

Edexcel GCSE

**Teacher's guide**

**Edexcel GCSE in  
Applied Business (Double Award)**  
First award in 2004  
October 2002

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Authorised by Peter Goff

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# Introduction

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This teacher's guide accompanies the Edexcel GCSE specification for Applied Business (Double Award) and has been designed to help teachers prepare their students for assessment in 2004 and beyond.

This guide should be used in conjunction with the specification. It provides sections to help with planning teaching programmes and managing the assessment requirements.

It is planned to issue a separate publication containing assessed items of student work. This will give further guidance on the application of the mark bands in the assessment grids for each of the internally assessed units, and provide a first indication of the standards expected.

# Specification summary

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## GCSEs in vocational subjects

A range of GCSE (Double Award) specifications in vocational subjects has been introduced to replace Part One GNVQ courses at levels 1 and 2 of the National Framework of Qualifications. They can be taken as two-year courses from September 2002 and one-year courses from September 2003 for first awarding in summer 2004.

## Edexcel GCSE in Applied Business (Double Award)

The Edexcel GCSE in Applied Business (Double Award) has been designed to provide a broad educational basis for training, further education or for moving into employment within the business sector. The QCA Qualification Accreditation Number is 100/2081/0.

## Specification structure

The specification consists of three compulsory units, which are equally weighted. Two units are internally assessed through the production of portfolios, and one is externally assessed by a written test. The first external assessment opportunity will be in January 2004, and the first moderation of internal assessment will be carried out in June 2004.

<b>Unit content</b>	<b>Assessment</b>
<b>Unit 1: Investigating Business</b> A review of business aims and objectives, types of ownership, location choice, structure, functional areas, communication arrangements, market competition, economic conditions and environmental constraints.	<b>Internal assessment:</b> An investigation of two contrasting businesses.
<b>Unit 2: People and Business</b> A review of the role of stakeholders, employee job roles, employer/employee rights and responsibilities, conflict resolution, recruitment, customer service and consumer protection.	<b>Internal assessment:</b> An investigation of one medium to large-sized organisation.
<b>Unit 3: Business Finance</b> A review of transaction records, payment arrangements, break even, cash flow and budgetary management, profit and loss calculation, use of balance sheets, sources of finance and financial planning.	<b>External assessment:</b> This unit will be assessed by an untiered external test of one and a half-hour's duration. The test will involve a combination of short and extended answers to all questions.

# Planning a teaching programme

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This course is likely to be taught over years 10 and 11 in schools from September 2002 and over year 12 in colleges from September 2003. Potential teaching programmes for one year and two years are therefore given below. The programmes shown are based on generalised experience and may include features such as work placements or internal examinations, which may not necessarily apply to the reader's school or college. As such these programmes are therefore general indications of course management options rather than prescriptive models to be adopted without adaptation. Topics are structured to form an educationally sensible learning progression and weekly boundaries are not intended to be absolutely discrete. Some topics will inevitably take more or less time than indicated for learners to confirm understanding. It is also important to interpret these comments in the light of the reader's professional experience in business education. GCSE teachers 'imported' to teach business from other subject specialisms may need to familiarise themselves with course content and methodology earlier and to a greater extent than for established and confident teachers of business studies. It is likewise possible that some business teachers using this guide will be new to teaching this type of qualification at this level.

In particular the purpose of this guide is to use current and actual business activity as the starting point from which to access the course material, rather than to teach theory which is then related to practice or which relies upon the use of simulation. An appropriate illustration might be the study of a solicitor's practice as an example of an unlimited liability business in contrast to a limited company; the conceptual knowledge 'hung' on the 'hook' of the real life example. Moreover, complex concepts such as legal liability would logically be addressed at an advanced stage in the course rather than at the outset, as may be the case in textbooks, which mirror the specification content determined by QCA. Priority should be given to facilitating learning, rather than 'delivering'. Moreover the use of coursebooks should perhaps commence with confident use of the topic index, usually found at the end of the book rather than at the beginning. Many texts have complementary strengths. In particular, LSDA have provided supporting notes which business teachers will find extremely useful.

The programme of work commences with a general introductory overview of business activities at a highly accessible level, building on students' own experiences, environments and awarenesses, eg from mass media. The intention is to create a 'broad brush' context within which to situate the many potentially confusing details of business activity or structure which may be safely left to a later stage in the learning programme when sufficient detail has been understood. This is important to create interest and enjoyment of the course by students. As the programme progresses, the shallow but broad approach extends to incorporate increasing depth of content, in the manner of a Bruner-style 'spiral curriculum'.

A key feature of this programme of work is managing time to include the compilation, refinement, submission, assessment and verification of students' assessed work. Such work comprises two thirds of the final course outcomes and therefore requires significant time. Unfortunately, there is an inevitable compromise between time allocated to the management of assessment and time spent teaching the course material. Centres will doubtless have widely differing views on what is an appropriate balance between the two. In some cases, centres may choose to set, assess and store final student work continuously throughout the course. In others, centres may allocate separate blocks of time within the course programme. This approach is shown in the following programme where an entire month is devoted to the compilation of student assessed work, at the expense of the teaching programme. This is however one approach among many and centres may elect to adjust the following scheme of work to suit their own course management style. Teachers may develop their own assessment activities in connection with their scheme of work as long as these reflect the unit assessment grids. Particular thought therefore needs to be given to the selection of possible business case studies for use by students.

For this reason, teachers will need to allocate significant time during the initial stages of the course to identifying and selecting suitable business organisations for students to investigate in detail. Ideally each student's work should be entirely original, but practical considerations of organisational selection may narrow the choice. It would be wise to delay submissions of student work until organisations have been selected which meet all the necessary evidence requirements.

At most stages, it is possible to place the student in the role of an active business decision-maker, making logical choices between competing options, based on the available evidence. The contribution to achievement which arises from using a dedicated subject room cannot be overstated. The intention during the first two terms of year 10 is to provide an interesting, meaningful, varied and generalisable foundation of business understanding. This approach can facilitate submission of increasingly coherent student assignment work as the year progresses. It is less 'tidy' than an approach which covers all components of a given topic at the same time, when viewed from the teacher's perspective. On the other hand, it is an approach which seeks to understand, anticipate and address common learning hurdles experienced by students of Business Studies courses. Teachers can always revisit complex points at an advanced stage of the course; learners cannot always make sense of complexities presented too early. This point is important in the light of the full range of student performance likely to be encountered on this course, in contrast to the experience of centres running GNVQ Part One courses.



## Possible scheme of work for a two year programme

<b>GCSE in Applied Business (Double Award)</b> <b>Proposed programme of teaching and learning for years 10 and 11.</b> <b>(This programme is supplemented below by more detailed suggestions for learning activities.</b> <b>Four weeks are allocated at the end of both units 1 and 2 for the management of internally assessed student work)</b>	
<b>Year 10, Autumn Term</b>	<b>Unit/Content for teaching and learning:</b> <b>Unit 1</b>
Week 1	<b>Introduction to and illustration of business activities;</b> Study of business organisations local to students' home or school. Introduction to the 'supply' or 'value' chain. Use of illustrations/photographs/case studies to create a collaborative learning environment out of a base room. Beginning to elicit students' own business-related knowledge/understanding/connections.
Week 2	
Week 3	<b>Introduction to business aims; how selected organisations attempt to meet their aims through their activities.</b> Answering the 'what is a business?' question. Focussing on supplying goods/services to a particular identifiable market. <b>Identifying businesses' monetary aims.</b> Explaining 'profit' as sales income less expenses and 'covering costs' in simple terms. Use of simple numerical examples to illustrate pricing to cover running costs (start-up or fixed costs not included)
Week 4	
Week 5	<b>Introduction to business location</b> as an illustration of organisations pursuing their aims by supplying particular products to particular markets. Illustration of local and national examples by maps, charts, photographs via wall displays. Connections between location and sales income and costs.
Week 6	
Week 7	<b>Introduction to functional areas</b> within organisations as task groups focussing on meeting some of the aims mentioned earlier. Begin with operations departments as producers/suppliers of the core service. Refer to previously selected examples of factories/production units. Begin to analyse resource requirements for particular activities as illustrated by examples; facilities, people, finance, materials, equipment. Opportunities for reference to research and development (R&D).
Week 8	
Week 9	Spread of functional areas <b>to include the human resource function</b> as organiser and supplier of the human dimension central to core activities. Focus on recruitment, training, retention and working conditions. Note detailed focus may be left to Unit 2. Spread of Human Resource and Operations activity to include <b>customer service provision</b> . Progress from customer service to <b>marketing and sales</b> activities as a development of functional areas.
Week 10	
Week 11	Progress to <b>financial activities</b> in terms of keeping records of transactions (eg material purchases along with HR impacts such as processing payroll expenses of staff wages). Progress to the <b>administration function</b> as provider of central support facilities to the other principal functions. Progress to the <b>use of IT</b> in facilitating and coordinating not only administration but also all other functions.
Week 12	

Week 13	Progress to the use of IT in <b>business communication</b> , coordination and liaison between functions. Progress to the <b>communication process</b> independent of IT within and between functions and organisations, considering suitability of communication methods for different business needs.
Week 14	
Week 15	Review of the <b>major competition</b> faced by selected businesses, along with strategies for competing, surviving and achieving growth.
Week 16	

<b>Year 10, Spring Term</b>	<b>Unit/Content for teaching and learning:</b>
Week 1	Review of <b>environmental constraints</b> faced by selected businesses including pollution and resource wastage.
Week 2	
Week 3	Review of <b>major features of economic activity</b> in their impact on the businesses, eg variations in interest rates, prices and exchange rates.
Week 4	
Week 5	Study of selected organisations' <b>choice of organisational structure</b> and its suitability for that organisation.
Week 6	
Week 7	Drawing together loose ends such as numbers of businesses involved in <b>different business sectors along with changes in the sector breakdown</b> of UK business (see business activities). Vacant slot to permit overrun and to finalise evidence collection.
Week 8	
Week 9	<b>Final compilation of Unit 1 portfolio assignment evidence.</b>
Week 10	
Week 11	
Week 12	

