

## Applied Business Progression Guide Moving from APPLIED GCSE to APPLIED GCE and beyond

### Introduction and content

This guide has been designed for centres who are delivering Edexcel's APPLIED GCSE course (Specification 2AB01 & 2AB02) and progressing students to Edexcel's APPLIED GCE 2009 qualification (Specification 8721/22 & 9721/22/23). It is organised into the following sections:

- 1. Practical considerations*
- 2. Content mapping*
- 3. Approaches to teaching and learning*
- 4. Assessment Objectives*
- 5. Skills and techniques*
- 6. Language and terminology*
- 7. Useful resources*
- 8. Beyond APPLIED GCE*

The Progression Guide outlines the adjustment required to make the transition from APPLIED GCSE to APPLIED GCE a successful one. It outlines some of the linkages between APPLIED GCE and APPLIED GCSE and also some of the key differences that need to be considered by centres.

## 1. Practical considerations

### APPLIED GCE without APPLIED GCSE?

The APPLIED GCE specification was written with an awareness that in many centres a number of students request to study APPLIED GCE Business Studies without having studied the subject at APPLIED GCSE level. However, many candidates will have touched on many APPLIED GCE topics at KS3 in Enterprise Education, Work Related Learning and other subjects like Geography at KS3 and KS4. In addition knowledge of financial and global issues from the media and other sources is often good. Many centres find non-APPLIED GCSE candidates are successful at APPLIED GCE level. Some centres require such candidates to have gained a grade C in Maths, English or both. Candidates requesting APPLIED GCE without APPLIED GCSE are often well motivated. Some centres have a 'trial-period' policy at the start of the APPLIED GCE course.

The most common barrier to success for such candidates is the 'language and terminology of business' or the 'number crunching of finance'. These issues might be addressed by the careful compilation of glossaries and / or students completing some APPLIED GCSE exam questions or reviewing the requirements of the APPLIED GCSE controlled assessments at the beginning of their APPLIED GCE course to provide a foundation.

### Coursework

Coursework is essentially completed under the conditions of a Controlled Assessment at APPLIED GCSE (Unit 1 for the Single Award and Units 1 & 3 for the Double Award). These are Edexcel-set activities\* which involves approximately eight weeks (24 hours) of curriculum time in total for research and four weeks (12 hours) for 'write up' and is internally marked by teachers and moderated by Edexcel. For APPLIED GCE the coursework is currently not 'controlled' (except for Unit 8 - 6923), but does require the investigation of real business organisations for most of the moderated Units.

\*students undertake three Edexcel-set activities for each Unit. These are reviewed every two years.

Centres should consider:

- The choice of Businesses is critical
- Local, national or international?
- Resources needed
- Whether research work for APPLIED GCE and APPLIED GCSE should be undertaken at the same, or different, locations/business.
- The timing of coursework/research during the year.

## 2. Content mapping

The APPLIED GCSE Business courses contain only compulsory content and the APPLIED GCE Business course contains some compulsory and some optional content:

Figure 1: Units

|   | Unit 1                                    | Unit 2                         | Unit 3                                     | Unit 4  |
|---|---|--------------------------------|--|---|
| <b>APPLIED GCSE (2AB01 &amp; 2AB02)</b> | Investigating how Businesses Work*        | Financial Records <sup>^</sup> | Investigating People, Business and Change* | Financial Planning and Forecasting <sup>^</sup> |
| <b>APPLIED GCE AS (8721/22)</b>         | Investigating People at Work <sup>^</sup> | Investigating Business*        | Investigating Marketing*                   | Investigating Electronic Business*              |

\* Coursework Units ('Controlled' for Applied GCSE Business)

<sup>^</sup> Tested Units

For APPLIED GCE Business, centres can offer alternatives to Unit 4 for centres delivering the Double AS Award:

|                                 | Unit 4                             | Unit 5                          | Unit 6                               | Unit 7                    |
|---------------------------------|------------------------------------|---------------------------------|--------------------------------------|---------------------------|
| <b>APPLIED GCE AS (8721/22)</b> | Investigating Electronic Business* | Investigating Customer Service* | Investigating Promotion <sup>^</sup> | Investigating Enterprise* |

Unit 6 is compulsory for the Double AS Award with any other two Units ie two from Units 4, 5 and 7

There are some key decisions to be made:

- There is some APPLIED GCSE content that could be avoided at APPLIED GCE eg to minimise repetition
- The APPLIED GCE course could be designed to build on APPLIED GCSE by revisiting some topics covered at APPLIED GCSE, albeit in a different way and at greater depth.
- A mixed approach could be taken, reinforcing some APPLIED GCSE topics whilst avoiding others to reduce repetition.

