision making; Ansoff matrix.

Drawing and evaluating Decisions Trees.

The use of Time Series Analysis to produce forecasts.

Gathering information and summarising data.

Critical Path Analysis as a means of allocating resources; determination of the critical path.

External Influences

The Market: Market failure; Government and other stakeholder responses to it.

Labour markets, impact of skills shortages and surpluses.

Unemployment: types and their impact on the firm.

Interest, exchange and taxation rates: Strategic implication of changes upon competitiveness both locally, nationally and internationally.

Inflation and deflation: causes and cures; impact upon the firm.

Economic growth: effects on business and government behaviour and business activity and strategic decision making.

Technological change: the impact of technological change on business.

Social: the role and limits of corporate responsibility in decision making. The changing pattern of employment.

Legal behaviour and decisions.

Contract law as a basis for employment, occupational safety and marketing law.

Political: political changes creating opportunities and threats to corporate success. Different styles and degrees of government intervention; nationalisation, privatisation and laissez-faire.

Environmental: environmental audits as a means of reducing process waste.

Moral and Ethical Issues: modification of business behaviour in the light of moral, ethical and spiritual issues.

Devising and Implementing Strategy

Communication methodologies and effective consultation, shared values. Barriers to effective communication; overload, remoteness from audience, attitudes. From corporate plan to target setting; measuring effectiveness. Budgets; communication, control and motivation. Calculation and interpretation of adverse and positive variances. Management of working capital to secure liquidity. The strategic importance of facility location.

Reviewing Strategy

Constant review of market and environmental circumstances. Changes in market demand; R&D and new product development. Interpretation of performance through ratios; liquidity, solvency, activity, investment appraisal. Use of financial accounting information to assess performance; determination of returns on capital and profitability; determination of shareholders' rewards return on investment. The use of information technology as an aid to decision making; management information systems. Determination of employee contribution to objectives; productivity, absenteeism. Assessment of impact on other stakeholders.

Managing Strategic Change

Securing resources; sources of finance and size of organisation. Incremental versus catastrophic change; crisis and contingency management. The role of team work, motivation and leadership in achieving goals; organisational culture and employee participation. Employee relations at individual and collective level. Trade Unions and their role in achieving corporate objectives; changes to employment practices and levels. Flexible working, zero hour contracts, sub-contracting. Strategies for avoiding conflict, no strike deals, pendulum arbitration and the role of intermediaries should these fail; ACAS.

6 Further Information and Training for Teachers

To support teachers using these specifications, OCR will make the following materials and services available:

- a dedicated subject-specific telephone number;
- a full programme of In-Service Training (INSET) meetings;
- specimen question papers and mark schemes;
- past question papers and mark schemes after each examination session;
- coursework guidance materials;
- a report on the examination, compiled by senior examining personnel, after each examination session;
- individual feedback to each Centre on the moderation of coursework.

If you would like further information about the specification, please contact OCR.

Further information may be obtained from:

The Director
The Cambridge Business Studies Project
22 Nene Crescent
Oakham
Rutland
LE15 6SG

Tel: 01572 771564

7 Reading List

The books referred to below may prove useful in delivering AS GCE and Advanced GCE Business Studies.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The list below contains books that are available in spring 2002. The possibility exists that more up to date texts which have been prepared for the revised GCE specifications may become available. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

Cambridge University Press has published material supporting these specifications which have been endorsed by OCR. Details are as follows:

Dyer, D. (Ed) *Business Studies for AS*, Cambridge University Press. 0 521 78606 1

Dyer, D. *Business Strategy for A2*, Cambridge University Press. 0 521 00365 2

7.1 Dictionaries

Bannock, G. et al. (Eds). *Penguin Dictionary of Economics*, Penguin. 0 14 051255 1.

Blake, J *The ABC of Management*, Cassell 0 304 32228 8

Greener, M *The Penguin Business Dictionary*, Penguin 0 14 051307 8

Kempner, T *A Handbook of Management*, Penguin 0 14 051063 X

Lines, D. et al. *The Complete A-Z Business Studies, Handbook*, Hodder 0 340 58818 7.

Pass, C et al *Collins Dictionary of Business*, Collins 0 00 470803 2

Pearce, D. W. (ed). *Macmillan's Dictionary of Modern Economics*, Macmillan, 0 333 57693 4.

