

**Edexcel GCSE in  
Business Studies & Economics (Nuffield-BP)  
(1171)**

First examination 2003

November 2000

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Response Centre on 0870 240 9800, or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk)

### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

Authorised by Sue Parker

Publications Code UG008954

All the material in this publication is copyright

© Edexcel Foundation 2000

# Contents

---

<b>Introduction</b>	<b>1</b>
Key features	1
Summary of the specification content	1
Summary of scheme of assessment	2
Availability of external assessment	2
Prior learning and progression	3
Forbidden combinations and links with other subjects	3
<b>Specification aims and assessment objectives</b>	<b>4</b>
National Qualifications Framework criteria	4
Aims	4
Knowledge, skills and understanding	4
Assessment objectives	5
<b>Scheme of assessment</b>	<b>6</b>
Entry tiers	6
Relationship of assessment objectives to scheme of assessment	7
Internal assessment moderation procedures	7
Quality of written communication	7
Awarding, reporting and equivalence	8
Assessment language	8
Students with particular requirements	8
Private candidates	8
<b>Specification content</b>	<b>9</b>
<b>Internal assessment</b>	<b>21</b>
Paper 5: The portfolio	21
Aim	21
Structure	21
Assessment of the portfolio	23
Assessment objectives	23
Marking criteria for the portfolio	23
Quality of written communication	24
Incorporating ICT into coursework	25

<b>Grade descriptions</b>	<b>27</b>
<b>The wider curriculum</b>	<b>28</b>
Key skills	28
Moral, ethical, social and cultural issues	28
Education for citizenship	29
Information and communication technology (ICT)	30
Environmental education and the European and global dimension	30
<b>Textbooks and other teaching resources</b>	<b>31</b>
<b>Support and training</b>	<b>32</b>
Training	32
Website	32
Edexcel publications	32
Regional offices and Customer Response Centre	32
<b>Appendices</b>	<b>33</b>
Appendix 1 – Key skills mapping	35
Appendix 2 – Procedures for moderation of internal assessment	51

# Introduction

---

- ÷ Edexcel’s GCSE in Business Studies & Economics (Nuffield-BP) is a unique joint specification in the areas of Business Studies and Economics. The underlying principles of the specification are those of progression, integration and investigation. These principles establish a structure for the effective learning of valuable concepts and ideas in real-world contexts and define the distinctive contribution of this specification to the National Qualifications Framework.
- ÷ Many concepts and ideas are introduced early in the course in order to demonstrate their inter-relationships. The progressive nature of the course aims to aid the development of a coherent, integrated understanding of the subject areas.
- ÷ Integration is achieved in two ways:
  - a firstly, the content of Business Studies & Economics is integrated in that the concepts and ideas of both subject areas are used together in order to enhance understanding of both
  - b secondly, the content is organised in an integrated way in order to develop an investigative, problem-solving approach to the world of business and the economy.
- ÷ Investigative work should drive the course and this ethos is reflected in the questioning style of the specification. The investigative nature of the course is demonstrated particularly through the portfolio, which is the coursework element of the specification.

## Key features

- ÷ A GCSE specification which integrates business studies and economics seamlessly.
- ÷ An active, investigative, problem-solving approach.
- ÷ Emphasises the relevance of business studies and economics to real world issues.
- ÷ A wide range of high quality supporting materials to facilitate course delivery.
- ÷ A range of teacher support meetings offered by both Edexcel and the Nuffield Foundation.

## Summary of the specification content

The specification is divided into six units of content, each of which is sub-divided into five enquiries. Each enquiry aims to encourage students to take a questioning approach to the specification content. Topics are introduced early on in the specification and then built upon as they re-occur later on.

Unit number and title	Content summary
<b>Unit 1: Make or break?</b>	This unit reflects upon the role of enterprise in the economy. It aims to communicate what it is that makes individuals become enterprising. It identifies factors that result in successful activity and those that might lead to failure.

<b>Unit number and title</b>	<b>Content summary</b>
<b>Unit 2: Work or what?</b>	This unit explores employment and productivity from the points of view of the employee and the employer. The final enquiry considers the costs of unemployment.
<b>Unit 3: Risk or certainty?</b>	Being enterprising involves taking risks. This unit looks at ways in which risk can be minimised. It uses the development of a business plan as a structure for identifying sources of risk and techniques for developing greater certainty.
<b>Unit 4: Big or small?</b>	This unit investigates the strengths and weaknesses of large and small-scale operations and looks at ways in which the problems that arise might be overcome. The impact of the EU on business is also a focus of this unit.
<b>Unit 5: Create or destroy?</b>	Growth in both firms and economies provides benefits to some and costs to others. This unit looks at the need for individuals, firms and governments to behave in ways that take both these aspects of their activities into account.
<b>Unit 6: Winners or losers?</b>	This unit aims to investigate how winners are created and how assistance and protection are provided for those who need it. The material is dealt with in an international context.