<b>Year 10, Summer Term</b>	<b>Unit/Content for teaching and learning: Unit 2: first half (second half covered in year 11, Spring term)</b>
Week 1	<b>People in business</b> ; job roles, working relationships and business stakeholders
Week 2	
Week 3	<b>Recruitment, training and retention of employees</b>
Week 4	
Week 5	<b>Right and responsibilities of employees</b>
Week 6	
Week 7	Possible work placements
Week 8	
Week 9	Possible year 10 internal examinations
Week 10	
Week 11	<b>Right and responsibilities of employers</b>
Week 12	

<b>Year 11, Autumn Term</b>	<b>Unit/Content for teaching and learning: Unit 3: Business Finance</b>
Week 1	<b>Business transactions:</b> recording and effect on costs and revenues. Implications of incorrect recording. Methods of transaction payment.
Week 2	<b>Using spreadsheets to record total costs and total revenues; initial profit/loss calculations</b> per time period.
Week 3	<b>Calculating costs</b> (start-up/fixed/overheads and running/variable). <b>Calculating revenue</b> (output x price). Comparison of costs and revenues to give profit or loss.
Week 4	Calculating the <b>break-even level of output</b> , both numerically and graphically.
Week 5	<b>Profit and Loss accounts;</b> Gross and Net Profit calculations.
Week 6	<b>Use of budgets</b> in managing costs or anticipating revenues. Managing variances and taking corrective action.
Week 7	<b>Cash flow management</b> as distinct from profit and loss accounting; forecasting cash flow for financial management.
Week 8	Assets, liabilities and <b>balance sheets</b> . Contrast with profit and loss account. Solvency and bankruptcy.
Week 9	<b>Use of business accounts</b> by various stakeholders.
Week 10	<b>Sources of finance</b> and planning for the future.
Week 11	<b>Contingency time</b> to allow overrun on topics requiring additional reinforcement/explanation/application/illustration.
Week 12	
Week 13	Preparation for <b>specimen tests</b> . Possible internal examinations
Week 14	Specimen test activities, assessment and feedback. <b>Possible internal examinations</b> .
Week 15	Review of Unit 3 topics proving most problematic. <b>Final test preparation</b> . Possible internal examinations continued.
Week 16	

<b>Year 11, Spring Term</b>	<b>Unit/Content for teaching and learning:</b>
Week 1	Applied GCSE <b>External Test</b> for Unit 3
Week 2	
Week 3	<b>Unit 2: second half</b> <b>Relationships between employers and employees</b> as illustrated in a selected business organisation. Industrial relations conflict, especially with respect to health and safety issues. Mechanisms for resolving conflict.
Week 4	
Week 5	<b>Customer service provision.</b>
Week 6	
Week 7	<b>Consumer protection legislation.</b>
Week 8	
Week 9	<b>Final compilation of Unit 2 portfolio assignment evidence.</b>
Week 10	
Week 11	
Week 12	

<b>Year 11, Summer Term</b>	<b>Unit/Content for teaching and learning:</b>
Week 1	<b>Final completion of all portfolio evidence:</b> Checking against unit assessment grids Annotation of portfolios Final internal standardisation.
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	<b>External Tests and other GCSE examinations</b>
Week 8	
Week 9	

## **Possible one-year scheme of work**

The above scheme of work may be broadly adapted to apply to one-year programmes by allocating one week instead of two to each major topic area.

## Programme of possible learning activities

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The purpose of Unit 1 is to provide students with wide ranging knowledge and understanding of what businesses do and how they meet their aims and objectives. It also provides students with many opportunities to engage with businesses at first or second hand and to learn transferable skills from observation of real-life business activity.

The purpose of Unit 2 is to investigate the range of human resource involvement in business activity, along with mechanisms to address conflict and the diversity of perspective among stakeholders.

The purpose of Unit 3 is to investigate the financial features of business activity and to equip students with some of the numerical skills necessary to understand and engage with financial aspects of business management.

The following programme of possible learning activities puts flesh on the bones of the foregoing scheme of work and may be used as a basis for preparing individual lessons. It is addressed to teachers but does make reference to the GCSE in Applied Business Student Webguide which contains activities written directly for a student audience. This programme is intended to be generally indicative rather than totally comprehensive and aims to offer structured support to both new and less experienced teachers of business studies. At the same time it is one approach among many and may serve as simply one additional resource to experienced business teachers who may prefer alternative methods. It may be supported by the subject-specific resources mentioned in the Edexcel GCSE Applied Business specification and repeated below:

**Suggested learning activities to accompany the scheme of work for Unit 1:**

Topic	Learning activity
<p><b>Year 10, Autumn Term:</b> Weeks 1 and 2: Introduction to and illustration of business activity...</p>	<p>Students may describe the activities of a business of their choice (either referring to local organisations or globally famous corporations). Descriptions at this early stage may be vague and incomplete. Class feedback from student research will provide variety and diversity of focus, as well as celebrating the diversity of the catchment area and foci of web interest. Teachers can reinforce an interest in and enjoyment of local community identity by creating room/corridor wall displays consisting of photographs of interesting local businesses, including popular leisure facilities, colourful and unusual retail outlets, notable public facilities and charitable outlets, offices or services. Teachers may, for example, photograph some of the organisations selected by students and use of digital cameras may facilitate subsequent use of images in networked materials. Visually engaging photographs of popular brand-name products taken from magazines pitched at the older teen market are also valuable as components of such displays. Obvious indications of effort, interest and involvement by teachers are instrumental in modelling the same output from students.</p> <p>Students could make verbal presentations of their information, both individually and in groups in order to develop their skills of expression. They may then work on display posters to complement their research findings, celebrate individual effort and set up a collaborative learning environment at this critical early stage, hence the crucial importance of at least one subject base room. Students will be encouraged to find that they already possess a great deal of applied business knowledge and awareness.</p> <p>These examples will permit the explanation of ‘value’ and ‘supply’ chains which may help situate business activity in context. All students will be familiar with retail outlets but relatively few may have visited a factory or workshop where physical production takes place. Some students may have selected examples of goods or services which are not generally understood and which require a measure of explanation eg financial services. Wall displays may also make connections between the different organisations selected by students. Understanding may be consolidated by a written exercise completing missing sections of a structured worksheet. Diagnostic analysis at this early stage may identify learning support needs and learning strategy group profiles, leading to an early group differentiation. Student work from year 9 should also be sought in order to inform GCSE teachers on expected outcomes for each student. (This kind of follow-through is frequently not systematically provided and therefore requires specific request).</p>

<p>Weeks 3 and 4: Introduction to business aims and objectives. Connection with business activities previously identified. Understanding businesses' monetary aims and objectives.</p>	<p>This is an opportunity to progress from qualitative to quantitative aims and objectives with more specific targets and time horizons in conventional SMART format.</p> <p>Class discussion will pave the way for precise explanations of business terms such as 'profit'. Such understanding may then be consolidated via a numerical exercise where students manipulate simple costs, revenues and profits to ensure their understanding of the relationship between all three. This kind of exercise, perhaps focussing on a simple readily understood product as illustrated by student research at this early stage, will also reinforce the centrality of numerical application to business decision-making. Break-even calculations may be approached simply as a cost-covering or survival exercise since they will require more substantial exploration at a later stage.</p> <p>The steps that businesses may need to take to ensure they continue to meet their aims and objectives over time may be introduced at this point and revisited at the conclusion of the unit, for example when considering issues of competition in the spring term. This detailed numerical work will be revisited, especially in the autumn term of year 11, but may support diagnostic assessment of student capabilities at this early stage.</p>
<p>Weeks 5 and 6: Business location</p>	<p>Business location is a less abstract and intuitively more obvious concept than the numerical calculations referred to above. This offers teachers an opportunity to blend conceptually stretching classroom activities with more active research outside the classroom.</p> <p>Students may study the location of a number of key local businesses and attempt to explain the management decisions, which resulted in those locations. This provides an ideal opportunity to address Assessment Objective 2, concerning the gathering, recording, selecting and analysis of research information. It also provides students with an opportunity to develop their powers of logical reasoning, imagination and understanding of how businesses evolve over time.</p> <p>Students may again present visually stimulating displays illustrating the selected location of their chosen organisation at the centre of a 'spider diagram' indicating possible reasons for the related management choices. Establishing links between location choices and the sales income or costs referred to above also provides a sense of interconnectedness to the progressive unfolding of the course or learning programme.</p> <p>Again, it is not necessary to present all the specified factors explaining location at this early stage; more complex issues can be revisited. The prime focus is to nurture a sense of progressive mastery of logical analysis; the ability on students' part to make sense of the business world they see around them and to gain confidence in their own analytical skills rather than seeing all knowledge as emanating from teachers, books or the internet.</p>