Each of the above approaches is equally acceptable. It would be advisable to have this discussion with all members of staff and possibly with students. Some students feel more secure when they are covering familiar ground; others may be happier with entirely new content. The tables below map the APPLIED GCSE course against the APPLIED GCE course to highlight areas where there is significant linkage.

Figure 2: APPLIED GCE Specification in Brief

| APPLIED GCE AS   |  |
|--|--|
| <p><b>Unit 1 Investigating People at Work<sup>^</sup></b></p> <ul style="list-style-type: none"> <li>• Business aims, objectives and organisation</li> <li>• How businesses obtain employees</li> <li>• How businesses motivate employees</li> <li>• How people are influenced at work</li> </ul>                      | <p><b>Unit 2 Investigating Business<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Business planning</li> <li>• Managing business activities</li> <li>• Financial Management in business</li> <li>• The use of software to aid decision-making</li> </ul>  |
| <p><b>Unit 3 Investigating Marketing<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Identifying marketing aims and objectives</li> <li>• Using appropriate methods of market research</li> <li>• Choosing an appropriate marketing mix</li> <li>• Other factors influencing the marketing mix</li> </ul> | <p><b>Unit 4 Investigating Electronic Business<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Understanding the purpose of an online presence for business</li> <li>• Understand the impact that having a website has on a business</li> <li>• Factors influencing the establishment of an online presence</li> <li>• Understand the requirements for the planning/establishment of a new website</li> </ul> |
| <p><b>Unit 5 Investigating Customer Service<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• The organisation and its customers</li> <li>• Effective customer service</li> <li>• Maintaining and improving customer service and keeping customers</li> <li>• Customer service legislation</li> </ul>       | <p><b>Unit 6 Investigating Promotion<sup>^</sup></b></p> <ul style="list-style-type: none"> <li>• Promotional tools and how they are used to affect buyer behaviour</li> <li>• Investigating promotional media</li> <li>• Constraints on promotion</li> <li>• Assessing a promotional campaign</li> </ul>  |
| <p><b>Unit 7 Investigating Enterprise<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Launching a company and enterprise</li> <li>• Company officers, roles and responsibilities</li> <li>• Monitoring the performance of a company</li> <li>• Winding up your company</li> </ul>                         |  |

The APPLIED GCE specification is shown above for reference (Figure 2).

Units 1, 2 and 3 are required for the AS Single Award with Unit 6 + two from Units 4, 5 and 7 required to complete the AS Double Award

| APPLIED GCE A2   |  |
|--|--|
| <p><b>Unit 8 Business Development<sup>^</sup></b></p> <ul style="list-style-type: none"> <li>• The business idea</li> <li>• Resources and quality issues</li> <li>• Financial Resources</li> <li>• Feasibility and evaluation</li> </ul> | <p><b>Unit 9 Managing and Developing People<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Teams</li> <li>• Managing people</li> <li>• Developing people</li> <li>• Personal development plan</li> </ul> |