## Summary of scheme of assessment

The scheme of assessment is in two tiers. Foundation Tier candidates take Papers 1, 2 and 5. This tier is targeted at grades C to G. Higher Tier candidates take Papers 3, 4 and 5. This tier is targeted at grades A\* to D. In the table below, F = Foundation and H = Higher.

<b>Paper</b>	<b>Mode of assessment</b>	<b>Weighting</b>	<b>Length</b>
1F and 3H	Written	35%	1h 15m
2F and 4H	Written	40%	1h 15m
5	Coursework	25%	2 pieces of portfolio work

Each candidate has to take one paper entitled **Problem Solving** and one entitled **Perspectives**.

The Problem Solving paper poses a problem to which candidates will provide a solution, drawing on the stimulus material provided and their knowledge of Business Studies & Economics.

The Perspectives paper consists of evidence of differing perspectives on issues and events. Candidates will be expected to use the information and their knowledge of Business Studies & Economics to evaluate the evidence and come to reasoned conclusions.

## Availability of external assessment

First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

## Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and Advanced VCEs (Vocational Certificate of Education, formerly GNVQ).

Achievement of this GCSE supports progression to:

- ÷ Advanced Subsidiary/Advanced GCE in Business Studies and/or Economics and related subjects
- ÷ GNVQ Intermediate and Advanced VCE in Business
- ÷ employment
- ÷ NVQ
- ÷ other vocational training.

## Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3230.

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Candidates entering for this specification may not, in the same series of examinations, enter for any other specification at any level with the title 'Economics', 'Business Studies' or 'Business Studies and Economics'.

There are links and overlaps with other GCSE specifications in Economics, Business Studies and related subjects. There are also linkages with GNVQ Business at both Foundation and Intermediate stages. The following are examples of the linkages between the units in Part One GNVQ Business Foundation and Part One GNVQ Business Intermediate and the GCSE in Business Studies and Economics (Nuffield-BP). However, the degree of overlap between the two qualifications is limited.

<b>Part One/Full Award GNVQ Foundation</b>	<b>Common content</b>	<b>GCSE content</b>
Unit A – How a business works	efficiency and communications	Unit 2: Work or what?
Unit B – Investigating businesses	business ownership, stakeholders	Unit 1: Make or break?
Unit C – Finance in business	profit and loss	Unit 3: Risk or certainty?
<b>Part One/Full Award GNVQ Intermediate</b>	<b>Common content</b>	<b>GCSE content</b>
Unit A – Investigating how businesses work	aims and objectives	Unit 1: Make or break?
Unit B – How businesses develop	business ownership, stakeholders	Unit 1: Make or break?
Unit C – Business finance	cash flow	Unit 2: Work or what?

# Specification aims and assessment objectives

---

## National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for Business Studies & Economics (Nuffield-BP).

## Aims

This specification in Business Studies & Economics aims to give students opportunities to:

- ÷ make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used
- ÷ apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts
- ÷ distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- ÷ appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise
- ÷ understand the dynamics of business activity – understanding must be rooted in current business theory and practice and must reflect the integrated nature of organisations and their decision-making processes
- ÷ develop knowledge and understanding of market and non-market solutions to economic problems and an appreciation of the interdependence and dynamics of economic behaviour
- ÷ engender a spirit of engagement and self-motivation through active, investigative learning
- ÷ develop insights and skills to prepare for citizenship, further education and employment.

## Knowledge, skills and understanding

This specification requires students to demonstrate specified knowledge and critical understanding of:

- ÷ the relationship between business activity and the changing environment within which it takes place
- ÷ the structure, organisation and control of the main forms of business
- ÷ business management in a competitive environment
- ÷ the basic economic problems and decisions that give rise to economics as a discipline
- ÷ the interdependent behaviour of individuals, groups, organisations and governments within local, national and international contexts.