<p>Weeks 7 and 8: Introduction to functional areas.</p>	<p>Proceeding from a discussion of business location, students may be led to explore some of the functional areas of selected business activity, commencing perhaps with management.</p> <p>‘Brainstorming’ all the possible departmental specialisms within different businesses can offer a range of functional labels like ‘operations’. This may serve as a useful starting point because it relates to the generation of core products. Any other functional area may however be used to begin this section of work, depending on local business activity, students’ interests, possible visits and visiting speakers. Since many students may never have visited a factory, visits to the facilities of organisations such as The Body Shop (Littlehampton), Cadbury (Birmingham) or Wedgwood (Staffs) may be organised to coincide with this topic. (Guidance notes on the use of visits are appended below.)</p> <p>Deployment of land, buildings, people and materials provides natural links with further functional areas such as HR and finance. Students may need assistance with understanding the application of facilities such as CAD/CAM if selected examples feature less-automated industries. Certain large corporations provide charts illustrating the detailed assembly of their products at a sufficiently simple level to match the requirements of this course. The assistance of school technology departments can prove invaluable at this stage. Operations activity also permits a review of related research and development activities (R&amp;D) feeding through into the design function.</p>
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<p>Weeks 9 and 10: the Human Resource and Customer Service functions; Sales and Marketing functions.</p>	<p>Beginning a study of functional areas with operations has the merit of illustrating the need for recruitment, training and retention of specialised staff, the provision of healthy and safe working environments and reasons for possible conflict in these areas.</p> <p>Trade unions are often more willing to discuss these issues openly than employers, especially where employer negligence or cost cutting has led to the death or serious injury of workers. Adapted material from the Chartered Institute of Personnel Development can also prove valuable.</p> <p>The use of news clippings and video material at this stage of the course can open students' eyes to the analysis of issues such as human resource management at a regional, national and global level, or the manufacture of well known branded products by low wage Third World labour in working conditions that would be considered unacceptable in contemporary Britain.</p> <p>Student comment may be invited on the management of their own family members or relatives in a range of employment situations. Role-play and drama can illustrate dialogue in this aspect of business activity and the assistance of school English and Drama departments can contribute much of learning experience; a drama exercise where an English teacher tries to teach business studies without detailed knowledge of the subject will show clearly the role played by specialised staff. (The same technique may be reversed where the business teacher tries to teach literature!)</p> <p>Customer service provision follows naturally from a consideration of human resource management and the use of role-play in teaching. Students have many opportunities to bring their families' and friends' experiences of customer service to the classroom, as well as the opportunity to observe practice in accessible retail and service environments. Techniques of gathering, recording, analysing and presenting information may also be developed at this point. 'Learning by doing' is also possible where students may take part in dimensions of school or college life by assisting reception staff or the organisation of parents' consultation meetings or school/college festivals.</p> <p>Many students confuse sales and marketing activities; a progression from customer service, through sales to marketing can highlight the distinctive features of each activity. The role of the marketing function in identifying consumer demand and matching it with producer supply can be complex and illustrates the analysis and reflection necessary before sales may be attempted.</p> <p>Case studies from materials such as the Times 100 Collection or the Bized and Tutor2U websites may be appropriate here. Many GCSE textbooks such as those by Anderton, Huggett and the Nuffield Foundation (referenced in the specification bibliographies) have clear, colourful and very helpful features relating to this topic. Digested material from the Chartered Institute of Marketing or from TV case studies will illustrate the role of the marketing function effectively. BBC Learning Zone features regularly include valuable material and committed departments will have an active policy on resource creation.</p>
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<p>Weeks 11 and 12: Financial management activity. Administration and the associated use of IT.</p>	<p>Students may be led from a consideration of marketing and sales activities back to earlier discussions on covering costs in order to understand the need to keep accounts of all transactions. This may be an appropriately early stage to introduce students to the profit and loss account that will be revisited in the autumn term of year 11. Sales income less operating expenses such as wages or purchase of materials may be calculated using numerically simple examples. The unfamiliar concept of ‘capital’ may then be introduced and defined carefully so that students begin to distinguish balance sheet items such as assets from profit and loss items such as revenue; a common source of confusion. Solvency or cash flow need not be referred to here but the need to maintain operational capability on a daily basis can be clearly presented as the work of this function.</p> <p>Participation in schemes such as Young Enterprise can assist the ongoing understanding of these responsibilities and the school may support and facilitate the establishment of a limited company for illustrative purposes in supporting a course such as this. The role of the finance function in underpinning all the functions considered so far may be illustrated clearly, as with the payroll function linking with HR management.</p> <p>Developing the issue of coordination and liaison and between functions for effective organisational operation, the role of administration may be introduced, giving students the opportunity to play some part in carrying out an administrative task, perhaps even unrelated to obvious business activity such as the administration of a wedding reception. The topic may also be illustrated via an absence of administration, as when key staff are absent or on strike, eg the impact on travellers of airport disputes or the incidence of rubbish collectors’ strikes.</p> <p>The distinctive contribution of IT to effective administration may usefully be considered with reference to a range of relevant software, eg Microsoft Office or Works integrated packages. The role played by each major computer program in business administration could form the central feature of a number of lessons. This may usefully link back to the role played by IT in marketing and operations. Visits to business facilities which make significant use of IT are valuable at this point, eg Sainsburystoyou.com</p>
<p>Weeks 13 and 14: Business communication including associated use of IT.</p>	<p>The continuing study of IT in its contribution to effective business communication may be illustrated by internet transactions where students access selected websites and consider the value of a web presence. The use of the web by virtual galleries or estate agents such as Homes4U.com illustrates well the business advantages over purely offline organisations. The role of bar codes in the global courier industry or in supply chain management may be seen from relevant examples. Businesses involved in implementing web-based strategies may be contacted via Chambers of Commerce or Business Link partnerships.</p> <p>The previous topic serves as a bridge to non IT-based communication techniques as students explore other technologies, matching situations and communications methods. Students may be offered roles in a variety of business settings in order to identify and apply the most appropriate communication technique to particular needs and situations, appropriate examples being meetings, letters and the telephone.</p>

<p>Weeks 15 and 16: Business competition</p>	<p>Returning to selected examples and case studies, students may identify the key competitors faced by each organisation and identify key selling points in terms of price, quality or availability. The pressure placed on each organisation by competition can then be seen as a force for change and development. Identifying and weighing selected business strengths and weaknesses in the face of competition may serve as a useful introduction to the skill of evaluation, submitting supported judgments in the light of more than one set of considerations, as outlined in Assessment Objective 3. This topic also marks a shift in focus to factors outside the selected organisations and hence ‘external influences’.</p>
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<p><b>Year 10, Spring Term:</b> Weeks 1 and 2: Environmental constraints</p>	<p>Many businesses under study may be retail organisations as opposed to secondary manufacturers. A full awareness of environmental factors may therefore suggest a visit to an area or organisation where the need to reduce pollution may be seen as a significant constraint, especially where water pollution is involved. Smaller scale pollution can be seen in emissions of noise or the need to clear litter. Cost cutting, as a route to profiteering, may be seen as a route to treating the environment without respect, as may be seen in the local incidence of ‘flytipping’. Legislation and particular case studies may be identified via reference to environmental pressure groups such as Greenpeace, Friends of the Earth and the Campaign for Nuclear Disarmament. Local case studies may be identified via local press and trade union contacts. Again, opportunities for evaluation are present with contrasting viewpoints and judgments easily made but requiring appropriate support, as indicated in AO3.</p>
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<p>Weeks 3 and 4: Economic constraints</p>	<p>Students may require a clear numerical explanation of the meaning of an 'interest rate' for borrowers, as this would apply to most businesses. This example can show how rising interest rates drive up costs and squeeze profits, especially in heavily indebted businesses.</p> <p>Video material illustrating serious unemployment can indicate the slumps in aggregate demand that may be responsible, leading to reductions in interest rates. By the same token, conditions of economic prosperity can be seen to lead to rising interest rates, especially via a booming housing market. These factors may then be traced forward to their impact on businesses in terms of rising interest rates as debt service costs. The value of understanding causal factors may be seen in terms of entrepreneurs' ability to forecast future business conditions via the state of the economy. It is not essential that students understand the forces causing variations in interest rates but their ability to do so will determine their capacity to predict future events, a valuable element of business acumen. Concepts such as total demand for goods and services varying with the business cycle through booms and slumps, need not be conceptually demanding for students to understand.</p> <p>In the same way, the dependence of selected firms on variations in prices of inputs may illustrate the extent to which they are constrained in this area. Many retailers may be minimally affected by raw material prices and may suffer no competitive disadvantage if all competitors are raising prices to a similar extent, as with petrol suppliers' response to rising oil prices.</p> <p>Students may experience more difficulty in coping with the numerical confusions of exchange rate variations and may also have little import/export activity in their locality. It is also confusing for them to deal with both interest rates and exchange rates when the meaning of each is more clearly expressed as levels of annual debt service and of currency exchange. Contrasting the sales fortunes of £1 UK exports selling for \$0.80 as opposed to \$0.70 in the US may help illustrate the concept of a 'rising pound' with its accompanying rise in export prices (ie sales to foreign customers abroad, not in the UK!). Moreover the exchange rate issue is complicated by Britain's relationship with Europe and questions of when the Euro may be adopted. This topic is therefore complex for many students at this level and may perhaps be left until a later stage in the course when their knowledge and confidence is more advanced.</p> <p>In each case, opportunities for evaluation of business strengths and weaknesses may be identified and exploited to the student's advantage. Proposals for how the business might deal with such influences may link with issues such as use of profits to minimise indebtedness and therefore exposure to the damaging influence of rising interest rates. Current adoption of the Euro by companies such as Virgin and Siemens reduces exposure to exchange rate variations. Increasing stocks of imported raw materials such as oil, purchased at historically lower prices, may reduce exposure to current price fluctuations. These are further opportunities to address AO3.</p>
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<p>Weeks 5 and 6: Organisational structure</p>	<p>If economic factors are complex for many students to understand, then so also are questions such as whether businesses should form a limited company or opt for partnership status. The choice of business organisational structure may be viewed from the perspective of possible bankruptcy or insolvency; would their 'liability' be limited or unlimited?</p> <p>Students may commence with private limited companies as the most obvious starting point and then branch out to franchise companies, public sector corporations and cooperatives before crossing into unlimited liability territory of partnerships and sole traders. It may be necessary for teachers to carry out research on students' behalf in their local area in order to identify appropriate examples of each organisational type. The advantages and disadvantages of each structure to managers seeking to maximise business achievement may then be explored, as with the preference for unlimited partnerships by the overwhelming majority of solicitors' practices.</p>
<p>Weeks 7 and 8: Outstanding issues</p>	<p>This time permits the drawing together of loose ends such as numbers of businesses involved in different business sectors along with changes in the sector breakdown of UK business (see business activities). This may also be used as a slot to permit overrun and to finalise evidence collection of more complex points.</p>
<p>Weeks 9, 10, 11 and 12: Unit conclusion</p>	<p>Final compilation of Unit 1 portfolio assignment evidence.</p>

