

teachers' handbook

Version 3 April 2010



GCSE Applied Business

J213 – Single Award
J226 – Double Award

This handbook is designed to accompany the OCR GCSE Applied Business specification for teaching from September 2009. This booklet contains the following support materials:

Subject specific guidance

Resource list

Publisher partner resources

Frequently asked questions

Other forms of support.

OCR GCSE
**APPLIED
BUSINESS**

Contents

Introduction	3
Subject specific guidance	4
Resources	8
Other forms of Support	12
Frequently Asked Questions	15

Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We've taken this opportunity to improve the quality of our GCSEs for teachers and candidates alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing candidates' personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised approach.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE in Applied Business specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

Delivery Models

A flexible approach can be taken with this specification which can be delivered in a number of different ways.

However, one of the main considerations for Centres in their approach to delivery is the terminal rule. The specification indicates that candidates must take at least 40% of the assessment in the same series they enter for either Single-Award or Double-Award qualification certification. Units can be taken in any order as long as the terminal rules are satisfied. This terminal rule will have implications on delivery, particularly in the way that the Double Award is delivered.

Another area of consideration is the use of re-sits as an opportunity for the candidate to improve assessment outcomes. Whilst the candidate can re-sit each unit once before entering for certification, Centres need to consider the logistical implications of re-sitting both internally and externally assessed units.

A further consideration for Centres is whether they wish to take a 'short, fat' as opposed to 'long, thin' approach to unit delivery. Units can be taught in isolation from one another but if the Centre is using a team based teaching approach it maybe that common strands of content can be picked up from the units and delivered to the candidate in a more holistic way. For example if the candidate is undertaking the Double Award they will be doing two internally assessed units. Within these two units the candidate will be expected to carry out research and draw up a bibliography. These are generic transferable skills which the candidate could be taught at the start of the first unit before the specific unit content is covered.

Some possible approaches:

Single Award

A241 Examination 40%	A242 Controlled Assessment 60%
-------------------------------------	---

When preparing for a Single Award delivery consider:

- it is feasible for Centres to take either unit first;
- unit A241: Business in action has been designed with an introductory first unit in mind;
- consider 'short fat' verses 'long thin approach';
- one year delivery enter the examination in the January examination series with a re-sit opportunity in the June examination series;
- two year delivery one unit per year or both units throughout the two years of the course;
- two year delivery choice of entering the examination in January of the first year with a re-sit opportunity in the June examination series.

When completing the single award it is feasible for centres to take either unit first. They could teach one unit per year or both units throughout the two years of the course. This would leave the centre the choice of entering the examination in January of the first year with a re-sit opportunity in the June series. It becomes more complicated when the Double Award is considered.

Double award

A241 Exam 20%	A242 Controlled assessment 30%	A243 Exam 20%	A244 Controlled assessment 30%
------------------------------	---	------------------------------	---

Some possible unit combinations can be summarised as follows.

Unit	January 1st Year	June 1st Year	January 2nd Year	June 2nd Year
Method One	A241	A242	Re-sit A241 (*or could re-sit in June 1 st Year)	A243 A244
No re-sit would be available for A243 but feedback would have been received for controlled assessment unit A242 from the 1 st year June examination series. This would allow the Centre to be confident in techniques which could be transferred across to the second controlled assessment unit, A244.				
Method Two	A242	A241	Re-sit A241	A243 A244
Similar to method one except the candidate is starting with a controlled assessment unit.				
Method Three	A241	A243 (*or could re-sit A241)	Re-sit A241 and A243	A242 A244
Only completed 40% of the course by the end of the first June examination series but could then start the 1 st controlled assessment unit. No feedback from controlled assessment – 60% to be completed in final examination sitting. This approach does enable the candidate to re-sit both externally assessed units.				
Method Four		A241 A242	Re-sit A241	A243 A244
This method would suit a Centre where two or more teachers are working on the course and they wish to teach more than one unit at a time.				
Method Five	A242	A244		A241 A243
This method enables candidates to complete 60% of the course within the first year. However it does not allow any re-sits for the examined units.				
Method Six		A242	A244	A241 A243
This method may be more realistic, however it does not allow for any re-sits for the examined units.				