## Assessment objectives

The objectives of the assessment are to enable students to:

- ÷ AO1 demonstrate knowledge and understanding of the specified subject content
- ÷ AO2 apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues
- ÷ AO3 select, organise, interpret and use information from various sources to analyse problems and issues
- ÷ AO4 evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

# Scheme of assessment

---

## Entry tiers

All candidates take two written papers and one coursework paper. The scheme of assessment is designed to ensure that candidates across the ability range are provided with the opportunity to show what they know, understand and can do. To allow awards to be made across grades A\* to G, the terminal examination will offer two tiers of assessment and require a choice to be made from two differentiated papers targeted at different grades. Approximately 40% of the examined material will be common to both tiers.

### **Foundation Tier candidates**

The Foundation Tier is targeted at grades C to G. Candidates failing to achieve Grade G are reported as Unclassified.

### **Higher Tier candidates**

The Higher Tier is targeted at grades A\* to D. A safety net is provided for candidates entered for the Higher Tier in this specification, and an allowed grade E can be awarded. Candidates failing to achieve grade E are reported as Unclassified.

### **Papers 1 and 3: Foundation and Higher (1 hour 15 minutes) *Problem solving***

Each paper will be weighted at 35% of the total subject mark and will consist of case material which candidates will be advised to spend 15 minutes reading. The core of this material will be identical for both tiers. These papers are based on an issue and pose a problem to which candidates will provide a solution, drawing on the stimulus material provided and their knowledge of business studies and economics.

Each paper will be divided into two sections: Section A will consist of stimulus material followed by compulsory questions. These will range from short-answer questions to those requiring a longer response. Section B will consist of a structured problem-solving question.

### **Papers 2 and 4: Foundation and Higher (1 hour 15 minutes) *Perspectives***

Each paper will be weighted at 40% of the total subject mark. The stimulus material will consist of evidence of differing perspectives on issues and events. Candidates will be expected to use the information and their knowledge of business studies and economics to evaluate the evidence and come to reasoned conclusions. This will encourage them to develop a critical awareness of economic systems and the business environment in order to make informed evaluative judgements.

## Relationship of assessment objectives to scheme of assessment

Assessment weightings	Papers 1 and 3	Papers 2 and 4	Portfolio Paper 5	Overall
AO1	25%	25%	25%	25%
AO2	25%	25%	25%	25%
AO3	25%	25%	25%	25%
AO4	25%	25%	25%	25%
	100%	100%	100%	100%
Paper weighting	35%	40%	25%	

Assessment objectives 1 and 2 together will always carry a weighting of no less than 50%. This table gives the weightings for each assessment component. However, in any particular examination series, the weightings for the examination papers may vary slightly.

## Internal assessment moderation procedures

To assist centres and provide all the information required within this document, detailed internal assessment moderation procedures are given in *Appendix 2*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

## Quality of written communication

The quality of written communication will be assessed through all four assessment objectives in Papers 1 to 5. The marks for quality of written communication will be embedded in the mark schemes for a selection of questions in the written papers and there will be 5 marks available for assessment of quality of written communication in the coursework, Paper 5. The criteria for assessment of quality of written communication are as follows:

Candidates will be assessed on their ability to:

- ÷ present relevant information in a form that suits its purpose
- ÷ ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- ÷ use a suitable structure and style of writing.

## **Awarding, reporting and equivalence**

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight-grade scale from A\* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- ÷ two GCSEs at grade D to G and two GCSEs at grade A\* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- ÷ four GCSEs at grades D to G and four GCSEs at grade A\* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

## **Assessment language**

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## **Students with particular requirements**

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN

## **Private candidates**

This specification is not available to private candidates.