<p><b>Year 10, Summer Term:</b> Weeks 1 and 2: People in business; job roles, working relationships and business stakeholders.</p>	<p>Students' experiences from family and friends will provide a great deal of information with which to launch Unit 2, as each student contributes information on at least one work role in one organisation. A potentially vast amount of information may be collected, organised and exhibited via wall displays. Personal contact can enable students to relate to various roles such as management, supervisory, operational and support staff. Video material can provide a wide range of interesting and relevant illustrations which may then be organised further via job descriptions and organisation charts, possibly starting with those applicable to the school or college itself. Significant key job types may be analysed via a matrix in terms of features such as security and levels of responsibility. Working arrangements may similarly be contrasted and related back to some of the business organisations studied so far. Employee activity provides a clear link on to the range of possible stakeholders relevant to the selected organisations, offering the opportunity for further links to local community activity. The human dimension of this topic provides a contrast with previous work on external influences and subsequent work on business finances so the variety of focus is fully exploited.</p>
<p>Weeks 3 and 4: Recruitment, training and retention of employees.</p>	<p>Returning more directly to the experience of employment, students may be invited to offer information on how friends or family contacts secured employment positions through a recruitment process. The work of agencies may provide a ready focus, along with vacancy information contained in local and national newspapers and magazines. The importance of linking posts with adequately skilled staff can be explored with reference to news clippings concerning, for example, skilled workers such as airline pilots, surgeons and actors. Focussing on skilled workers also raises the profile of training and its importance in performing work tasks to standard. News clippings of industrial accidents such as rail disasters also frequently reveal a lack of adequate staff training. Using observations gained in the Unit 1 work on customer service provision, students may prepare training materials for use in the Unit 2 focus on customer service.</p> <p>Students can be engaged in preparing for their own involvement in the recruitment process in a manner frequently facilitated by the tutorial or pastoral curriculum. Examples are completing job application forms, responding to person specifications and job descriptions and taking part in recorded mock interviews, both as interviewer and interviewee. Questions of retention may also be introduced from students' own experience of staff turnover in their school/college, taking account of the loss of experience. Legal features of recruitment such as equal opportunities requirements pave the way for the next topic.</p>

<p>Weeks 5, 6, 11 and 12: Rights and responsibilities of employees and employers.</p>	<p>This topic may be introduced from a health and safety perspective, especially from students' own experience in schools and colleges. Moreover the experiences of students' families and friends will create a broad framework within which to situate individual experiences. Case study material from news media will also reinforce a sense of clear boundaries in this area, as well as the appropriate introduction of legally contracted entitlements and duties, especially in occupations and activities involving a measure of hazard such as school/college trips. Input from trade unions, including discussion as to why they have come to be involved in the first place, will prove constructive here, especially when contrasted with labour practices in developing countries where major brand name products are manufactured far more cheaply than in the UK. Issues like discrimination on grounds of disability, race and gender may well be familiar to students, who may therefore be well placed to identify their rights in these areas</p> <p>Students may, however, be less aware of their legal responsibilities at work, for example under legislation such as the Data Protection Act 1998, especially where they have access to sensitive information. Local business contacts may also have valuable contributions to make in clarifying the levels of honesty, reliability and interpersonal skills expected from professional staff, even at the age of 16. The use of probationary periods and short-term contracts in filtering out poor quality staff may be helpfully presented from the employer's perspective.</p> <p>Since many students of this age group are unaware of their legal rights when commencing part time as well as full time employment, an introduction on this topic may usefully link with the tutorial/pastoral programme. Moreover, case studies of teenagers killed or seriously injured in poorly regulated occupations like newspaper delivery, fairground attractions, street markets, farming, materials handling and construction can provide valuable guidance to potentially vulnerable and easily exploitable young staff. This topic may be conveniently linked with the work placements commonly organised at this stage of year 10. This topic may therefore play a valuable role in preparing students for their vocational future.</p>
<p>Weeks 7 and 8</p>	<p>Work placements</p>
<p>Weeks 9 and 10</p>	<p>Internal examinations</p>



<p><b>Year 11, Autumn Term:</b> Week 1</p>	<p>Much of the work to be covered this term is classroom-based and every opportunity should therefore be taken to add variety to the learning experience eg by visits, video case studies and the use of varied teaching styles such as drama and role-play.</p> <p>Students may be introduced to <i>Unit 3: Business Finance</i> by taking the case study of a business that has just gone bankrupt or become insolvent. Students may suggest reasons for its failure and these will steer the discussion towards the starting point of business transactions and their tracking. A simple numerical example could be given where income of £5,000 is wrongly recorded as £500, leaving the income/expenditure account £4,500 in deficit. This leads into the use of business documents for recording transactions and the importance of having complete records for these. The role of accountants in auditing or checking these records in order to confirm an organisation's set of accounts illustrates the importance of this record keeping.</p>
<p>Week 2: Using spreadsheets.</p>	<p>To record revenue and costs and to calculate profits or losses may be illustrated by an exercise in the use of spreadsheets, paying attention to the checking of final figures. (Many students confuse place value, incorrectly reading writing thousands vs. hundreds of pounds, hence the importance of checking figures rather than simply believing the final total.) It is perhaps unnecessary for such calculations to exceed a unit of thousands.</p>
<p>Week 3: Calculating profits and losses.</p>	<p>Students may be introduced to lump-sum, fixed or start-up costs which do not change with output, alongside running or variable costs which do. This can lead to accurately recording the total costs for a year's sales, before calculating revenue for one product line (as price X quantity) and therefore profit and loss. Students will benefit from a range of such activities in order to gain confidence in manipulating business numbers.</p>
<p>Week 4: Calculating the break-even level of output and sales.</p>	<p>The figures indicated above may be translated into graphic format to create a break-even chart, indicating optional levels of output. This technique can then be applied to the sale of a wide range of goods and services such as flight ticket sales, cinema takings and CD album sales.</p>
<p>Week 5: Profit and loss accounts.</p>	<p>Break-even analysis leads naturally into the profit and loss summary of a firm's performance, as the first major account, and there are many simple textbook models of how this may be taught when set up as a template such as a spreadsheet. It is helpful for students to complete these tasks without the use of computers in order to confirm both their numerical competence and their understanding of the processes they are going through. When faced with results, they can be asked for judgments or opinions on what action should be taken. News clippings and video clips relating to declarations of bankruptcy/insolvency or profit may be used to relate student activity to real life business practice.</p>

<p>Week 6: Use of budgets.</p>	<p>Students familiar with the need to preserve profits by controlling costs may then be able to see the application of budgets for monitoring expenditure and income. The realities of variances from the budgeted plan again indicate action to be taken and show the value of this technique for monetary monitoring and analysis.</p>
<p>Week 7: Cash flow.</p>	<p>Students will have seen the obvious contrast between profit and loss but may be surprised to learn that many business failures include profitable firms suffering from cash flow problems because of the timing of their income and expenditure. Students may therefore be given cash flow data on a spreadsheet where they are required to show the impact of factors such as delays in customer payments or bad debts. The ability to forecast a financial crisis in order to be able to take corrective action can illustrate to students the importance of this tool as a method of proactive, as opposed to reactive, financial management. As above, this technique can also be applied without a spreadsheet in order to evaluate the use of IT.</p>
<p>Week 8: Balance sheets.</p>	<p>Just as students may have difficulty in understanding how a supposedly profitable business could go bankrupt, students easily confuse profit and loss with cash flow and are further confused with the arrival of the balance sheet. They need support in understanding the contrast between <i>flows</i> of income and expenditure on the one hand, and <i>stocks</i> of assets and liabilities on the other. Illustrations of how a profitable firm may have minimal net assets or how an asset-rich firm may be making significant losses will help to clarify this potential confusion. The contrast between the balance sheet as a snapshot at one moment in time, with the profit and loss account as an updateable moving picture may prove helpful. Either way, students may easily become confused over these subtle differences.</p>
<p>Week 9: Use of accounts by various stakeholders.</p>	<p>Some of the above information may be illustrated at every possible point by reference to annual financial statements from well-known organisations, some of which may of course be exhibited in a wall display. This will assist in the discussion of stakeholders, especially if losses are being experienced rather than profits. The views of shareholders, employees, bankers, customers and others may well differ and can be illustrated graphically or via role-play. Again news clippings, video and film material (eg Wall Street) may be used to bring such tensions to light. Either way, the importance of financial reporting and monitoring is highlighted.</p>

<p>Week 10: Sources of finance.</p>	<p>Many students see bank loans or overdrafts as an automatic right and the answer to all problems so this section is likely to contain new material for most. The use of leasing for company cars or venture capital for new films may show how examples of each finance source can lift the discussion beyond the obvious. Again students may role-play applications for bank loans or creations of wall charts illustrating the particular merits of each finance source using artwork or photographs. Either way, this section concerns how to provide for the future needs of the business.</p>
<p>Weeks 11 – 15</p>	<p>Remaining time can be used as both a contingency buffer for other topics which have taken longer to deliver successfully than planned and a final time allocation for text preparation. Time may also be required for conventional year 11 mock or trial internal examinations.</p>