Unit	January 1 st Year	June 1 st Year	January 2 nd Year	June 2 nd Year
Method Seven	A241	A242	A243	A244 All candidates have to re-sit either A241, A242 or A243.
This method means that all candidates have to re-sit either A241/A242 or A243 in order to meet the requirements of the terminal rule. This route has cost implications to Centres and candidates. Due to the terminal rule, this resit result will count towards aggregation, even if it results in a lower mark than the original result.				

All of these different models show alternative ways of delivering a Double Award. The approach taken will need to reflect Centre resources, attitude to re-sits, number of teachers delivering the course, use of January assessment window and the need to fulfil the requirements of the terminal rule. Ultimately the approach taken should meet above all else the needs of the candidates. They need to be inspired and motivated by the course and the delivery model chosen should facilitate and enhance this learning experience.

Resources

Resource list for A241 – Business in action

www.bized.co.uk

A very detailed website. You need to access Level 2 business studies and then will find a range of resources, presentations, notes, questions related to Applied Business. The company information section contains FAQs from many public limited companies.

<http://www.bized.co.uk/virtual/economy/>

This part of bized allows candidates to see changes in economic factors useful for section 3.1.10 – Use of relevant terms, concepts and methods – to understand business and economic behaviour.

<http://www.bized.co.uk/virtual/cb/welcome.htm>

This virtual company section is particularly useful for Applied Business. It shows case studies of many areas of business.

www.businessstudiesonline.co.uk

This website has a link to GCSE Applied Business and then you have options between theory notes, questions and other activities. These are arranged by subject content. You have to subscribe to gain access to the whole site.

www.thetimes100.co.uk

Case study information on 100 companies. There is information in the teachers' zone to help with planning and preparation to include lesson plans and answer sheets. The lesson plans are designed to be used in class, homework or even cover lessons.

www.oxfam.org.uk

For resources on ethics.

www.bbc.co.uk/schools/teachers/keystage_4/topics/business_studies.shtml

This BBC website has revision exercises that would be useful for candidates in preparing for the A241 examination.

www.cipd.co.uk

The Chartered Institute of Personnel and Development has many resource sheets available. These could be used to stretch and challenge higher ability candidates.

<http://www.bbc.co.uk/dragonsden>

The famous TV programme has its own website which contains a lot of business studies theory, particularly about enterprise. There is also a very thorough glossary of terms used in the programmes.

http://www.free-teaching-resources.co.uk/business_studies_key_stage_4.shtml

This link takes you to free resources from charities, museums as well as companies.

http://corporate.marksandspencer.com/aboutus/student_info

Marks and Spencer has a range of information available to candidates about their business.

<http://plana.marksandspencer.com/>

Plan A is particularly useful for the ethics and sustainability section.

<http://www.mcdonalds.co.uk/?f=y>

The McDonald's website contains candidate information about the company and also about franchising.

<http://www.teachcit.com/index.asp?CurrMenu=365>

This is primarily a website for Citizenship teachers but the information on ethics and sustainability would be useful in section 3.1.9 – Business within society – ethics and sustainability. For full access to this website you will need to subscribe.

<http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/Resources/index.cfm>

Enter Business studies and then the key stage and you will have links to many other resources including lesson plans, case studies.

<http://www.chalkface.com/>

A range of teaching resources are available from this website, some are free.

http://www.tutor2u.net/revision_notes_business_gcse.htm

Tutor2u has many resources for business studies teachers. The above link takes you to revision notes where you can select particular areas of content and access related notes. Covers most areas of A241.

http://www.teach-ict.com/gcse/gcse_topics.html

This website is for candidates studying GCSE ICT but some of the resources will be very appropriate in section 3.1.7 – Changing use of ICT – in business and economic activities when looking at the changing use of ICT.

Barrett, R (2002) Applied Business GCSE, Nelson Thornes

Carysforth, C, Neild, M (2002) GCSE Applied Business for OCR, Heinemann

Denby, N, Thomas, P (2002) GCSE in Applied Business

Fardon, M et al (2002) GCSE Applied Business, Osborne

SurrIDGE, M (2002) Applied Business for GCSE, Collins

Strang, J et al (2007) ASK (Attitudes, Skills, Knowledge): How to teach Learning to Learn in the Secondary School – useful ideas for skills eg research

A text book for this new GCSE in Applied Business J213 and J226 is currently being produced in conjunction with Hodder Education, which will be available in Summer 2009.