# Specification content

<b>UNIT 1: MAKE OR BREAK?</b>	
<p>The title of this unit aims to reflect the role of enterprise in the economy. The objective is to communicate the spark which leads individuals to be enterprising. In order to look at the outcomes, the unit identifies factors which result in successful activity and those which might lead to failure.</p>	
<b>Content</b>	<b>Content explanation</b>
<b>Enquiry: What is enterprise?</b>	
<p>Enterprise</p> <ul style="list-style-type: none"> <li>÷ entrepreneurship</li> <li>÷ objectives               <ul style="list-style-type: none"> <li>– profit, surplus, personal, fulfilment</li> </ul> </li> <li>÷ types of business organisation               <ul style="list-style-type: none"> <li>– sole owner, private and public companies</li> </ul> </li> <li>÷ private and public sector</li> </ul>	<p>This section explores <b>the objectives and forms of enterprise</b>. Students should investigate and develop an understanding of why people take initiatives and risks. The forms of enterprise are explored in order to identify different motives and methods. By using a case study approach, students should be able to identify different kinds of business opportunity and different <b>types of business organisation</b> as well as distinguish between the <b>private and public sector</b>. Business organisations should be looked at from the perspective of ownership and control in a decision-making context. In doing this, some of the content in later units and enquiries, particularly ‘Is it competitive?’ below, will be introduced to show the integrated nature of business.</p>
<b>Enquiry: Is there a market?</b>	
<p>Markets</p> <ul style="list-style-type: none"> <li>÷ varied nature</li> <li>÷ demand and supply               <ul style="list-style-type: none"> <li>– simple graphical introduction</li> </ul> </li> <li>÷ price</li> <li>÷ market clearing</li> </ul> <p>Market niches</p> <p>Market segmentation</p>	<p>Students will investigate the <b>varied nature of markets</b> to develop an understanding of the concept of the market and how it works. This should include situations where buyers physically meet and others where they do not. By looking at potential buyers and sellers of a product, <b>demand, supply and market clearing</b> are introduced. Marketing is introduced at a practical level in order to look at the ways in which a product can be brought to the market most effectively. The identification of a <b>niche market</b> is a key factor in making the most of an opportunity. This should lead to a simple understanding of <b>market segmentation</b>.</p>

<b>Enquiry: Is it competitive?</b>	
Resources Adding value Fixed and variable costs Profit Competitiveness ÷ quality of product and associated services relative to price	This section looks at the process of <b>combining resources in order to add value</b> . By comparing <b>costs, price and profit</b> , which were introduced in ‘What is enterprise?’, a student can make comparisons between firms. In order to decide on the degree of <b>competitiveness</b> , quality of product and associated services relative to price should be investigated. The inter-relationships between these concepts and ideas are important because businesses have to use them in combination. Students should develop an understanding of how firms have to make choices between them in order to be competitive.
<b>Enquiry: What is success?</b>	
Opportunity cost Return on capital employed (ROCE) ÷ a simple introduction to the relationship Decisions Social responsibility Stakeholders ÷ owners, employees, suppliers, creditors, customers, community	Students will develop an understanding of the market and non-market measures of success. Profitability and the degree of competitiveness, which were introduced in ‘Is it competitive?’, are used as measures of success. <b>Opportunity cost, return on capital employed</b> and the value of good <b>decisions</b> are introduced in this section to give a fuller picture. ROCE is used again in Unit 3: What is the bottom line? Success should also be investigated in terms of the <b>social responsibility</b> of firms. Different <b>stakeholders</b> are identified and their perspectives taken into account in order to give students an understanding of who businesses are responsible to and the nature of this responsibility. This issue is developed in Unit 4: Is big better? and throughout Unit 5.
<b>Enquiry: Why do firms go under?</b>	
Receivership Competitiveness ÷ failing to remain competitive Cash flow ÷ an introduction without formal forecasting	Students should be able to explain why firms go into receivership as a result of a failure to remain competitive and cash flow problems. This should be looked at in the context of the market. Cash flow forecasting is developed in Unit 3: How can the odds be shortened?

<b>UNIT 2: WORK OR WHAT?</b>	
This unit explores employment and productivity from the points of view of the employee and the employer. The nature of work is constantly changing and this is reflected in each enquiry. The final enquiry considers the costs of unemployment to the people concerned and the rest of the population.	
<b>Content</b>	<b>Content explanation</b>
<b>Enquiry: What's the point of work?</b>	
Specialisation and exchange ÷ effects on production Employment and self-employment ÷ the purpose of work Rewards ÷ financial and non-financial Output	Students will develop an understanding of how <b>specialisation</b> of labour leads to the development of <b>exchange</b> . They will look at the purpose of work from both the employee's and employer's point of view, including <b>employment, self-employment, output and rewards</b> , which are dealt with more fully in 'Can we get more from less?'
<b>Enquiry: Who's right for the job?</b>	
Recruitment and selection ÷ job description, specifications, qualifications, discrimination, skills and attitudes Interviews ÷ planning and operation	This section looks at the process of recruitment from the point of view of both the individual and the company. By investigating <b>work skills and attitudes</b> , students should develop an understanding of the firm's requirements of those applying for jobs. The process of <b>interviewing and selection</b> assists understanding of how successful outcomes can be achieved by both sides.
<b>Enquiry: Can we get more from less?</b>	
Methods of increasing productivity ÷ investment and new technology ÷ motivation: the merits of financial and non-financial incentives, eg pay, output-related pay, differentials, job satisfaction, social benefits, appropriate management techniques	Students will develop an understanding of how the productivity of the workforce can be raised by increasing <b>investment</b> ; implementing new technology; improving <b>motivation</b> , eg training, including continuous improvement; <b>efficient management</b> , including communications and team work; pay and incentives. The work on management will be followed up in 'Is small beautiful?' in Unit 4.