<b>Year 11, Spring Term:</b> Weeks 1 and 2	External tests.
Weeks 3 and 4: Relationships between employers and employees as illustrated in selected business organisations.	<p>Previous clarification of the respective rights and responsibilities of employers and employees may be brought together into a discussion of industrial relations conflicts and the appropriate mechanisms for their solution. National case studies may be obtained from the Health and Safety Executive, as in rail industry cases of recent years. Regionally relevant case studies may be easily obtained from local trade union representatives and sources such as regional/local newspapers that are usually accessible via websites. Connection of such case studies with the local business organisations selected for analysis may prove problematic if industries are lacking in comparability. Nonetheless principles and structures, especially relating to health and safety issues, may be generally applied such as grievance procedures, representation by trade unions and recourse to employment tribunals with legal representation culminating in ACAS and the European Court of Justice.</p> <p>Students may take part in role-played negotiations and learn valuable interpersonal skills such as listening, analysis, the presentation of logical arguments, conciliation and compromise.</p>
Weeks 5 and 6: Customer service.	<p>Students will be able to build upon work done in Unit 1 on this topic, complementing individual research with reviews of case studies which may be drawn from consumer watchdog TV programmes, magazine articles and web feedback from critical chatrooms. Students may refer back to training materials produced earlier in this unit's work in order to focus on raising standards in customer service. Materials prepared by the Consumer's Association, Union of Shop, Distributive and Allied Workers and Institute of Customer Service may prove valuable for this topic.</p>
Weeks 7 and 8: Consumer protection legislation	<p>Students will have encountered questions of legal responsibility at an earlier stage in this unit and may be reminded of business responsibilities under legislation such as the Sale of Goods Act. Case studies of some of the more outrageous abuses by producers and suppliers may be reviewed from the consumer law section of a GCSE or A level Law casebook, suitably digested for students at this level. Discussion of how the law is enforced by trading standards officers and what students judge to be appropriate commercial behaviour may strengthen some of the skills of role-play, listening, expression and written presentation reinforced at other points of this course.</p>
Weeks 9 to the end of term.	<p>Remaining planned time may be used as a contingency buffer against topic overruns or the inevitable difficulty encountered in ensuring students complete their portfolio work to the required minimum standard and on time. Internal moderation and portfolio tracking may also require time to be allocated at this stage of the course.</p>
<b>Year 11, Summer Term:</b> Weeks 1 – 4.	Final preparation for second external test for Unit 3.

# Internal assessment procedures

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## Supervision of students and authentication of work submitted

Students must submit a portfolio of work for each of the two internally assessed units. Teachers are expected to guide and advise students in the production of their portfolios. Teachers should monitor progress, to ensure that the work is appropriate for the requirements of the specification.

The GCSE, GCE, VCE and GNVQ Code of Practice requires that assessors record full details of the nature of any assistance given to individual candidates that is beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing students' work, as indicated in the guidance section that accompanies each internally assessed unit in the specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each student's work with confidence.

## Assessment

The work of each student must be assessed using the assessment evidence grids, which contains criteria statements and bands of response. The assessment must be completed by centres on the mark record sheets, which are used to convert achievement levels to marks. A copy of these forms are contained in *Appendix A* at the back of this document and should be photocopied and attached to each student's portfolio.

### Annotation

Annotation is a mandatory requirement for internally assessed work and is used to:

- help the moderator to understand how and where marks for each assessment criteria have been awarded
- describe where students have received help beyond normal learning support or where students have been rewarded for initiatives that are not immediately apparent from the evidence presented
- explain any other features of a student's work that will assist the moderator in understanding how a particular assessment was arrived at.

The minimum requirement for annotation is to complete the annotation column on the mark record sheet by listing the portfolio page numbers where evidence can be found for each of the assessment criteria.

Further comments can be carried out on the back of the mark record sheet. Detailed annotation will help a moderator to agree a centre's marks.

### **Standardisation within the centre**

It is the centre's responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standard and that an accurate rank order is established.

### **Internally Assessed Portfolios**

Following assessment, all portfolios must be available for inspection by Edexcel. Each student's portfolio should contain only the work used for awarding marks for the assessment.

Portfolios must have a title page with the relevant specification name and number, candidate name, candidate number, centre name, centre number, and date. The first page of the portfolio should be a contents list and pages should be numbered throughout the portfolio.

A sample of the work will be requested and must be sent to Edexcel to arrive no later than May 15th in the year of the examination. No practical work is to be submitted to Edexcel unless specifically requested.

The moderated coursework will be returned to centres in the autumn term in the year of the examination. Edexcel reserves the right to retain examples of folders for archive, grading or training purposes.

# Support and training

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There is a full range of support material designed for each GCSE in a vocational subject.

The range includes:

- specimen tests and associated mark schemes
- sample materials for delivering the units – tutor support packs
- sample materials for assessing the internal units
- examiner reports
- the Edexcel website – [www.edexcel.org.uk](http://www.edexcel.org.uk).

Edexcel delivers a full INSET programme to support these GCSEs. This includes generic and subject-specific conferences, seminars, workshops and customised events for individual centres.

Further information on INSET programmes can be obtained from Customer Services on 0870 240 9800 or by e-mail:

- ! e-mail for enquiries [trainingenquiries@edexcel.org.uk](mailto:trainingenquiries@edexcel.org.uk)
- ! e-mail for bookings [bookingenquiries@edexcel.org.uk](mailto:bookingenquiries@edexcel.org.uk)

Information concerning support material can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)

## Case Studies of Good Practice

### **(The support of LSDA in preparing this section is gratefully acknowledged)**

Enterprise activities are particularly well suited to the GCSE Applied Business (Double Award) because they are experiential and active. Many business skills and key skills can be developed and recorded through activities like the one described.

#### **Developing an enterprise activity – the next Tamagochi**

One particular example of a successful enterprise activity was undertaken by an 11 – 16 comprehensive, with a predominantly rural catchment area, situated on the edge of a small seaside town. Staple economic activities in the area are fishing, farming and tourism. With a relatively high level of unemployment and a low-wage economy with much seasonal work, the school tries hard to raise the aspirations of its students; and, on this occasion, intended to encourage a wider consideration of the world of work with a new focus upon enterprise.

Creativity and innovation were at the heart of the enterprise activity. The theme was that of the regular crazes which periodically sweep through schools across the nation, whether these be the hula-hoops of the 60's or more recently Tamagochi 'virtual pets' or the return of the yo-yo! Students were asked to anticipate or create a product likely to have such universal appeal.

Students took part in the activity over a two-day period, with 60 young people involved each day. Each group was organised into 10 'companies' with six employees holding the individual roles of Managing Director, Financial Manager, Marketing Manager, Graphic Designer, Production Manager and Communications Manager. Clear job descriptions and associated tasks were assigned to each.

Each team created a company name, which had to be duly registered before trading could begin. The tasks of each company were then to:

- decide on their product
- produce an example, or a detailed drawing
- produce a marketing jingle (the words and music were recorded and used in the final presentation)
- produce a marketing leaflet and an advertising poster to promote the product
- work out the basic financing of the product
- make a final presentation to a bank board, 'selling' their idea in the hope of gaining venture capital.

Teams were created at an earlier preparation and session where the concept was presented, which had also allowed some discussion of possible products. At the start of the activity day, each group was given a preliminary briefing by an EBP representative in which creativity was stressed and past successful products in the real world noted. Then each company was involved in a 'focus group' meeting where, for example, all marketing managers received a 'how to' briefing from an external business expert. Each group was then allocated a work area and completed an action plan for the day.

A strict time limit governed the day's activity. Students were asked to come in their own clothing rather than school uniform to emphasise the serious nature of the enterprise and their roles in it.

The school as a whole was also brought into the project through a special assembly on enterprise.

It was seen as especially important that the activity worked to an industrial standard; and staff from a local bank, the Small Business Service, the EBP and other local firms served as the 'business consultants' during the day.

The industrial representatives finally judged the presentations and allocated several award categories, including 'best idea in terms of innovation' and 'best presentation in terms of skills and creativity'.

The activity was very specifically designed to highlight the concept of enterprise for young people. Feedback and observation confirmed that the setting of a clear task with an absolute deadline motivated the students greatly. It was taken extremely seriously and was highly competitive; 'no quarter was given' as the pupils worked quickly and hard. Indeed, 'surprising ideas came from the most surprising students'.

The students felt that their views were really important and that they were part of the adult world. Little teacher involvement was needed; but the industrial consultants were regularly used. In particular it was noted that: By the end of the programme, students had experienced or developed knowledge and skills linked to enterprise activity, and had been asked to consider the main attributes for success in business as well as the appropriate attitudes required.



## **Publications and materials list (including material supplied by LSDA)**

Pupils studying for the new GCSE in Applied Business (Double Award) require access to IT facilities. CD ROMs for business are available and very valuable as a source of information. Above all, the internet is an excellent resource and is especially referred to in this guidance material. Web-based research facilitates the development of valuable skills such as searching for prior information, identifying needs, comparing sources and deciding what is essential and useful. Clearly students need support in learning these skills.

While students do need to carry out direct investigations, the blind accumulation of company literature – whether printed or electronic – may lead to disappointment. Understandably, major companies are not always able to respond to a plethora of requests directly from students. Teachers may want to send off and collect useful materials and bank them, either in collaboration with the library or as a GCSE dedicated resource. These will need to be clearly labelled, indexed and stored. Students can be involved in both the collection and organisation of resources. Information from the web can be stored either in the form of links on a course intranet page or alternatively downloaded to the school or classroom network so that they can be accessed offline.

### **Broadcast Media**

The wealth of material available on the broadcast media is hard to keep up with. The BBC does offer an e-mail service that will alert you to all of its business broadcasts for the next week. BBC Knowledge is a favoured channel so it may be worth while persuading your school to subscribe. These broadcasts often provide stimulating case studies into topics like the resolution of disagreements, discrimination, environment and communication issues. Careful labelling and assistance from AV technicians or students may help you to keep on top of the flow. Radio is not to be scorned and there are a number of useful magazine type programmes that can provide excellent resource material.

