



GCSE Applied Business

Unit 1 Investigating Business
Unit 2 People and Business

Student Assessment Activities and Teachers Notes

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Professional Development and Training



Assessment Activities

Introduction

These assessment activities have been written by the principal moderators. They are examples of the type of activities you might want to consider using with your students.

They give a basic format that you might want to follow for your assessment activities. If you use this format remember **it is your responsibility to check that the work the students produce meets the requirements of the specification.**

Before you use these **assessment** materials remember that there are various preliminary stages to pass through -

Teaching - remember the 'What you need to learn' section of the specification - make sure you have read the specification and have fully addressed the detail of the unit. Teach the knowledge that is required.

Learning - students need to engage in activities that reinforce learning. This may be through group work, discussion, role plays, problem solving activities, worksheets, interviews, investigations or visits to real organisations.

Assessment - once the teaching and learning aspects are complete and you are confident that the student has gained the appropriate knowledge you will want to give them an assessment activity. The work that is then produced becomes the evidence for their portfolios.

Teaching and Learning

Skills the students need to learn

- Ensure the students know the vocabulary of the specification - you may want to put key words on display somewhere, or use the development of understanding of key words as an activity; encourage them to use correct vocabulary from the start.
- Students will need help to differentiate between a description and an evaluation - the relevant words in the mark bands.
- Students will need practice at applying the concepts and vocabulary in real contexts - have activities that replicate the world of work.
- Ensure the skills developed relate to the standard required by industry.

Links/External needs/Resources

- Industry links could be used to provide useful resources and give the students opportunities to experience different types of organisations/products relevant to the course - visits, case studies, speakers, sample documentation
- Check out the resources and other advice in the Teachers Guide

Delivery

- These are vocational courses - avoid making it too theoretical
- When planning the course build in the vocational relevance
- When delivering the course make the most of links with industry/commerce
- Make the classroom an 'adult learning environment'

Assessment

- Check assessment activities to make sure they allow the student to
 - demonstrate learning and work independently where possible so as to access the higher mark bands
 - produce the right evidence across the mark bands
- Make sure the students have access to the most appropriate resource in order to get the unit evidence right, check the unit specifications carefully:
 - Applied Business - make sure students have chosen the right organisation
- Ensure work is internally moderated
- Attend 'Getting the Standards Right' training events to help with marking

Assessment Activities in this pack

These follow closely the structure of the assessment evidence grid and give a suggested approach to developing assessment activities.

The Front Page

This clearly identifies the 'Title of the Assessment Activity', Subject, Unit Number and Title.

Get Ready This states the banner - the first line in the assessment evidence grid - which states the nature of the work the student has to produce.

Get Set This gives the context in which the work is to be done. This reinforces the nature of the GCSEs and gives a work-related context.

Go Puts the assessment criteria in context.

The pages that follow take one criteria for each unit and suggests an activity in the given context for each mark band. Clearly just stating the work the students might do does not guarantee that they will do it, nor that what they produce meets the evidence requirements. It is important therefore to check the work and give feedback to the students.

Formative and Summative Feedback

Teachers giving feedback to the students as they work through the activities can motivate them to achieve their full potential. Once the work has been assessed the **mark record sheet** should be completed and put with the work. The work can then go in the **portfolio**.

Mark Record Sheets - are given in the Teachers Guide.

Portfolio Management

- Only the evidence that meets the assessment criteria should be put in the portfolio - nothing else, no teaching notes, handouts or unnecessary materials. Where questionnaires have been used then one example with a summary should be included - not all the completed questionnaires
- Look at the sheet headed Virtual Portfolio included with these notes - it outlines a portfolio structure that you might want to follow
- Portfolios must have a front sheet clearly indicating the student name and qualification
- Each unit should have a separate section in the portfolio
- Annotate the work - refer again to the instructions, show the moderator where the evidence can be found and why marks have been awarded. Moderators should be able to locate the evidence quickly and easily
- Use the mark record sheets provided
- Students should put page numbers on the work
- Witness statements should be detailed, what exactly has been witnessed, by whom and when
- Make sure any photographs are real evidence of an individual student's work - a photograph of a class/group without annotation is not evidence. The photograph must clearly show the specified student with the specified evidence and must be annotated/signed by the teacher
- Do not put work in plastic wallets it is preferable if each unit of work is hole punched and treasury tagged on the left hand side

Other types of evidence

Witness Statements

A witness statement should be a statement about an individual student outlining what the witness wishes to state about the student in the context of the assessment evidence criteria.

Witness statements should not be a list photocopied for each member of the class - such statements are meaningless. If lists are used anything ticked should be supported by a statement outlining what the individual student should be credited with having done or achieved.