<b>Enquiry: What's the future of work?</b>	
<p>Employment</p> <ul style="list-style-type: none"> <li>÷ full time, part time, temporary contract, role of trade unions and collective bargaining</li> </ul> <p>Education and training</p> <ul style="list-style-type: none"> <li>÷ benefits: productivity, motivation, loyalty</li> </ul> <p>Voluntary, social and domestic activities</p>	<p>Students will be able to explain the <b>changing structure of employment</b> in the primary, secondary and tertiary sectors and the move towards homeworking, contract and part-time working. They will explore the role of <b>education and training</b> in developing flexibility on the part of the employee. The roles of people who are involved in <b>voluntary, social and domestic activities</b> rather than formal employment should also be considered.</p>
<b>Enquiry: What does joblessness cost?</b>	
<p>Unemployment</p> <ul style="list-style-type: none"> <li>÷ the pattern of unemployment</li> <li>÷ costs to the unemployed</li> <li>÷ costs to the economy</li> </ul>	<p>Students should be able to identify and understand the effects of unemployment in terms of wasted resources and the impact of the loss of skills on both the individual and society as a whole. The costs and benefits of providing <b>state benefits</b> should also be included. This is further developed in 'Can we ride the roller coaster?' in Unit 3 and in 'Is there help at hand?' in Unit 6.</p>



<b>UNIT 3: RISK OR CERTAINTY?</b>	
Being enterprising involves taking risks. This unit looks at ways in which risk can be minimised. It uses the development of a business plan as an introduction to identifying sources of risk and techniques for developing greater certainty.	
<b>Content</b>	<b>Content explanation</b>
<b>Enquiry: Can profit be planned?</b>	
Business plan Pricing ÷ cost plus and competition ÷ as a contributing factor to the marketing strategy Break even ÷ simple linear graphical analysis	Students will develop an understanding of the components of a <b>business plan</b> and be able to explain their purpose: budget for revenue, cost and profit; markets and available finance; practical features such as skills of the personnel involved, location and distribution. Pricing and break even are explored here as techniques that will contribute to the plan.
<b>Enquiry: Where's the money coming from?</b>	
Sources of finance ÷ savings ÷ bank loans and overdrafts ÷ hire purchase ÷ interest ÷ companies and shares – limited liability	This section investigates the sources of funds available to enterprises, including <b>savings</b> , the <b>banks</b> and <b>share issues by companies</b> . Students should be able to compare the relative merits of different sources of funds using availability, flexibility and <b>interest rates</b> as the measures. The formal processes of company formation are not required.
<b>Enquiry: What is the bottom line?</b>	
Profit and loss account Balance sheet	This section uses simple <b>profit and loss accounts</b> and <b>balance sheets</b> to interpret the effectiveness of the activities of an enterprise. This should include an understanding of gross profit, operating profit, profit before tax, profit after tax and retained profit. Students should be able to read a vertical-format balance sheet and understand the meaning of fixed assets, current assets, current liabilities, net current assets, long-term liabilities and shareholders' funds. Profit margins and return on capital employed, from earlier units, should be used to assist comparisons. The interests of various stakeholder groups should be understood.

<b>Enquiry: How can the odds be shortened?</b>	
<p>Marketing strategies, eg</p> <ul style="list-style-type: none"> <li>÷ market research</li> <li>÷ promotion</li> <li>÷ product range</li> </ul> <p>Cash flow forecasting</p> <p>Insurance</p> <ul style="list-style-type: none"> <li>÷ benefits to the firm</li> <li>÷ benefits to the individual</li> </ul>	<p>Students should investigate and develop an understanding of how risks can be reduced. Firms can use marketing strategies to make their position in the market more secure. This builds on the material which was covered in ‘Is there a market?’ in Unit 1. Market research includes quantitative and qualitative methods, primary and desk research and the use of questionnaires. Other strategies include maintaining an appropriate product range and promotional activities such as advertising and special offers. Cash flow forecasting is used to maintain sound financial management. It builds on the introduction in ‘Why do firms go under?’ in Unit 1. The benefits of insurance are examined from the perspective of both firms and individuals.</p>
<b>Enquiry: Can we ride the roller coaster?</b>	
<p>The business cycle</p> <ul style="list-style-type: none"> <li>÷ changes in demand</li> </ul> <p>Cost and price inflation</p> <p>Government objectives</p>	<p>Students should develop an understanding of how firms and individuals are affected by the business cycle, eg changes in demand. The effect of inflation on costs and sales should be investigated. Strategies which firms use to survive the effects of the business cycle such as cutting costs, growth and diversification should be explored. Students should also be able to explain public policies that have a moderating influence on the cycle, eg changes in interest rates, taxation, incentives and benefits. This relates to ‘What does joblessness cost?’ in Unit 2.</p>