### **Video resources**

Video Arts [www.videoarts.com](http://www.videoarts.com) is particularly recommended as a useful resource for teaching purposes. The video archive contains a full range of videos covering commercial and industrial training needs at all levels. Videos have user-notes and cover such themes as interviewing, managing people, communication, customer service, sales and marketing, equal opportunities, finance, etc. Well-known actors have been used and the videos are both professional and amusing. Beware, purchase prices are steep, but films are available for hire.

The Video Studio at Richmond upon Thames College is an extremely helpful source of a wide range of educational video material at highly reasonable prices. Contact details:

Egerton Road, Twickenham, Middx TW2 7SJ (Tel: 020 8607 8423, Fax: 020 8607 8422, e-mail: [videos@rutc.ac.uk](mailto:videos@rutc.ac.uk); website: [www.rutc.ac.uk](http://www.rutc.ac.uk))

TV Choice videos also provide a selection of programmes covering relevant areas such as marketing, information systems, customer care etc. Most are divided into sections so that the particular issues raised can be considered without using the whole video. Suggested uses are for the stimulation of debate, introducing a topic or reinforcing learning points. Some videos are accompanied by an action pack, others by support material. The former contains photocopyable assignments, original documentation, material used in real businesses, tests, discussion topics and a script of the video. Support material gives ideas for extended study of the topic (Tel: 020 7379 0873, Fax: 020 7379 1263).

The TUC offers for sale a useful video setting out the case for unions illustrated with case studies.

BBC Videos **sells** videos of relevant broadcasts. Recent revision programmes targeted at GCSE Business Studies are particularly useful.

Free Hire: A number of organisations are willing to lend out very useful videos. The Advertising Standards Authority has a good video on its work and Ford UK has an extensive video library. Development Agencies will sometimes supply promotional videos.

## Programmes

Royal Bank of Scotland/Natwest Face-to-Face with Finance initiative is a set of learning materials with student worksheets and backup support from local branch staff. This is an award-winning programme of practical, active learning experiences, which supports learning about money management and enterprise skills within the curriculum. Modules include:

Basic Banking	Tender	Economic and Monetary Union
Cards and Card Services	Credit Worthy?	Fresher Finance
Enterprise	It's Your Life	Work Experience

Tel: 024 7652 4234  
www.natwestf2f.com

## Teaching Packs

A number of organisations have produced materials that are specifically aimed at schools and in many cases at vocational courses. These include:

- Advertising Association: information about advertising volumes and spending
- Alton Towers: activities about marketing and customer service
- Cadburys: material about production and trade
- CEI: There are many other publications listed on the website: [www.warwick.ac.uk/cei](http://www.warwick.ac.uk/cei) (Tel: 024 7652 3948)
- Ford Motor Company Ltd: publications about markets, mass production, and organisation (Tel: 01277 634 041)
- Financial Services Authority: materials to support financial literacy (Tel: 0845 606 1234)
- Mars: activities about production and marketing
- McDonalds: a CD focusing on business numeracy
- Nestle: marketing pack
- National Statistics: a free booklet of statistics – available in multiple copies (Tel: 020 7533 5888)
- Walkers: useful product and market information.

## Books

Publishers have announced the publication of books intended specifically for the new GCSE Applied Business (Double Award). However, the investigative rationale of the course would imply that students get used to using a variety of books selectively perhaps in addition to a basic text.

### Books Published for GCSE Applied Business (Double Award)

- Barrett, Richard – *Applied Business For GCSE* (Nelson Thornes) ISBN 0-748770-73-9
- Barrett, Richard – *Applied Business For GCSE Teacher Support Pack* (Nelson Thornes) ISBN 0-748757-46-5
- Fardon M, Nuttal C, Prokopiw J – *GCSE Applied Business* (Osborne Books) ISBN 1-872962-32-7
- Surridge, Malcolm – *Vocational GCSE: Business for Vocational GCSE Student Book* – (Collins, 2002) ISBN 0-00-713808-3

(A comprehensive support for the new Vocational GCSE in Business.

Contents:

- Introduction
  - Investigating Business
  - People and Business
  - Business Finance)
- Surridge, Malcolm – *Vocational GCSE – Business For Vocational GCSE Teachers Resource Pack* (Collins, 2002) ISBN 0-00-713809-1

(A fully photocopiable pack to support teachers of this new award.

Contents:

- Introduction
- Unit guidance and session planning
- Textbook notes and answers
- Copymasters)

Forthcoming: *Doing Business* (CEI)

A collection of activities and case studies specifically focused on Applied Business GCSE. Key skills and vocational skills are identified. Available as a book with a CD ROM.

### Useful GCSE Books

Not necessarily suitable as course books but they all contain very good activities and case studies and provide good learning opportunities

- Huggett, Renee – *Business Studies For GCSE* – 4th Ed (Collins Educational, 2001) ISBN 0-00-711513-X

(Updated to meet the requirements for the revised 2001 specifications, *Business Studies for GCSE* includes information about websites, dotcom companies and environmentally-friendly businesses.

Contents:

- Section 1 Elements of Business
- Section 2 Structure and Control of Business
- Section 3 Business Aims and Organisation
- Section 4 Sources and Uses of Finance
- Section 5 Marketing Strategies
- Section 6 Production Strategies
- Section 7 Human Resources
- Section 8 Communications
- Section 9 Business in its Environment)

- Chambers, Ian and Hall, Linda – *GCSE Business Studies* (Longman, 2001)  
ISBN 058245395X
- Anderton, Alain – *GCSE Business Studies* (2nd Ed Causeway Press, 1998)  
ISBN 1873929846  
(Remains very useful and accessible.)

### Part One GNVQ Books

These will have a large overlap in content and will be pitched at the right level. Content differs slightly from that of the new GCSE specification.

- Nuttall, Chris et al – *Business GNVQ – Business for Part One GNVQ Intermediate (Nuffield)* (Collins, 2000) ISBN: 0-00-329098-0  
(This book aims to provide real world resources at the right level to build students' achievements at Intermediate Part One)
- Business GNVQ – *Business for Part One GNVQ Foundation (Nuffield)* (Collins, 2000)  
ISBN: 0-00-329099-9  
(This is similar to the Intermediate version but designed for Foundation students)
- Wales, Jenny and Wall, Nancy – *Business GNVQ – Business for Part One GNVQ (Nuffield) Teachers' Resource Pack* (Collins, 2000) ISBN: 0-00-329118-9  
(This teacher resource contains of material to support and extend the two Nuffield-BP Part One textbooks. Fully photocopiable, it contains teaching ideas, key skills support, assessment guidance. It includes a CD ROM to fully support ICT and IT development)

### Published FOR GNVQ

General GNVQ books may contain some useful additional material which students can use selectively.

- Seliet, Hala – *Business Foundation – Student Book Without Options* (Heinemann, 2000)  
ISBN: 435 45305X  
(This textbook covers the three compulsory units at Foundation level. There are reinforcement activities as well as assignments throughout the books to help meet the assessment criteria.)
- Seliet Hala – *Business Foundation with Options* (Heinemann, 2000) ISBN: 435452975  
(This text covers the three compulsory units and the six optional units at Foundation level. It also contains reinforcement activities as well as assignments to help students to meet the assessment criteria.)

- Seliet Hala – *Business Foundation – Tutor Resource File* (Heinemann, 2001)  
ISBN: 435452983

(This text provides additional reinforcement tasks to enable students to cover all the units. Help sheets are provided as an aid to less able students while extension material will stretch more able students. There are practice questions for end-of-unit tests and overhead masters for whole-class teaching.)

- Evans-Pritchard John, Bywaters Bob, Glaser Tony, Mayer Liz – *Foundation and Intermediate GNVQ Business* (Longman, 2000) ISBN 0582406331

(Specifically written to help teachers of Foundation and Intermediate GNVQ students – separately or in the same class. Covers all the content required for study of all the compulsory Foundation and Intermediate level requirements of the new specifications, plus the externally assessed option units.)

## **LSDA Resources**

'*Business and Retail Industry Information*', (LSDA, 2001). To date, LSDA have produced 12 such packs as part of their remit to support the work-related curriculum. This particular bank of materials seeks to provide information from and about the complex world of business, as well as the retail and distributive industries. LSDA, with the support of national training organisations (NTOs), have persuaded employers to provide documents not normally available to the general public. Contributing Companies include BP Amoco, the Boots company and C & J Clark. It is available from LSDA ([www.LSDA.org.uk](http://www.LSDA.org.uk)).

## Weblinks

<a href="http://www.acas.org.uk">www.acas.org.uk</a>	The Conciliation and Arbitration Service covers areas of industrial disputes as well as other useful topics such as communications in the workplace and recruitment and employment policies. It offers excellent links to sites on employment law and offers a simple quiz on this.
<a href="http://www.adviceguide.org.uk">www.adviceguide.org.uk</a>	The mouthpiece of the National Association of Citizens Advice Bureaux. Valuable on consumer affairs, employment and legal issues.
<a href="http://www.aloa.co.uk">www.aloa.co.uk</a>	The site of the National Grid for Learning which provides resources for Vocational A levels in Business such as case studies and interactive tests.
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	This site provides interactive and on-line models and simulations for teachers and students, but is aimed mainly at A level and above. However, it provides a very useful direct access to a host of company reports in the UK and around the world.
<a href="http://www.bizplan.com">www.bizplan.com</a> <a href="http://www.businessplans.org">www.businessplans.org</a>	Two American sites which give a relatively simple explanation of business planning systems.
<a href="http://www.brint.com">www.brint.com</a>	A specialist business technology site and network, packed with information and links on IT in business. Rather complicated for GCSE but nonetheless useful.
<a href="http://www.britishchambers.org.uk">www.britishchambers.org.uk</a>	Information provided on British Chambers of Commerce, which supports local companies and regional enterprises. Full of general business news.
<a href="http://www.britishfranchise.org.uk">www.britishfranchise.org.uk</a>	A useful site in showing how franchising works. There are case studies showing franchise set-up.
<a href="http://www.bsi-global.com">www.bsi-global.com</a>	Contains information on BSI and shows how quality standards are set over a wide range of products.
<a href="http://www.businesslink.org">www.businesslink.org</a>	A useful and comprehensive site with <i>hyperlinks</i> to many other organisations. Good on business start-up, running and financing own businesses.
<a href="http://www.businessteacher.co.uk">www.businessteacher.co.uk</a>	Specifically written for Vocational A level, much of the site is for subscribers only. Selected materials are free.