Resource list for A243 – Working in business

www.bized.co.uk

A very detailed website. You need to access Level 2 business studies and then will find a range of resources, presentations, notes, questions related to Applied Business.

<http://www.bized.co.uk/virtual/cb/welcome.htm>

This virtual company section is particularly useful for Applied Business. It shows case studies of many areas of business.

www.businessstudiesonline.co.uk

This website has a link to GCSE Applied Business and then you have options between theory notes, questions and other activities. These are arranged by subject content. You have to subscribe to gain access to the whole site.

www.thetimes100.co.uk

Case study information on 100 companies. There is information in the teachers' zone to help with planning and preparation to include lesson plans and answer sheets. The lesson plans are designed to be used in class, homework or even cover lessons.

http://corporate.marksandspencer.com/aboutus/student_info

Marks and Spencer has a range of information available to candidates about their business.

<http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/Resources/index.cfm>

Enter Business studies and then the key stage and you will have links to many other resources including lesson plans, case studies.

<http://www.chalkface.com/>

A range of teaching resources are available from this website, some are free.

http://www.tutor2u.net/revision_notes_business_gcse.htm

Tutor2u has many resources for business studies teachers. The above link takes you to revision notes where you can select particular areas of content and access related notes.

Barrett, R (2002) Applied Business GCSE, Nelson Thornes

Carysforth, C, Neild, M (2002) GCSE Applied Business for OCR, Heinemann

Denby, N, Thomas, P (2002) GCSE in Applied Business

Fardon, M et al (2002) GCSE Applied Business, Osborne

SurrIDGE, M (2002) Applied Business for GCSE, Collins

Strang, J et al (2007) ASK (Attitudes, Skills, Knowledge): How to teach Learning to Learn in the Secondary School – useful ideas for skills eg research.

A text book for this new GCSE in Applied Business J213 and J226 is currently being produced in conjunction with Hodder Education, which will be available in July 2009.

Other forms of Support

In order to help you implement the new GCSE in Applied Business Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

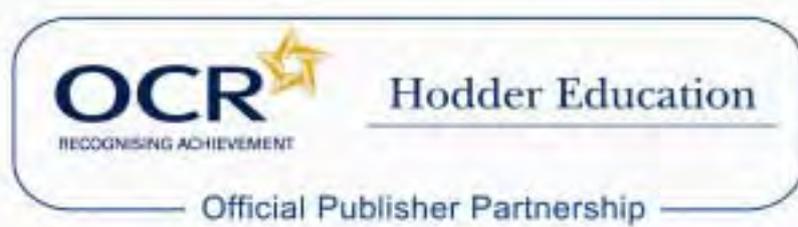
OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE in Applied Business



Hodder Education is producing the following resources for OCR GCSE in Applied Business for first teaching in September 2009, which will be available in July 2009.

OCR Applied Business Studies for GCSE (Double Award)
Karen Hough, Rebecca Bentley
ISBN: 978 0340 987391
Published: 28/08/2009

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

OCR Training

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready...

An overview of new OCR specifications

Get Started...

For teachers preparing to deliver or already delivering OCR specifications

Get Ahead...

For teachers wanting to improve delivery and assessment of a current OCR specification

Lead the way...

To encourage creativity and innovation

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <http://community.ocr.org.uk>, choose your community and join the discussion!

Visit http://community.ocr.org.uk/lists/listinfo/gcse_applied_business, for the GCSE in Applied Business (J213 and J226).

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

Frequently Asked Questions

A241 – Business in action

Can candidates re-sit their external examinations?

Yes, candidates may re-sit each unit once before entering for certification for a GCSE (Single Award) or GCSE (Double Award).

Can I leave the examined units to be sat at the end of the course?

Yes, as long as candidates take at least 40% of the assessment in the same series they enter for either single-award or double-award qualification certification.

How many businesses do I need to get my candidates to study?

There is no actual number given but you need to make sure that candidates gain knowledge and understanding of the whole unit and apply the theory to a range of businesses.

Do I need to form links with local businesses?