<b>UNIT 4: BIG OR SMALL?</b>	
<p>It is often assumed that big firms are efficient firms. This unit investigates the strengths and weaknesses of large and small-scale operations and looks at ways in which the problems that arise might be overcome. The impact of the European Union on business is also a focus of this unit.</p>	
<b>Content</b>	<b>Content explanation</b>
<b>Enquiry: Is big better?</b>	
<p>Economies of scale</p> <p>Efficiency</p> <ul style="list-style-type: none"> <li>÷ in terms of costs</li> <li>÷ with reference to stakeholders</li> </ul>	<p>Students should use the knowledge gained in previous units together with an understanding of <b>economies of scale</b> to appreciate how increased size may lead to greater efficiency. Efficiency should be dealt with in terms of the interests of stakeholders because increased efficiency for the firm may have side effects on others. The effect of increased size on the local community should be considered. This builds on the work on social responsibility in ‘What is success?’ in Unit 1.</p>
<b>Enquiry: What makes a firm grow?</b>	
<p>Company growth</p> <ul style="list-style-type: none"> <li>÷ increasing sales, eg through advertising</li> <li>÷ product innovation</li> <li>÷ research and development</li> <li>÷ mergers and take-overs</li> </ul>	<p>Students should be able to explain how firms grow through increased <b>sales, research and development, product innovation and mergers and take-overs</b>. The marketing sections, which show the importance of effective product development, advertising and other methods of promotion, build on work ‘Is there a market?’ in Unit 1 and ‘How can the odds be shortened?’ in Unit 3.</p>
<b>Enquiry: Is small beautiful?</b>	
<p>Diseconomies of scale</p> <p>Organisational techniques</p> <ul style="list-style-type: none"> <li>÷ groups</li> <li>÷ communications</li> <li>÷ leadership</li> </ul>	<p>Students should question the view that growth is always beneficial. <b>Diseconomies of scale</b> will assist them to develop an understanding of the problems that arise. These include not only the physical problems of size but also organisational difficulties such as the breakdown in communication and lack of motivation. They will look at groups, <b>communications and leadership</b> as methods used by large organisations to encourage effective human interaction and to overcome some of the problems associated with their size. This builds on ‘Can we get more from less?’ in Unit 2.</p>

<b>Enquiry: Can we control the giants?</b>	
<p>Monopolies</p> <p>÷ costs and benefits</p> <p>Transnationals</p> <p>÷ costs and benefits</p> <p>Regulation</p> <p>÷ Competition Commission</p>	<p>Students should be able to identify the costs and benefits associated with <b>monopolies</b> and <b>transnationals</b>. Monopoly models should not be included. In both cases, the trade-off between cost effectiveness and power should be discussed. Ethical implications which result from power and government strategy for the <b>regulation of monopolies</b> should be explored. The objectives and effects of the Competition Commission should be investigated.</p>
<b>Enquiry: Why belong to the European Union?</b>	
<p>European Union</p> <p>÷ the member states</p> <p>÷ benefits</p> <p>÷ costs</p>	<p>Students will develop an understanding of the opportunities available in the larger market provided by the <b>European Union</b> and the <b>Eurozone</b> and the <b>costs and benefits of membership to UK enterprises</b>, eg the potential effects of the single currency on UK businesses. The present and future size of the EU should be discussed. Organisational structures are not required. This is developed further in ‘Who trades wins?’ in Unit 6.</p>