<a href="http://www.carol.co.uk">www.carol.co.uk</a>	Contains annual reports from many companies. It is a site written for investors and can be too complicated for GCSE use.
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	Useful for its additional links to other sites of interest to business.
<a href="http://www.cesi.org.uk">www.cesi.org.uk</a>	The site of the national centre for economic and social inclusion. It focuses on employment, training, the labour market and pay.
<a href="http://www.chamberonline.co.uk">www.chamberonline.co.uk</a>	Part of the Chamber of Commerce website and provides many articles on specific business and finance topics. Some are very complicated, however.
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	The Chartered Institute of Personnel and Development gives useful fact sheets and advice on working in personnel.
<a href="http://www.companieshouse.gov.org">www.companieshouse.gov.org</a>	Contains an index of British companies and associated data.
<a href="http://www.dis.strath.ac.uk/business/general/html">www.dis.strath.ac.uk/business/general/html</a>	Contains guides and links to around 50 internet sites with business information, as well as useful guides to sources.
<a href="http://www.dti.gov.uk">www.dti.gov.uk</a>	The Department of Trade and Industry site is very useful as a source on business support, consumer issues, employment relations, ICT, equal opportunities and enterprise. There are also a large number of links to other relevant websites.
<a href="http://www.eoc.org.uk">www.eoc.org.uk</a>	The Equal Opportunities Commission site has a wealth of material on areas such as employment practice, equal pay, sexual harassment. Research results are also available. Good case studies on discrimination.
<a href="http://www.europa.eu.int/comm/enterprisea">www.europa.eu.int/comm/enterprisea</a>	European business support site.
<a href="http://www.everywoman.co.uk/business.asp">www.everywoman.co.uk/business.asp</a>	This site covers a wide range of business topics such as planning, finance and technology with references to other points of information.
<a href="http://www.ft.com">www.ft.com</a>	The Financial Times will keep pupils up to date with national and international business news. Offers an excellent archive.
<a href="http://www.hants.gov.uk/education/ngfl/subject/businessstudies/resourcesforgcse.html">www.hants.gov.uk/education/ngfl/subject/businessstudies/resourcesforgcse.html</a>	Useful set of links tied to particular business topics.
<a href="http://www.hse.gov.org">www.hse.gov.org</a>	Much detail on health and safety legislation and practical issues facing firms and their employees.
<a href="http://www.humanresourcesmanagement.co.uk">www.humanresourcesmanagement.co.uk</a>	HR information for both employer and employee.

<a href="http://www.hwlc.ac.uk/links/tlc/testweb/business/business.htm">www.hwlc.ac.uk/links/tlc/testweb/business/business.htm</a>	This London college site has links to other potentially useful sites.
<a href="http://www.iipuk.co.uk">www.iipuk.co.uk</a>	Investors In People is now one of the most important quality awards in business. The research and development section is useful since it provides a library of case studies. There are statistics and recent research materials.
<a href="http://www.learnndirect.co.uk">www.learnndirect.co.uk</a>	The independent learning organisation which provides numerous learning packages for business. Look at customer care, retail, IT, business and management and business finance. There may now be a charge.
<a href="http://www.lloydstsb.co.uk">www.lloydstsb.co.uk</a>	Has a lively introduction to starting up a business.
<a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a>	Central and regional government organisation with materials on workforce development and education-business links.
<a href="http://www.mori.com">www.mori.com</a>	One of the country's leading market research organisations.
<a href="http://www.natwestf2f.com">www.natwestf2f.com</a>	Nat West Bank's educational finance packages aimed at developing financial capability.
<a href="http://www.reed.co.uk">www.reed.co.uk</a>	An on-line employment service with valuable examples of current job descriptions.
<a href="http://www.sbs.gov.uk">www.sbs.gov.uk</a>	The Small Business Service site focussing on support for SMEs. It has a useful research section, dealing with such items as social enterprise, ethnicity and women.
<a href="http://www.sheffcol.ac.uk">www.sheffcol.ac.uk</a>	A very useful resource containing materials on all aspects of business studies; finance, company case studies, Europe, Operational management, HR, as well as links to other useful sites. (Get to this by moving from the homepage to 'weblinks', then 'business', then 'business studies', where there is a full menu.)
<a href="http://www.sol.brunel.ac.uk">www.sol.brunel.ac.uk</a>	A site that looks at business organisation and has numerous links to other sites.
<a href="http://www.sosig.ac.uk">www.sosig.ac.uk</a>	This Social Science Information Gateway is a national resource discovery gateway with a useful section on business. It lists a range of other internet resources by type and contains some specific educational material.
<a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>	The national statistics site containing a massive amount of data. There are useful summary sections pitched at school students.



<a href="http://www.thetimes100.co.uk">www.thetimes100.co.uk</a>	The newspaper provides 100 case studies of companies and company business issues – potentially very useful for comparative purposes. Mainly Advanced level. Also freely available on CD.
<a href="http://www.tka.co.uk/magic/archive.htm">www.tka.co.uk/magic/archive.htm</a>	This site presents useful tips in advertising, selling and PR.
<a href="http://www.tuc.org.uk">www.tuc.org.uk</a>	Much union information. Employee rights material is especially good.
<a href="http://www.tutor2u.net">www.tutor2u.net</a>	Useful A level tutorial site.
<a href="http://www.ukonlineforbusiness.gov.uk">www.ukonlineforbusiness.gov.uk</a>	A government site providing help for companies hoping to succeed with an on-line business venture.
<a href="http://www.which.net">www.which.net</a> on line	Consumer news and advice.

## Web Links to large businesses

A few large businesses eg Cadbury's, BNFL and The Body Shop do have visitor facilities. Many more produce information and learning materials for students. Some organisations produce information about their products and services which can be very useful, eg banking services for businesses.

Large businesses almost always have a web presence. In many cases there is detailed and general information for investors and in some cases there are additional pages which are dedicated to students. The following websites may be useful.

The portal site [www.bized.ac.uk/listserv/companies/comlist.htm](http://www.bized.ac.uk/listserv/companies/comlist.htm) maintains a further list of the top 100 FTSE companies. When selecting a company for a visit it can be very helpful to visit the local branch of a larger company which provides extensive background information on the web.

[www.bcm-specials.co.uk](http://www.bcm-specials.co.uk)

[www.boots.co.uk](http://www.boots.co.uk)

[www.bpamoco.com](http://www.bpamoco.com)

[www.bt.com](http://www.bt.com)

[www.cadbury.co.uk](http://www.cadbury.co.uk)

[www.clarks.com](http://www.clarks.com)

[www.halfords.co.uk](http://www.halfords.co.uk)

[www.ford.com](http://www.ford.com)

[www.lloydstsb.co.uk](http://www.lloydstsb.co.uk)

[www.mcdonalds.com](http://www.mcdonalds.com)

[www.marksandspencer.com](http://www.marksandspencer.com)

[www.nike.com](http://www.nike.com)

[www.royalbankscot.co.uk](http://www.royalbankscot.co.uk)

[www.j-sainsbury.co.uk](http://www.j-sainsbury.co.uk)

[www.tesco.com](http://www.tesco.com)

[www.steel/training.co.uk](http://www.steel/training.co.uk)

[www.strepsils.com](http://www.strepsils.com)

[www.tesco.co.uk](http://www.tesco.co.uk)

[www.tnt.co.uk](http://www.tnt.co.uk)

## **Vocational links in the Business sector**

### **Employer links**

The vocational context is broad. 'Business' incorporates all types of business organisations, large, medium and small, in both private and public primary, secondary and tertiary sectors.

### **The vocational context**

The breadth of the vocational context is indicated below. It is desirable that students should learn about a range of different business organisations over a two year course.

- Industrial Sectors –  
primary, secondary, tertiary
- Purposes –  
for profit, not for profit (public services, local government, and armed forces), charitable profit, market share, customer service, public service
- Business Organisations –  
Local, national, multinational; farming, manufacturing, retailing  
Private sector, public sector; large, medium, small
- Main Activity –  
Farming, construction, manufacturing goods, selling goods, selling/providing services, importing, wholesaling, transport, local authority
- Types of Business Ownership –  
sole trader, partnership, private limited company, public limited company, franchise, cooperative, state-owned

Local EBPs (Education Business Partnerships) work experience employers, parents, trade associations, Chambers of Commerce and organisations of business people (such as Rotary International and Round Table) are usually helpful starting points in building up school/business links.

### **Visits**

Visits to businesses are likely to be helpful to do some of the investigative work required by Units 1 and 2. It is possible with the help of good web sites for students to find out a great deal in the class room. However, it is impossible for students to acquire all the skills and understanding they need without direct contact. Advance planning is vital, particularly if the visit is important as a source for assessed work. Consider booking two or more visits each with a distinct focus for research. Make sure that information is recorded for the benefit of absent students. Take a camera, if possible an electronic camera, to record relevant images which students can access to support their work and assessors can use to evidence skills.

## **Employer briefs**

If possible persuade your employer to take the role of a client who is commissioning a service from your students. This can be written into assignments. Successful student work can be shown to the employer or the employer can be invited to witness student presentations. Such involvement will obviously increase the 'reality' factor. An employer may be willing to host presentations. For example, a car sales company appreciated the opportunity to welcome parents onto their premises. School/business links do not have to be all take and no give!