|   |  |
|---|--|
| <p><b>Unit 10 Marketing Decisions<sup>^</sup></b></p> <ul style="list-style-type: none"> <li>• Influences on marketing decisions</li> <li>• Marketing decisions and the planning process</li> <li>• Research to inform marketing decisions</li> <li>• Investigating marketing campaigns</li> </ul>  | <p><b>Unit 11 Impact of Finance on Business Decisions<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Identifying financing needs and constraints</li> <li>• Managing working capital</li> <li>• Investing in equipment and projects</li> <li>• Investing in other companies</li> </ul> |
| <p><b>Unit 12 International Dimensions of Business<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Investigate a range of businesses with an international presence</li> <li>• Research and analyse the factors for one business having an international presence</li> <li>• Explore the dynamics of international organisations on one chosen business in a globally competitive environment</li> <li>• Examine and evaluate the growth and influence of multi-national operations</li> </ul> | <p><b>Unit 13 Organising an Event<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Feasibility of the event</li> <li>• Planning the event</li> <li>• Staging the event</li> <li>• Review and evaluation of the event</li> </ul>  |
| <p><b>Unit 14 External Influences on Business<sup>*</sup></b></p> <ul style="list-style-type: none"> <li>• Legal influences</li> <li>• Economic influences</li> <li>• Environmental influences</li> <li>• Technological influences</li> </ul>   |  |

Unit 8 +any two others may be added to the AS Single Award to achieve a Single Applied GCE or Units 8, 10 and any other four Units from 9, 11, 12, 13 or 14 are required for the AS Single Award with Unit 6 + two from Units 4,5 and 7 required to complete the AS Double Award

Figure 3: APPLIED GCSE to APPLIED GCE linkages

| APPLIED GCSE Spec   | Linkages to APPLIED GCE AS and A2   |
|---|---|
| <b>Unit 1 Investigating How Businesses Work</b>   |   |
| <ul style="list-style-type: none"> <li>Enterprise</li> </ul>  | Enterprise links to many aspects of AS and A2 Level Applied Business, particularly aspects of Unit 7 Investigating Enterprise and Unit 8.1 - The Business Idea  |
| <ul style="list-style-type: none"> <li>Business Aims and Objectives</li> </ul>  | Unit 1.1 Investigating people at Work - Business aims, objectives and organisation.   |
| <ul style="list-style-type: none"> <li>Business Ownership</li> </ul>  | Links with 8.1 - sole trader or partnership?  |
| <ul style="list-style-type: none"> <li>Ethical Business</li> </ul>  | Unit 1.4 Investigating people at Work, social and ethical issues  |
| <ul style="list-style-type: none"> <li>Organisation Structures</li> </ul>   | Unit 1.1 Investigating people at Work - organisation structures   |
| <ul style="list-style-type: none"> <li>Why are customers important?</li> </ul>  | The whole of Unit 5 Investigating Customer Service is a natural follow on from this topic   |
| <ul style="list-style-type: none"> <li>Employees Rights and Responsibilities</li> </ul>   | Unit 1.2 Investigating people at Work - legal and ethical responsibilities and 1.4 - trade unions and health and safety.  |
| <b>Unit 2 Financial Records</b>   |   |
| <ul style="list-style-type: none"> <li>Computerised Accounting Systems</li> <li>Sources of revenues and costs</li> </ul>                            | Unit 2.4 Investigating Business - use of software to aid decision - making<br>Unit 2.3 Investigating Business - start-up and running costs  |
| <ul style="list-style-type: none"> <li>Profit and Loss account</li> <li>Terminology in financial statements</li> <li>Balance Sheet</li> </ul>       | Unit 2.3 Investigating Business - financial management in business  |
| <ul style="list-style-type: none"> <li>Investigating the Importance of Financial Statements to Business</li> </ul>                                  | Unit 2.3 Investigating Business - financial management in business. Unit 8.3 and 8.4 Business Development - financial resources and feasibility. Unit 11 Impact of Finance on Business Decisions - managing working capital                             |
| <b>Unit 3 Investigating People, Business and Change</b>   |   |
| <ul style="list-style-type: none"> <li>Customer needs, expectations and satisfaction</li> <li>Measuring and monitoring</li> <li>Research</li> </ul> | Unit 5 Investigating Customer Service, particularly 5.2 and 5.3 - effective customer service and maintaining and improving customer service would develop these<br><br>Unit 3.2 Investigating Marketing - using appropriate methods of market research. |
| <ul style="list-style-type: none"> <li>Employees Recruitment and Training</li> </ul>  | Unit 1.2 Investigating people at Work - how businesses obtain employees   |
| <ul style="list-style-type: none"> <li>Roles and Working</li> </ul>   | Unit 1.2 Investigating people at Work - how businesses  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Arrangements</li> <li>Protecting the Customer and the Business</li> </ul> | motivate employees<br>Unit 1.4 Investigating people at Work - legal and self-regulatory constraints and issues and consumer protection   |
| <ul style="list-style-type: none"> <li>External Factors</li> </ul>   | The whole of Unit 14 External Influences on Business would be the natural development from this  |
| <b>Unit 1 Financial Planning and Forecasting</b>   |  |
| <ul style="list-style-type: none"> <li>Cash-flow Statement</li> <li>Use of Spreadsheets</li> </ul>               | Unit 2.3 Investigating Business - financial management in business, and Unit 8.3 - financial resources<br><br>Unit 2.4 Investigating Business - use of software to aid decision - making |
| <ul style="list-style-type: none"> <li>Budgeting and Budgetary Control</li> </ul>                                | Unit 2.3 Investigating Business - financial management in business. Unit 8.2 and 8.3 Business Development - resource and quality issues and financial resources.                         |
| <ul style="list-style-type: none"> <li>Break-even Analysis and Break-even Point</li> </ul>                       | Unit 2.3 Investigating Business - financial management in business. Unit 8.3 and 8.4 Business Development - financial resources and feasibility.   |
| <ul style="list-style-type: none"> <li>Sources of Business Finance</li> </ul>                                    | Unit 2.3 Investigating Business - financial management in business. Unit 8.3 Business Development - financial resources.   |
| <ul style="list-style-type: none"> <li>Purpose of Financial Planning Documents</li> </ul>                        | Unit 2.3 Investigating Business - financial management in business. Unit 8.3 and 8.4 Business Development - financial resources and feasibility.   |