Photographs

Photographs are only acceptable as evidence if it is clearly annotated - the performance of the individual student clearly seen. A group photograph around an object/display or such like without any annotation is not evidence. Evidence must be of what the individual student did as part of the group outcome.

Teachers' Guide and Portfolio Marking Guidance

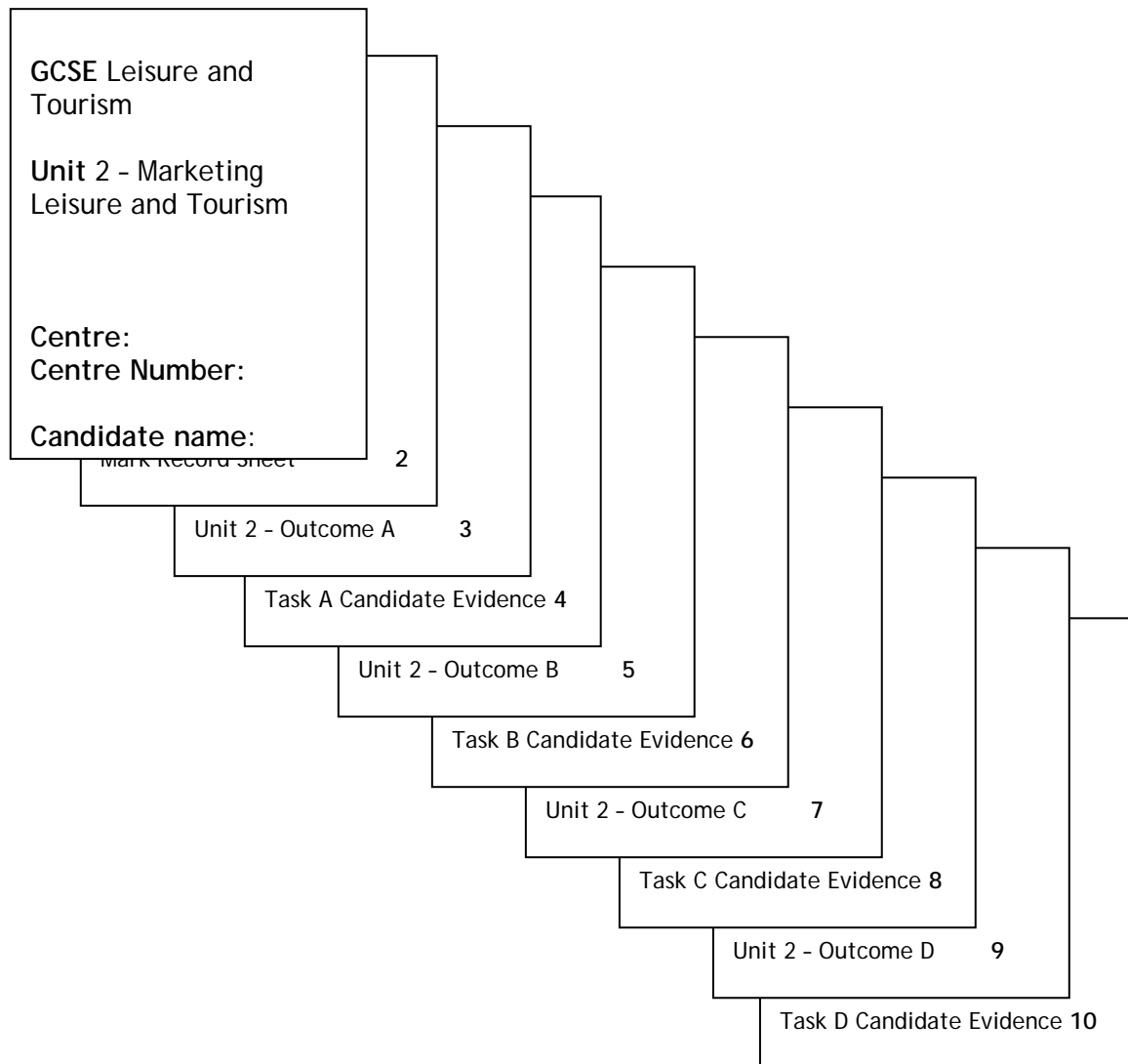
Teachers should refer to the Edexcel Teachers Guide and Portfolio Marking Guidance for further use of Witness Statements and Observation Records.

Virtual Portfolio




Example from Leisure and Tourism

Unit 2 - Marketing Leisure and Tourism

The following represents a virtual portfolio. It incorporates standard sheets to be included in the portfolio. Some of these sheets will need to have candidate information while others need teachers to provide feedback on candidate performance.