7.2 General Texts

Ansoff, I *Corporate Strategy*, Penguin 0 14 009112 2

Appleby R.C. *Modern Business Administration*, Pitman. 0 273 60282 9.

Armstrong *A Handbook of Management Techniques*, Kogan Page 1 85091 480

Barnes S. *Essential Business Studies*, Collins. 0 00 322264 0.

- Barratt, M. and Mottershead, A. AS and A level Business Studies, Longman. 0 582 40547 5.
- Birchall J and Morris G. *Business Studies*, Nelson. 0 17 448219 1.
- Buckley, M. *The Structure of Business*, Pitman. 0 273 60269 1.
- Dearden C and Foster M. *Organisational Decision Making*, Longman. 0 582 081 18 1.
- Dorton I and Smith A. *A Student' s Guide to Business Studies*, Hodder. 0 340 53927 5.
- DuBose *Readings in Management*, Prentice-Hall 0 13 755166 5
- Dyer D, *Business Environment: A Text*, Cambridge Business Studies Trust.
- Dyer D and Chambers I, *Business Studies - An Introduction*, Longman. 0 582 35603 2.
- Easton. *Learning from Case Studies*, Prentice. 0 135 27416 8.
- Hall D et al. *Business Studies – Second Edition*, Causeway. 1 873929 90 9.
- Hammond S. *Business Studies*,. Longman. 0 582 05705 1.
- Handy C B. *Understanding Organisations*, Penguin. 0 14 015603 8.
- Howkins S. *The Organisation and its Environment 1*, OUP. 0 19 833531 8.
- Howkins S. and Jones, Janet. *The Organisation and its Environment 2*, OUP. 0 19 833535 0.
- Jewell B. R. *An Integrated Approach to Business Studies*, Pitman. 0 273 60082 6.
- Jewell B. R et al. *Practical Approach to Business Studies*, Pitman. 0 273 03673 4.
- Jones R. *Business in Focus, 1995/6*, Causeway. 1 87392952 8.
- Lawrence, P *Insight into Management*, OUP 0 19 856153 9
- Lines, D *Business Case Studies*, Longman 0 582 24481 1
- Marcou   et al. *Business Studies*, Hodder and Stoughton. 0 340 70462 4.
- Marcou   I and Lines D. *Business Case Studies*, Longman. 0 582 24481 1.
- Martin E. *An Introduction to Business Studies and Management*, Portland Press. 1 85821 078 X.
- Needham D and Dransfield R. *Business Studies in Practice*, Stanley Thornes. 0 07 707292 8.
- Pascale *The Art of Japanese Management*, Penguin 0 14 009115 7
- Plant. *Managing Change*, Fontana. 0 006 36873 5.
- Poulter C. *Investigating Business*, Macmillian. 0 333 66488 4.
- Pugh, D S and Hickson, D J. *Writers on Organisations*, Penguin. 0 14 009150 5.

SurrIDGE, M *The Business Environment*, Collins Ed 0 00 327480 2

SurrIDGE M. et al. *People, Marketing and Business*, Collins. 0 00 322312 4.

Wilkinson R (Ed). *Business Studies*, Heinemann. 0 435 45554 0.

Worthington *The Business Environment*, Pitman 0 273 62493 8

7.3 Business Objectives and Environment

Student Unit Guide – Module 2871 – Phillip Allen updates.

7.4 Business Decisions (Module 2872) and Business Behaviour (Module 2873)

Dyer, D. *Business Organisations* Cambridge Business Studies Trust.

SurrIDGE, M. et al, *The Business Environment*, Collins. 0 00 327480 2.

Student Unit Guides – Module 2872 and Module 2873 – Phillip Allen updates.

7.5 Further Marketing (Module 2874)

Cannon, T *Basic Marketing* Holt, Rinehart 0 03 910603 9

Dransfield, R and Needham, D *Marketing: Everybody's Business*, 2nd edition, Heinemann, 0 435 45025 5. £11.99

Dyer, D *Marketing*, Cambridge Business Studies. £15.00

Lancaster *Essentials of Marketing*, McGraw Hill 0 07 084181 0

Marcouse, I *et al Business Studies*, Hodder and Stoughton, 0 340 70462 4. £18.99

Proctor, T *Essential Marketing*, Collins Educational, 0 00 327630 9. £14.99

SurrIDGE, M *et al People, Marketing and Business*, Collins Educational, 0 00 322312 4

Sutherland, J and Canwell, D *Applied Business - Marketing*, Hodder and Stoughton 0 340 68375 9. £11.99

Tinniswood, P *Marketing and Production Decisions*, Longman, 0 582 06772 3

7.6 Further Accounting and Finance (Module 2875)

Bull, *Accounting in Business*, Butterworth, 0 406 50056 8.