### 3. Approaches to teaching and learning

#### Teaching

Currently, centres successfully delivering this qualification use a mixture of teaching, visits to businesses, seminars, exhibitions and conferences as well as using visiting speakers and enterprise activities to enhance the vocational relevance and flavour of the course. The methods used will depend very much on the nature of the topic. For example a visit to the local premises of a national company like Tesco to carry out a customer service questionnaire; setting up of sole traders/small business owners (e.g. plumbers, mobile hairdressers, car mechanics) may help support the teaching of characteristics of entrepreneurs; using clips from the BBC News website may be useful starter activities to support the teaching of economic influences; class discussions would be very appropriate to help teach the effects of unemployment; role play to develop an understanding of stakeholder objectives. Other references to TV programmes dealing with 'enterprise' such as 'Dragon's Den' or 'The Apprentice' may prove beneficial

#### Learning

It is well documented that the nature of learning will vary between individuals. As teachers it is often the case that we teach in a way which suits (or suited) our learning. Applied Business is a subject which enables students to learn in a variety of ways. Lessons should be organised to appeal to the range of learning styles in order for students to be able to meet their potential, i.e. making use of visual stimuli (images, video, presentations), auditory stimuli (class discussions, talks, seminars), kinaesthetic activities (drag and drop exercises, running a

mini-enterprise, educational visits) and tactile stimuli (e.g. sandwich-making and tasting to learn product differentiation)

#### 4. Assessment Objectives

Figure 4 shows the assessment objectives for APPLIED GCSE and APPLIED GCE side by side for comparison purposes. At APPLIED GCSE there is more emphasis on knowledge and application through AO1 and AO2 (70% of the total weighting) whilst at APPLIED GCE although there is more stress on AO1 and AO2 at AS (60%) this is balanced at A2 with more stress being placed on analysis and evaluation - A03 and A04, respectively (60%). It is worth noting that AO3 is mostly assessed via the controlled assessment at APPLIED GCSE.