	Business Activities, Aims and Objectives
TITLE OF ASSESSMENT ACTIVITY	Assignment 1(a)
SUBJECT	GCSE Applied Business
UNIT NUMBER AND TITLE	Unit 1: Investigating Business

	GET READY:	You need to produce a portfolio assignment based on your investigation of two contrasting business organisations
	GET SET:	You are on work experience in a local authority office providing a number of services for local businesses. As a result you are in a good position to produce some investigative detail on a range of business organisations that will enable you to obtain what you need for your work. Your manager has taken an interest in your research and offers to review what you've done.
	GO:	<p>Your starting point is to carefully consider two suitable choices of business organisation. These will need to be checked by your teacher and alternative choices may possibly be suggested. Once the two are chosen, your starting point will be to look at the activities of each business - what does each do, how, where, when and why?</p> <p>The answers to these questions will lead you to "aims and objectives" of each business and then to how the activities are linked to the aims and objectives you have discovered.</p> <p>The marks you will receive are shown on the following pages and will depend on the depth and strength of your investigation together with the quality of your report.</p>

TITLE OF ASSESSMENT ACTIVITY: Business Activities, Aims and Objectives

What you must do to gain 1-5 marks/mark band 1:

A description of each organisation's activities; some attempt to show how these enable each organisation to meet its aims and objectives.

Suggested tasks

- Outline the choice of two businesses and the industries they belong to.
- Describe the major activities of each business.
- Describe the aims and objectives of each business.
- Attempt to show how the businesses aims can be achieved through the activities you have described.

You may get information direct from your chosen businesses, via the internet, from other information they may publish or even from newspaper articles about the two businesses.

What you must do to gain 6-8 marks/mark band 2:

A clear explanation of each organisation's activities and how these enable each organisation to meet its aims and objectives.

Suggested tasks

- Explain the reasons for your choice of businesses.
- Explain clearly the major tasks carried out by each business.
- Explain clearly the aims and objectives of each business.
- Show how the activities of each business can clearly be linked to the aims and objectives already given.
- Display your information clearly using appropriate formats and business language.

You may need to talk to a manager at each of the businesses to get the greater depth required here (this may be arranged by your school or college). In addition you will need to be able to display your findings in an appropriate way and use these to assist your explanations.

What you must do to gain 9-11 marks/mark band 3:

A thorough account of each organisation's activities; a detailed analysis of how these may need to adapt in order to ensure that aims and objectives continue to be met over time.

Suggested tasks

- Full explanation of the choice of businesses.
- A thorough, accurate and detailed account of the major activities of each business.
- Full explanation of the aims of each organisation.
- How the aims can be translated in "SMART" objectives.
- How each activity defined can be linked to the achievement of specific aims and objectives.
- An analysis of how activities may need to change over time or have changed to continue to meet the defined aims and objectives.

This will require further information, particularly concerning how the businesses have changed, and you will need to demonstrate your ability to analyse your findings in order to reach conclusions. Your work should also make use of key business terms, theories and concepts fully applied to your choice of organisations as well as displaying and using the information you have gathered in an appropriate way.

Notes on Mark Band Coverage:

Where work submitted partly meets some of the requirements for a particular Mark Band and also partly the requirements for another, the marks will be awarded in accordance with how well you have covered the assessment criteria ie you will receive some marks from each Mark Band.

Guidance for Assessors/Teachers' Notes

Regarding the initial "assessment activity" above, this "sets the scene" for further development to cover the remaining criteria ie the intention is to set a further 3 assignments to meet (b), (c) and (d) respectively.

A simple scenario has been chosen but equally, alternative prompts could be given. The line concerning reference to the office manager may be one that could be picked up for later development.

Some assessment activities provide a "rationale" or framework for development and some initially give a list of "tasks" that build into the evidence requirements for each Unit. There is no need to over-complicate what students have to do and, in the initial stages, it may be better to do no formal "assessment" at all but to concentrate on the kinds of essential skills that students will require for the programme as a whole. A number of factors will combine to affect any assessment - delivery time, other resourcing issues, assessor's experience, the centre's experience of vocational programmes to name but a few.

There are a number of case study approaches available commercially that are worth investigation but the final outcome of the two internally assessed Units must be the same ie a portfolio containing all the evidence of how well the student has met the assessment criteria, appropriately assessed and giving a clear indication of mark band coverage.




There are some useful guidelines regarding assessment within the specifications. In relation to the assignment above, specific details of what might be expected in the three Mark Bands can be found on pages 23-27 inclusive, within the paragraphs relating to "Assessment criterion (a)".

In addition, the relevant sections of the Chief Examiner's Report highlight the appropriate points that need to be made within the portfolio units as well as the more obvious coverage of the tested unit. This is well worth reading so as to avoid some of the pitfalls when students are preparing portfolio work for assessment and for later moderation.