<b>UNIT 5: CREATE OR DESTROY?</b>	
<p>Responsibility is the underlying theme of this unit. Growth in both firms and economies provides benefits to some and costs to others. It is therefore important that individuals, firms and governments behave in ways that take both these aspects of their activities into account.</p>	
<b>Content</b>	<b>Content explanation</b>
<b>Enquiry: What makes people richer?</b>	
<p>Growth</p> <ul style="list-style-type: none"> <li>÷ the role of investment</li> <li>÷ the contribution of firms</li> </ul> <p>Standard of living</p> <ul style="list-style-type: none"> <li>÷ the effects of growth</li> </ul>	<p>Students will investigate the process of <b>growth</b> in the economy and the contribution made to it by firms and governments. They will also look at the resulting effects on the population. It will help students to understand this process if they examine the effects on growth of investment by firms and governments and increasing productivity. They should interpret the <b>standard of living</b> in the light of these effects. This section builds on ‘Can we get more from less?’ in Unit 2, ‘Can we ride the roller coaster?’ in Unit 3 and ‘Is big better?’ in Unit 4.</p>
<b>Enquiry: Can there be more and more?</b>	
<p>Non-renewable resources</p> <ul style="list-style-type: none"> <li>÷ effect on the environment</li> <li>÷ effect of the market</li> </ul> <p>Externalities</p> <ul style="list-style-type: none"> <li>÷ positive and negative</li> <li>÷ costs of negative externalities</li> </ul>	<p>Students will need to explore the effect on the environment of continuing to use <b>non-renewable resources</b>. They will also understand how the market will influence the availability of non-renewable resources. Current environmental issues, such as road congestion and pollution, should be used to develop understanding. Students will use the idea of <b>externalities</b> to consider the potentially destructive effects of growth.</p>
<b>Enquiry: Waste not – want not?</b>	
<p>Sustainability</p> <ul style="list-style-type: none"> <li>÷ policies for sustainability</li> <li>÷ implication for firms <ul style="list-style-type: none"> <li>– constraints and opportunities</li> </ul> </li> </ul>	<p>Students will develop an understanding of the relationship between the use of resources and the level of growth. They will be able to explain sustainability, look at its effects on firms and individuals and explore the need for conservation. A case study approach will enable students to investigate the ways in which firms have dealt with the constraints and opportunities that have arisen in the move to sustainability.</p>
<b>Enquiry: How should firms behave?</b>	
<p>Ethical responsibility</p> <ul style="list-style-type: none"> <li>÷ environmental</li> <li>÷ social</li> </ul> <p>The role of pressure groups</p>	<p>Students will examine the <b>ethical responsibilities</b> of enterprises to a range of stakeholders, including employees, customers, the community and the environment. The influences that can be exerted by pressure groups should be considered. This unit builds on ‘What is success?’ in Unit 1 and ‘Is big better?’ in Unit 4. It can be explored with a case study approach.</p>

<b>Enquiry: Should the government interfere?</b>	
Environmental regulation Policies for ethical responsibility	Students will be able to explain a range of <b>environmental regulation</b> techniques which governments might use to achieve sustainability, eg legislation, simple market techniques and fiscal incentives. They should also explore government strategies to encourage ethical responsibility and investigate the effects of these strategies on firms.

<b>UNIT 6: WINNERS OR LOSERS?</b>	
This unit aims to investigate how winners are created and how assistance and protection are provided for those who need it. The material is dealt with in an international context.	
<b>Content</b>	<b>Content explanation</b>
<b>Enquiry: Who are the winners and losers?</b>	
Income distribution ÷ international comparisons ÷ effects of disparity	Students should investigate and compare the <b>range and effects of income distribution</b> in the developed and developing world. They should also identify the ways in which people can be disadvantaged within their communities. This builds on ‘What does joblessness cost?’ in Unit 2.
<b>Enquiry: What makes a winner?</b>	
Competitive advantage ÷ quality ÷ effective marketing ÷ flexibility ÷ the effects of creativity, dynamism ÷ the impact of ICT: the Internet and e-commerce	Students will be able to identify factors that give individuals and enterprises <b>competitive advantage</b> , eg creativity, flexibility, dynamism and quality. This builds on the material in ‘Is it competitive?’ in Unit 1. The perspective of the individual develops from Unit 2 in which personal skills and development are considered. It also looks at the ways in which firms may exploit or benefit other stakeholders. This builds on Unit 1 ‘What is success?’ and Unit 4 ‘Is big better?’ and Unit 5 ‘How should firms behave?’.
<b>Enquiry: Is there help at hand?</b>	
Government policies ÷ incentives ÷ benefits ÷ spending and taxation Consumer rights and protection ÷ objectives ÷ methods of control	Students should understand how governments can help people who are disadvantaged. This may be through the use of <b>incentives</b> or by provision of <b>benefits</b> to meet their needs. These should be investigated in the context of <b>taxation and government spending</b> . It builds on ‘What does joblessness cost?’ in Unit 2. <b>Consumer rights and protection</b> should be explored with reference to the objectives and workings of the law in general but without details of specific legislation. It should be considered from the perspectives of individuals and enterprises.