**Figure 4: Assessment objectives and weightings**

| APPLIED GCSE   | APPLIED GCE   | AS Weighting | A2 Weighting |
|--|---|--------------|--------------|
| AO1: Recall, select and communicate their knowledge and understanding of concepts, issues and terminology. (30%)                         | AO1: Demonstrate knowledge, skills and understanding of the specified content. (25%)  | 35%          | 25%          |
| AO2: Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. (45%) | AO2: Apply knowledge and understanding of the specified content to problems and issues arising from both familiar and unfamiliar situations (25%) | 30%          | 20%          |
| AO3: Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions (25%)                                   | AO3: Analyse problems, issues and situations. (25%)   | 20%          | 30%          |
|  | AO4: Evaluate, distinguish between and assess appropriateness of fact and opinion, and judge information from a variety of sources. (25%)         | 15%          | 25%          |

#### The A\* and Stretch and Challenge:

*I am not sure how this applied to the current GCE Applied Business - advice needs to be sought from the*

#### Research skills

Perhaps the most significant step from APPLIED GCSE to APPLIED GCE and from APPLIED GCE AS to APPLIED GCE A2 levels is the expectation that students will undertake more of their own research and engage in independent learning. Given that students are encouraged to research widely at GCSE level the progression should be less demanding than for a student studying a more conventional subject. This approach continues to be key to success at A2 given the nature of Unit 8 Business Development.

For many candidates research skills and independent learning skills need to be taught. A number of centres have successfully used the time in June and July at the end of the AS year



to focus on research skills, prior to starting the A2 content. Areas that might be focused on include:

- Exploring departmental and resource centre / library resources, to recognise that books, journals, magazines, videos, DVDS etc could all be used as part of research. Recognising the limitations of some resources in terms of their age, relevance and accuracy.
- Getting the best out of the internet; finding useful sites, recognising sites which are of little value or are heavily biased
- Note taking; especially condensing material into a digestible form for essay writing or revision purposes
- Reading for meaning; recognising bias
- Developing interview techniques

### Assessment requirements

Moving from APPLIED GCSE to APPLIED GCE involves a change to the length of assessments and the style of exam questions. These changes are summarised in Figure 6:

Figure 6: APPLIED GCE and APPLIED GCSE assessments compared

|                     | Unit 1  | Unit 2   | Unit 3  | Unit 4   |
|---------------------|---|--|---|--|
| <b>APPLIED GCSE</b> | Controlled Assessment<br>Research and investigation (24 hours)<br>Analysis and evaluation (12 hours)<br>QWC assessed within analysis and evaluation | 60 minutes<br>Multiple-choice, short and extended answer, data response and scenario-based questions.                                | Controlled Assessment<br>Research and investigation (24 hours)<br>Analysis and evaluation (12 hours)<br>QWC assessed within analysis and evaluation | 60 minutes<br>Multiple-choice, short and extended answer, data response and scenario-based questions.                                |
| <b>APPLIED GCE</b>  | 1.5 hours examination<br>A range of questions requiring knowledge, understanding, application, analysis and evaluation. QWC embedded                | A portfolio of evidence that addresses the assessment criteria<br><br>QWC assessed within a particular criterion indicated with an * | A portfolio of evidence that addresses the assessment criteria<br><br>QWC assessed within a particular criterion indicated with an *                | A portfolio of evidence that addresses the assessment criteria<br><br>QWC assessed within a particular criterion indicated with an * |

The longer exam papers and greater use of extended writing means candidates must develop their writing skills as they move from APPLIED GCSE to APPLIED GCE.

Extensive practice, using past papers and their mark schemes, will help students understand the demands of the APPLIED GCE examined Units. Some of this practice should be under

timed conditions. Peer marking and use of APPLIED GCE examiners reports (which contain examples of 'real' students responses) are both very useful.

APPLIED GCE examiners reports can be found via the appropriate pages on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

## 5. Skills and techniques

### Interpretive skills

Data stimulus and data response resources form part of most APPLIED GCE and APPLIED GCSE exams. Candidates at both levels will be faced with a wide variety of business data which they must interpret. This will be in the form of:

- Tables
- Graphs
- Diagrams
- Charts
- Text

The types of business data used at APPLIED GCE and APPLIED GCSE are actually very similar but, inevitably, the complexity of the data is greater at AS level and A2 level. Rapid, precise interpretation of business data is a skill that should be integrated into teaching as much as possible as it will help students in both controlled coursework and at exam time.