## **Work experience**

Pupils can also draw on their own experiences to gain understanding, knowledge and skills. Day release or blocked work experience is a great opportunity for investigation and to practice or demonstrate skills. Care will need to be taken to plan learning or assessed work so that it can take advantage of planned work experience. Learning on work experience is obviously independent of the teacher so preparation will be vital if the right information is to be collected or the required skills demonstrated.

Some pupils may have part-time employment and should be encouraged to relate the course to their experiences at work. In looking at job roles, they may interview a range of people at work. Family members and friends are also useful resources. There may be equal opportunities issues for those students whose families have only limited experience employment experience and teachers may feel able to provide such students some contacts. Pupils' experiences as consumers will contribute the *Customer Service* elements.

## **Careers service and connections**

Careers teachers and careers advisers, appropriately briefed, are sources of information for pupils. For example, Unit 2 requires pupils to obtain advice and information on types, purposes, suitability and availability of jobs. School based and central careers libraries are useful sources of information on job roles and job applications. Careers software is now widely available and very useful. Also useful are job pages in the media particularly searchable directories offered by on-line employment agencies such as [www.reed.co.uk](http://www.reed.co.uk).

## **Multi-sector organisations**

Schools have found investigations into multi-sector organisations valuable for differentiating between primary, secondary and tertiary production and services. For example, Cadburys has resource packs, which trace the progress from the primary production of the cocoa bean to the distribution of a chocolate bar to all its outlets. Similarly, oil companies supply information about the extraction of crude oil, its refinement and its sales to motorists on the garage forecourt.

## **Long term links**

Running GCSEs in vocational subjects is a long-term project. A number of schools have found that it is worthwhile investing in a partnership with a number of interested local employers. Teachers find that they can return to these employers again and again either to repeat projects or to develop new ones. Clearly it is important not to overburden the 'few'. On the other hand, such partnerships offer significant benefits in terms of shared expectations, trust and better communications. In many cases these businesses are able to contribute in an open-ended way to the life of the school through a school Education Business Partnership.

One school has longstanding links with a chain of fast-food outlets. Another has developed a link with a major supermarket chain which has funded research by pupils into its products specifically designed for children, which has informed its marketing strategy. Another school in London at the end of the Northern Line has examined staffing and marketing issues for that part of the London Underground. Another school has made links with the local football league club. Students looked at the organisation and marketing of the football club and have used attendance figures and gate receipts as evidence for the application of number key skill.

## **Visitors**

Some organisations are geared up to make visits to schools and talk to students. These organisations may have educational objectives of their own. This is more likely to be possible if the organisation has a regional network. Some trade unions, ACAS, cooperative societies, environmental pressure groups or local government trading standards officers may be ready to supply speakers. In addition, some local business people may well be ready to come in and talk to students about their own business or their own work – often with great enthusiasm.

There are a number of partnership schemes which support other kinds of visits. Business Dynamics ([www.businessdynamics.co.uk](http://www.businessdynamics.co.uk)) arranges for groups of employers to come into school and run Industry Days which usually consist of a series of hands on activities which develop business and key skills. The NatWest/Royal Bank of Scotland Face-2-Face ([www.natwestf2f.com](http://www.natwestf2f.com)) programme offers a wide range of resources relating to financial literacy together with visitors from branches to support delivery. The CITB runs some business programmes through its regional network ([www.citb.co.uk](http://www.citb.co.uk)).

### **Local business organisations**

- The Education Business Partnership (EBP)
- Chamber of Commerce
- Careers Service
- Small Business Unit
- Business Link
- Learning and Skills Council
- Local Authority Economic Development Unit
- Citizen's Advice Bureau

### **Co-ordinating the use of Business Links**

The GCSE in Applied Business (Double Award) course requires extensive business links. So of course do other business courses and other subjects. In order to avoid 'running out' of links or 'double booking' by different team members it is important to plan the way in which links will be used, when and by whom. Sometimes it is better to save up a particularly helpful link for a particularly important project such as a major assignment rather than use it up earlier in the year.

### **Other sources of links**

Yellow Pages ([www.yell.co.uk](http://www.yell.co.uk)) or Thompson Local ([www.thomweb.co.uk](http://www.thomweb.co.uk))

Comprehensive lists of possible businesses and organisations.

### **Lists of suppliers**

Your school or LEA may maintain a list of suppliers, or if they don't, then bursars or administrators may be able to give you contacts.

Local newspapers and newsletters are useful for accessing information about businesses who are recruiting through jobs pages, or of interesting business developments, eg new developments, planning issues, local authority activities, business failures, environmental issues.

### **Libraries**

Useful for directories, newspapers and magazines and books. They will also be a source of information about local organisations and their activities. Your library may also contain useful videos and offer internet access.

Former students and parents and colleagues can be a source of valuable links.

## **Work Placement Information**

### **Work Experience and the GCSE in Applied Business (Double Award)**

Pupils and teachers involved in business studies are often fortunate in the ease with which they are able to find appropriate work placements. It is arguable that most placements in the world of work are related to a business-like environment.

Best practice would suggest that:

- work experience is integrated into class work activities, with adequate preparation, feedback and analysis by students
- experience of the world of work is understood to be one way of meeting the learning objectives of the course
- the work placement is designed or selected to fit the learning objectives of the course.

Students should be encouraged to relate their placement to areas of study. Before starting a placement students could be supported in developing key questions which they could ask their employer which relate to the unit specifications. For example questions about job roles, qualifications needed and progression routes provide useful starting points.

The assessment plan will identify opportunities for assignments to tie in with work placements whether for research or for the production of other evidence, eg performance of skills or production of products. If evidence collection is planned placement providers will need to be consulted and briefed as to their role and specialised documentation (in addition to the standard diary) may be required to record witness statements or other evidence. Many employers have extensive experience of assessment through NVQs.

It should also be remembered that whatever vocational context, students are also developing the more general work skills such as key skills in IT, communication, and application of number as well as the wider key skills of working with others and problem solving. Many schools and EBPs have developed documentation for recording key skills evidence for progress files while a few have systems for recording evidence in a form that supports key skills accreditation.

### **What form should work experience take?**

There are a number of opportunities for work based learning within the framework of a new GCSE:

- students on new GCSEs are encouraged to select vocationally relevant placements that take place within the established two week (or one week) block placement
- students taking new GCSEs are expected to select vocationally relevant placements and are given priority by the placement provider
- students taking new GCSEs are offered the opportunity for a weekly day or half-day release type placement, in a vocationally relevant occupation, which might be with the same employer as their two-week block
- students taking new GCSEs are offered a weekly day or half-day release type placement, in a vocationally relevant occupation, which is provided by a FE college or a training provider.

The extended time allowed for a new GCSE gives scope for more work experience. There is evidence that the more extended placements allow students to develop their roles and learning in the workplace. On the other hand, precisely because such placements are more individual, they may be more difficult to organise and monitor.

## Further Material

*Work Experience Learning Frameworks*, developed by the Centre for Education and Industry (CEI) at the University of Warwick, have been devised to enable teachers, employers and young people to plan successful work experience placements that benefit everyone involved. The *Frameworks* are devised using the relevant national occupational standards, which means that they are linked closely to NVQ statements applicable to specific vocational contexts. The statements selected and the activities chosen for *Frameworks* are developed with guidance from employers. Research is carried out involving key employers who have experience of offering work placements, so that the *Frameworks* represent real skills and experiences that a young person can develop during a placement. The *Frameworks* can be used to prepare students for placements, set learning targets, debrief students and to prepare employers.

- *Go For It* – (CEI/DFEE, 2000)  
A resource pack for work experience preparation to challenge gender stereotypes and promote equal opportunities
- *Learning from Work Experience* – (QCA, 1998)  
Defines National Quality Standards for work experience
- *Work Experience and the Law*, Anthony Johns, (CEI, new edition forthcoming) is a useful handbook.

# Appendix A

## GCSE Applied Business (Double Award)

## Mark Record Sheet

Centre no:

Centre name:

Internal moderator name:

Candidate no:

Candidate name:

RESUBMISSION OF WORK

ALL/MOSTLY AMENDED

Series number:

SOME AMENDMENTS

NO AMENDMENTS

### Unit 1: Investigating Business

Assessment evidence	Annotation and page number	Mark band			Centre mark	Edexcel use only
		1	2	3		
a) Comments on organisational activities, aims and objectives		1 – 5	6 – 8	9 – 11		
b) Comments on functional areas and techniques of communication		1 – 5	6 – 8	9 – 11		
c) Comments on type of ownership, owner liabilities and choice of location		1 – 7	8 – 12	13 – 17		
d) Comments on main external influences, including competition, economic conditions and environmental constraints		1 – 5	6 – 8	9 – 11		
<b>FINAL TOTAL</b>						

#### Edexcel moderator use only

Number:	Name:	Signature:
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# GCSE Applied Business (Double Award)

# Mark Record Sheet

Centre no:	Centre name:	Internal moderator name:
Candidate no:	Candidate name:	RESUBMISSION OF WORK
Series number:		ALL/MOSTLY AMENDED
		SOME AMENDMENTS
		NO AMENDMENTS

## Unit 2: People and Business

Assessment evidence	Annotation and page number	Mark band			Centre mark	Edexcel use only
		1	2	3		
a) Comments on the role and importance of stakeholders		1-4	5-7	8-10		
b) Comments on customer service and consumer protection		1-4	5-7	8-10		
c) Comments on job roles and working arrangements		1-4	5-7	8-10		
d) Comments on employee recruitment and training		1-3	4-5	6-7		
e) Comments on employer/employee rights including procedures to deal with disputes and health and safety issues		1-5	6-9	10-13		
<b>FINAL TOTAL</b>						

<b>Edexcel moderator use only</b>	
Number:	Name:
	Signature:



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