Dyson, J *Accounting for Non-Accounting Students*, Pitman 0 273 03439 1

Kar B. *Essential Accountancy and Finance*, Collins, 0 00 322263 2.

Mott, G *Accounting for Non-Accountants*, Kogan Page 0 7494 0166 4

Parker, *Understanding Company Financial Statements*, Penguin, 0 14017378 1.

Sizer J. *Insight into Management Accounting*, Penguin, 0 14009126 2. £9.99

Surridge M. et al. *Finance, Information and Business*, Collins, 0 00322313 2. £7.50

7.7 Further People in Organisations (Module 2876)

Adcock, C J. *Fundamentals of Psychology*, Penguin. 1964. 0 1401354 6. £6.99

Adcock, C J. *Handbook of HRM*, Penguin. 1964.

Beaumont, P. *Human Resource Management: key concepts and skills*, Sage. 1993.

Dyer, D. *Human Resource Management*, Cambridge Business Studies Trust

Gospel, H and Palmer, G, *British Industrial Relations*, Routledge, 1993. 0 415 08543 9

Graham, H T. *Human Resources Management*, Pitman, 1992. 0 7121 0844 0

Handy, C. *Understanding Organisations*, Penguin, 1995.

Peters, T J and Waterman, R H A. *In Search of Excellence*, Harpers and Rowe, 1982.

Steers, R M and Porter, L W. *Motivation and Work Behaviour*, McGraw Hill, 1987.

Weightman, J. *Managing Human Resources*, I.P.M, 1993.

7.8 Further Operations Management (Module 2877)

Bicheno, J. *Operations Management*, Blackwell 0 631 20180 7

Dyer, D. *Operations Management*, Cambridge Business Studies Trust

Muhlemann *Production & Operations Management*, Pitman 0 273 03235 6

Slack, N *et al. Operations Management*, Pitman, 1997. 0273626884.

Tinniswood, P. *Marketing and Production Decisions*, Longman, 1991. 0583067723

Townley P. *Production*, Longman, 1993. 0 582 07405 3

7.9 Business Project Module (2878)

Dyer, D. *The Research Assignment*, Cambridge Business Studies Trust

Marcousé *A-Z Business Studies Coursework Handbook*, Hodder & Stoughton 0 340 72051 4

7.10 BIZ/ed - Business Education on the Internet

This is a free information service on the Internet which provides a range of notes and worksheets for use by Advanced GCE Students of Business Studies and Economics. This includes:

- key economic statistics;
- company information;
- case studies;
- outline assignments and study skills;
- curriculum updates;
- virtual economy simulation.

BIZ/ed also provides opportunities for the electronic networking of teachers. It is a very appropriate resource for teachers and students.

Its address is <http://www.bized.ac.uk/>

or write to

Institute of Learning and Research Technology
University of Bristol
8 Woodland Road
Bristol
BS8 1TN

7.11 Non-text Periodicals

Business Review

Management Today

Economist

The Grocer

7.12 Web sites

www.bbc.co.uk

www.guardian.co.uk


www.tutor2u.net

Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning and Performance and Problem Solving as required by QCA's subject criteria for Business Studies.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted for each module. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

N = Application of Number

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

PS = Problem Solving

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their students.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

For each module, the following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills specifications exist.

Module	Communication	Application of number	IT	Working with Others	Learning Performance	Problem Solving
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
2871	✓		✓		✓	
2872	✓	✓	✓	✓	✓	✓
2873	✓	✓	✓	✓	✓	✓
2874	✓	✓	✓	✓	✓	
2875	✓	✓	✓		✓	✓
2876	✓		✓	✓	✓	
2877	✓	✓			✓	
2878	✓	✓	✓	✓	✓	✓
2879	✓	✓	✓	✓	✓	✓
2880	✓				✓	