### Coursework skills

Coursework skills development is essential at APPLIED GCSE as part of the controlled assessment. At APPLIED GCE research skills are largely 'freed' from the constraints of controlled assessment. For both APPLIED GCE and APPLIED GCSE, ideally, students should be given the role of choosing specific businesses for research (although in practice, this may need to be teacher directed). Different ways of collecting data and information are to be encouraged at APPLIED GCE, as long as students can justify their choice of methods and are prepared to provide a critical reflection of the outcome.

Students progressing from APPLIED GCSE will have the advantage of having developed certain analytical and evaluation skills that they can transfer onto the next level. Typically it is these skills that become increasingly important at AS levels and more so at A2 (see Figure 4 - Assessment Objectives above).

## 6. Language and terminology

### Command words

A key difference between APPLIED GCSE and APPLIED GCE is the use of examination command words. This reflects the higher level skills which are assessed at AS and A2 level compared to APPLIED GCSE. Figure 7, which is illustrative only, shows how command words progress from APPLIED GCSE, to AS then A2. Many good APPLIED GCE students struggle with the difference between 'describe' and 'explain', so it is well worth spending time in class on command word interpretation. Past papers, sample assessment materials and examiners reports are all sources of examples of command word use. All are available at [www.edexcel.com](http://www.edexcel.com).

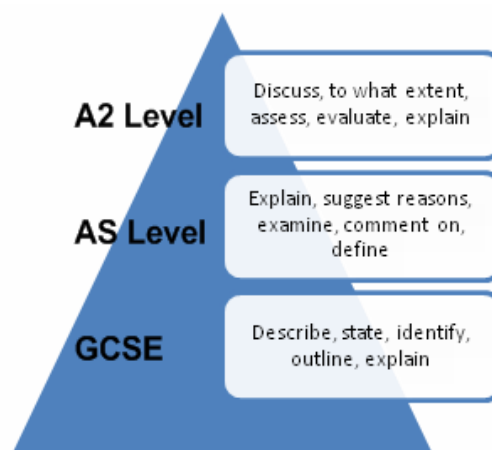


Figure 7: Command word hierarchy

### Key Words

A common barrier to success at APPLIED GCE level is a failure to address certain key words in questions. Often these are very commonly used words but they have a specific meaning in a business context. Examples are:

- Aims and objectives
- Causes
- Consequences
- Conflict
- Procedures
- Strategies
- Factors

As well as focussing on command words, it is worth spending time to build student understanding of these key words.

## 7. Useful resources

Below are a range of resources that are available to support both APPLIED GCSE and APPLIED GCE. They include textbooks, student unit guides, teacher's guides and digital resources. At APPLIED GCSE endorsed textbooks and other resources are published by Pearson for Edexcel.

### [APPLIED GCSE](#)

Carysforth, Dransfield - Series Editor Andrew Ashwin; Edexcel GCSE Applied Business

*I do not have a current list of any more and there do not appear to be any on the Edexcel website*

## APPLIED GCE

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

**Textbooks** Davies C et al – *Applied Business A2 for Edexcel Student's Book* (Collins Educational, 2006) ISBN 0007200412  
Davies C et al – *Applied Business: Resource Pack: AS for Edexcel* (Collins Educational, 2005) ISBN 0007200498  
Dransfield R and Needham D – *A2 GCE Applied Business: Edexcel* (Heinemann, 2006) ISBN 0435352903  
Keenan, D and Riches S – *Business Law, Eighth Edition* (Longman, 2007) ISBN 1405846976  
Cooke G – *Business Studies Update: A Student Guide* (Hidcote Press, 2005) ISBN 1898837902  
Denby N et al – *Applied Business AS for Edexcel Double Award* (Hodder Arnold, 2005) ISBN 0340907223  
Evans-Pritchard J et al – *AS Level Applied Business for Edexcel (Single Award)* (Causeway Press, 2005) ISBN 1405821140  
Evans-Pritchard J et al – *AS Level Applied Business for Edexcel (Double Award)* (Causeway Press 2005) ISBN 1405821159  
Fardon M et al – *AS Applied Business for Edexcel Double Award* (OsborneBooks, 2005) ISBN 1872962394  
Gillespie A – *Business in Action* (Hodder & Stoughton, 2002) ISBN 0340848200  
Surridge M et al – *Applied Business: Student's Book: AS for Edexcel* (Collins Educational, 2005) ISBN 0007197381

## Websites

[www.bized.co.uk](http://www.bized.co.uk) Site provides interactive and online models and simulations for teachers and learners, and provides a valuable direct access to company reports in the UK and around the world.