Candidates need to investigate a range of local and/or national business contexts. You might find prominent local business people are also parents/governors and so contact could be made easier. Any links already established can be used on the new specification ensuring that the appropriate theory is covered.

The businesses in my local area are all from the same sector. Can I use case study material to fill the gaps in candidates' knowledge?

Yes, case studies can be used as additional resources and will only serve to reinforce the learning package offered to candidates.

In the examination do candidates need to name a business they have studied?

Yes, if the question asks them to do this, they must name the business they are writing about. A space will be provided for them to write the name of the business. Wherever relevant, real business examples should be used in this applied examination.

Can my candidates use a different business for different examinations questions?

Yes, but they must write in the name of the business each time in the space provided.

For religious/cultural reasons, I am unable to take my candidates out on visits. How can I make my teaching applied?

Part of the school may be run as a business eg - the canteen or adjacent leisure centre. It is possible to use these facilities. You can also arrange for guest speakers to come to your school/college to talk directly to your candidates.

All the functional areas of business are covered in section 3.1.3 – Business organisation – how businesses organise themselves - and are then mostly repeated elsewhere. How much detail is needed in A241?

This is an introduction to the functional areas. Check with the suggested scheme of work on our website www.ocr.org.uk, to see how much time is recommended for each area.

Where can I obtain guidance about what the examination might look like?

The specimen assessment materials are available on our website www.ocr.org.uk. Sections 3.1.3 to 3.1.9 of the specification contain guidance about what candidates might be asked in relation to the businesses they have studied.

Many lists of examples are given in the specification. Are these lists exhaustive?

No, they are for information only to help you understand the direction of the specification content. Candidates can draw on other relevant examples in their examination.

The specification says my candidates may need to evaluate parts of the content in relation to a business they have studied. How can I enable lower ability candidates to evaluate? Will they be heavily penalised in the examination if they can't do this?

Candidates need to learn the skill of evaluation. The English department may be using a technique called PEE – point, evidence, explanation/evaluation. Rather than just making a decision they need to be able to explain why they made the decision (based on evidence).

To make some question more accessible, they will be broken down in bullet points telling the candidates what they need to include in their answer. This should allow all candidates to access higher levels of the mark scheme.

I have heard about computer based testing (CBT). Will this be available for the Applied Business examinations?

At present, OCR is piloting CBTs in a small number of subjects. Once these pilots have been successfully completed, CBTs will be available to more specifications.

What are the deadlines for entering candidates for examinations? Can I make a late entry at a higher fee?

Entries must be made for units to the published deadlines. If entries are not made by the final entry date then a late fee charge will be made.

With the legacy specification some of my candidates were allowed readers/scribes in their examination. Are the same arrangements available with the new specification?

Yes, further guidance can be found in section 6.11 of the specification. Centres need to apply to OCR as before.

How long should I spend teaching the theory?

The guided learning hours are 60 – 70 for this unit. Guided learning hours includes candidates' independent study (eg; research, homework). You will need to allocate some time for revision before the examination itself. OCR has produced a scheme of work available on the website to show you how you could break this down.

Are my candidates assessed for their quality of written communication in the written examination?

Yes, QWC is embedded in a number of level-response questions. These will be marked with an asterisk (*) so that candidates will know this when they are answering these questions.

Ethics and sustainability is a new area for me to teach. Any ideas?

You will probably find other subject areas in your school/college already covering these topics eg: Citizenship, Geography. Oxfam has a range of downloadable resources that could be useful. (See resources list for more information).

Where can I share resources/case studies with colleagues?

The OCR e-community is the place to share resources. An e-community has been set up for the new specification which will provide a valuable forum for teachers to share good practice in relation to the delivery of this unit.

<http://community.ocr.org.uk> – to choose your community and join the discussion!

http://community.ocr.org.uk/lists/listinfo/gcse_applied_business – the e-community for the GCSE in Applied Business (J213 and J226).

Do the candidates have to complete a period of work experience for the demands of the specification to be met?

Teaching aids such as DVD's, the Internet and case studies can be used, but delivery must emphasise the vocational element. Work experience is desirable but not mandatory and candidates can also find that visits to local organisations are very valuable.

Does the examination have pre-release material?

No the examination is based on unseen material.

When can I take the exams for this subject?

The exams will be available from 2010 in January and June

A243 – Working in business

Can candidates re-sit their external examinations?