Specifically, one suggestion would be that the two Units should be broken down for assessment purposes into the 9 areas of the specification ie 4 for Unit 1 and 5 for Unit 2. This would produce 4 assignments or "activities for Unit 1 and 5 for Unit 2, although centres are free to further sub-divide (or merge) these depending on the chosen mode of delivery, programme of learning and so on. Most successful outcomes seem to derive from this approach and the over-complicated, elaborate approach is best avoided.

Clearly, students will require good guidance on the initial choice of business organisations and it may be appropriate for the assessor to provide some initial suggestions. Many centres allow the students to choose one of the two organisations and supply all the basic information concerning the other. A free choice of the two can make for assessment difficulties when a large number of students is involved. Equally, prescribing both organisations can be restrictive, despite having obvious attractions. In all cases, there should be an investigation of actual businesses wherever possible thus allowing students to look at whatever interests them. To this end students should be encouraged to make use of family businesses (one of the two businesses for Unit 1 could be a small business), personal knowledge and interests and the industry and business links that the centre will need in order to enhance the programme's vocational relevance.

TITLE OF ASSESSMENT ACTIVITY	Organisation's stakeholders, Assignment 2(a)
SUBJECT	GCSE Applied Business
UNIT NUMBER AND TITLE	Unit 2: PEOPLE AND BUSINESS

	<p>GET READY:</p>	<p>You need to produce a portfolio assignment based on your investigation of a medium to large-sized organisation, showing that you understand the importance of people in business.</p>
	<p>GET SET:</p>	<p>Find out what is meant by:</p> <ul style="list-style-type: none"> • medium to large-sized business • stakeholders
	<p>GO:</p>	<p>Your starting point is to carefully consider a suitable choice of business organisation. The organisation will need to have a reasonably wide range of employee functions and a clear policy on employee relations.</p> <p>Think about:</p> <ul style="list-style-type: none"> • How easy it will be to get the information you need? • Will the organisation allow you to visit or visit you? • Where else can you obtain information relating to or reflecting on the organisation? • The information you need and the questions you need to ask. <p>These will need to be checked by your teacher and alternative choices may possibly be suggested.</p> <p>Once the business is chosen, your starting point will be to look at the key stakeholders.</p> <p>Find out:</p> <ul style="list-style-type: none"> • What is their main interest in the business? • What does each do, how, where, when and why? • How does the business respond to their stakeholders? • The marks you will receive are shown on the following pages and will depend on the depth and strength of your investigation together with the quality of your report.

TITLE OF ASSESSMENT ACTIVITY: Stakeholders

What you must do to gain 1-4 marks/mark band 1:

A description of the role and importance of the organisation's key stakeholders.

Suggested tasks

- Briefly outline your choice of business - this will put your description of the stakeholders into context. Remember the reader of your work may not know anything about the business you have chosen.
- For at least three stakeholders make a chart to show:
 - 1 their various roles
 - 2 their importance to the organisation, how they might influence the business
 - 3 why they are interested in the organisation

(Hint: use A3 paper or work on a computer and use a table):

You may get information direct from your chosen businesses, via the internet, from other information they may publish or even from newspaper articles about the two businesses.

What you must do to gain 5-7 marks/mark band 2:

A clear explanation of the role and relative importance of the organisation's key stakeholders.

Suggested tasks

- Give an explanation of the organisation you have chosen
- For most of the key stakeholders in your selected organisation produce a presentation (or use another appropriate format) explaining their:
 - 1 role and
 - 2 relative importance

If you choose to do a presentation make sure that your portfolio contains not only your slides and presentation notes but evidence of what you said, the questions you were asked and how you answered them.

You may need to talk to a manager at each of the businesses to get the greater depth required here (this may be arranged by your school or college). In addition you will need to be able to display your findings in an appropriate way and use these to assist your explanations.

What you must do to gain 8-10 marks/mark band 3:

A comprehensive review of the role and relative importance of the organisation's stakeholders.

Suggested tasks

- Fully explain your choice of business
- For all the different stakeholders in your chosen business analyse their:
 - 1 role and
 - 2 relative importance, including why some stakeholders exercise more influence than others
- Explicitly relating to your chosen organisation discuss any issues in which stakeholder interests may be in conflict or cause key tensions
- Comment on how these conflicts or tensions might influence how the business is run

You may choose to do this in the form of a newspaper article for a business magazine (or another appropriate format.)

This will require further information, particularly concerning how the businesses have changed and demonstrate your ability to analyse your findings in order to reach conclusions. Your work should also make use of key business terms, theories and concepts fully applied to your choice of organisations as well as displaying and using the information you have gathered in an appropriate way.

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