[www.hmrc.gov.uk](http://www.hmrc.gov.uk) HM Revenue and Customs.

[www.lsneducation.org.uk](http://www.lsneducation.org.uk) The Learning and Skills Network (LSN) produces the Vocational Learning Support Programme, a resource that provides materials, publications and information for supporting the delivery of high quality vocational learning, including vocational GCSEs, A-levels and other work-related learning, with help for practitioners and learners at both 14-16 and 16-19.

[www.opsi.gov.uk](http://www.opsi.gov.uk) The Office of Public Sector Information manages and regulates the use and the licensing of the re-use of all information produced by government which is protected by Crown Copyright.

[www.sfedl.co.uk](http://www.sfedl.co.uk) Small Firms Enterprise and Development Initiative.

[www.thetimes100.co.uk](http://www.thetimes100.co.uk) *The Times* site – a free educational resource for teachers and learners, providing 100 case studies of companies and business issues.

## 8. Beyond APPLIED GCE

Many students consider Business Studies, or related courses, beyond A-level when they apply to Higher Education. The number and variety of different courses which relate to Business

Studies/Management is very extensive. Below is a brief (i.e. not comprehensive, please see [www.ucas.ac.uk](http://www.ucas.ac.uk)) guide to areas of Higher Education students interested in Business Studies may wish to consider.

|   |  |
|---|--|
| <p style="text-align: center;"><b><u>Business Studies</u></b></p> <ul style="list-style-type: none"> <li>• Business</li> <li>• Business Administration</li> <li>• Business and Marketing</li> <li>• Marketing</li> </ul>  | <p>There is a very large number of general business studies courses in Higher Education. Alternatively Business could be part of a Joint Honours or Combined Honours course.</p>   |
| <p style="text-align: center;"><b><u>Management</u></b></p> <ul style="list-style-type: none"> <li>• Human Resource Management</li> <li>• Operations Management</li> <li>• Financial Management</li> <li>• Production Management</li> <li>• Distribution/Logistics</li> </ul> | <p>Many HE courses allow for specialisation in an area of management, often one that was studied at APPLIED GCE level. Such courses allow students to study areas which particularly interest them. Some may have more specific entry requirements than more general business courses.</p> |
| <p style="text-align: center;"><b><u>Economics</u></b></p> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Development Economics</li> <li>• Econometrics</li> </ul>   | <p>Inevitably business studies and economics are inextricably linked. So for those who enjoyed the economics components of the APPLIED GCE in Business Studies these HE courses may be suitable</p>  |
| <p style="text-align: center;"><b><u>Business Environment</u></b></p> <ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Pollution Control</li> <li>• Conservation</li> </ul>  | <p>There is a large range of courses relating to environmental issues and conservation for those who enjoyed studying the effects of business on the external environment.</p>   |
| <p style="text-align: center;"><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Town and Country Planning</li> <li>• Rural / Countryside Planning</li> <li>• Transport Planning</li> </ul>   | <p>Making business location decisions is key to planning, and there are a large number of planning courses some of which specialise in different types of enterprise</p>   |
| <p style="text-align: center;"><b><u>Development</u></b></p> <ul style="list-style-type: none"> <li>• International Development</li> <li>• Development Studies</li> <li>• Sustainable Development</li> </ul>  | <p>Development is about improving peoples lives, and is an area of business studies that appeals to many students who have studied aspects of it at APPLIED GCE. A wide range of courses are offered at HE level, some of which focus on the developing world.</p>                         |