Yes, candidates may re-sit each unit once before entering for certification for a GCSE (Single Award) or GCSE (Double Award).

Can I leave the examined units to be sat at the end of the course?

Yes, as long as candidates take at least 40% of the assessment in the same series they enter for either single-award or double-award qualification certification.

How many businesses do I need to get my candidates to study?

There is no actual number given but you need to make sure that candidates gain knowledge and understanding of the whole unit and apply the theory to a range of businesses.

Do I need to form links with local businesses?

Candidates need to investigate a range of local and/or national business contexts. You might find prominent local business people are also parents/governors and so contact could be made easier. Any links already established can be used on the new specification ensuring that the appropriate theory is covered.

The businesses in my local area are all from the same sector. Can I use case study material to fill the gaps in candidates' knowledge?

Yes, case studies can be used as additional resources and will only serve to reinforce the learning package offered to candidates.

In the examination do candidates need to name a business they have studied?

Yes, if the question asks them to do this, they must name the business they are writing about. A space will be provided for them to write the name of the business. Wherever relevant, real business examples should be used in this applied examination.

Can my candidates use a different business for different examinations questions?

Yes, but they must write in the name of the business each time in the space provided.

For religious/cultural reasons, I am unable to take my candidates out on visits. How can I make my teaching applied?

Part of the school may be run as a business eg - the canteen or adjacent leisure centre. It is possible to use these facilities. You can also arrange for guest speakers to come to your school/college to talk directly to your candidates.

Where can I obtain guidance about what the examination might look like?

The specimen assessment materials are available on our website www.ocr.org.uk.

Many lists of examples are given in the specification. Are these lists exhaustive?

No, they are for information only to help you understand the direction of the specification content. Candidates can draw on other relevant examples in their examination.

The specification says my candidates may need to evaluate parts of the content in relation to a business they have studied. How can I enable lower ability candidates to evaluate?**Will they be heavily penalised in the examination if they can't do this?**

Candidates need to learn the skill of evaluation. The English department may be using a technique called PEE – point, evidence, explanation/evaluation. Rather than just making a decision they need to be able to explain why they made the decision (based on evidence).

To make some question more accessible, they will be broken down in bullet points telling the candidates what they need to include in their answer. This should allow all candidates to access higher levels of the mark scheme.

I have heard about computer based testing (CBT). Will this be available for the Applied Business examinations?

At present, OCR is piloting CBTs in a small number of subjects. Once these pilots have been successfully completed, CBTs will be available to more specifications.

What are the deadlines for entering candidates for examinations? Can I make a late entry at a higher fee?

Entries must be made for units to the published deadlines. If entries are not made by the final entry date then a late fee charge will be made.

With the legacy specification some of my candidates were allowed readers/scribes in their examination are the same arrangements available with the new specification?

Yes, further guidance can be found in section 6.11 of the specification. Centres need to apply to OCR as before.

How long should I spend teaching the theory?

The guided learning hours are 60 – 70 for this unit. Guided learning hours includes candidates independent study (eg; research, homework). You will need to allocate some time for revision before the examination itself. OCR has produced a scheme of work available on the website to show you how you could break this down.

Are my candidates assessed for their quality of written communication in the written examination?

Yes, QWC is embedded in a number of level-response questions. These will be marked with an asterisk (*) so that candidates will know this when they are answering these questions.

Where can I share resources/case studies with colleagues?

The OCR e-community is the place to share resources. An e-community has been set up for the new specification which will provide a valuable form for teachers to share good practice in relation to the delivery of this unit.

<http://community.ocr.org.uk> – to choose your community and join the discussion!

http://community.ocr.org.uk/lists/listinfo/gcse_applied_business – the e-community for the GCSE in Applied Business (J213 and J226).

Do the candidates have to complete a period of work experience for the demands of the specification to be met?

Teaching aids such as DVD's, the Internet and case studies can be used, but delivery must emphasise the vocational element. Work experience is desirable but not mandatory and candidates can also find that visits to local organisations are very valuable.

Does the examination have pre-release material?

No the examination is based on unseen material.

When can I take the exams for this subject?

The exams will be available from 2010 in January and June

www.ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.
© OCR 2010 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.



FS 27093