<b>Enquiry: Who trades wins?</b>	
<p>International trade</p> <ul style="list-style-type: none"> <li>÷ benefits to individuals, firms and the economy</li> <li>÷ costs to individuals, firms and the economy</li> <li>÷ marketing strategies for trade</li> </ul>	<p>Students should use their knowledge of specialisation and competitive advantage to demonstrate that they understand the gains that countries can make from <b>international trade</b>. This includes increased employment, higher added value and economies of scale. The foundations for this have been laid in ‘Is there a market?’ and ‘Is it competitive?’ in Unit 1 and ‘Is big better?’ in Unit 4. Students should also identify the negative effects that such trade may have on economies and individuals because of dependence on a single product, regional decline and unemployment caused by increased imports. The marketing mix used by firms that compete in international markets should also be investigated. This builds on ‘Why belong to the European Union?’ in Unit 4 and includes the impact of the Eurozone. The formal theory of comparative advantage is not required.</p>
<b>Enquiry: Richer country – richer people?</b>	
<p>Growth in developing countries</p> <p>The role of business</p> <p>The costs and benefits</p>	<p>Students will examine the effects of the process of development on countries and people and identify the role that business plays. A case study approach will show the costs and benefits by demonstrating ways in which people gain and lose from projects designed to generate growth. It builds on all enquiries in Unit 5.</p>



# Internal assessment

---

## Paper 5: The portfolio

Mark allocation: 100

Overall weighting: 25%

### Aim

The aim of the portfolio is to engage students fully in the real-world investigation of business and economic phenomena. It is designed to allow students to demonstrate a range of capabilities through a variety of outcomes. The portfolio provides students with the opportunity to use the skills of investigation and problem solving in particular.

### Structure

The course structure carries an investigative ethos. It is therefore intended that investigative activities should be an integral part of a student's work. Portfolio pieces are a record of this work.

Candidates will benefit from producing a wide-ranging coursework portfolio (ideally one piece of coursework per unit) so as to facilitate production of high quality pieces for submission and improve their own learning and performance as they progress through the course.

**Only two pieces of work must be submitted for assessment.**

The first selected piece **must** represent one of the first three units:

Unit 1 – Make or break?

Unit 2 – Work or what?

Unit 3 – Risk or certainty?

The second selected piece **must** represent one of the second three units:

Unit 4 – Big or small?

Unit 5 – Create or destroy?

Unit 6 – Winners or losers?

Students will take responsibility for developing and compiling their portfolio. The role of the centre will be to guide and not direct. Students should, however, be given guidance to ensure adequate coverage of the assessment objectives in each investigation. The titles of the units in the specification provide a focus for the work to be submitted. Each piece of work should have, as its individual title, a question or hypothesis, related to the unit.

A range of investigative and presentational techniques should be demonstrated, including primary and secondary research. Written and visual evidence using numerical and statistical information in a variety of forms should be included in the portfolio. Information and communications technology will invariably be a useful tool.

Investigations should be:

- ÷ an integral part of a student's work
- ÷ based on a question or hypothesis
- ÷ tightly focused
- ÷ based on primary or secondary research
- ÷ based on either group or individual work but written up independently.

The following questions/hypotheses are intended as suggestions for investigations. They are not prescriptive.

**Unit 1: Make or break?**

What type of business might be successful in my village, town or suburb?

Is shop A more competitive than shop B?

Why does my local corner shop stay in business?

**Unit 2: Work or what?**

How could the local leisure centre be more productive?

Why is unemployment higher/lower where I live? How could I become more productive?

Money is the only thing that motivates people to go to work.

**Unit 3: Risk or certainty?**

I want to make and sell ..., what do I have to do to get the business started?

Are the promotional activities of petrol station A more effective than those of petrol station B?

Which of two firms selling the same kind of product has the more effective marketing policy?

**Unit 4: Big or small?**

How can (shop or other business) increase its share of the market?

If we merged with (a neighbouring school) what would we gain and what would we lose?

Joining the Euro will not help our local business to grow.

**Unit 5: Create or destroy?**

Should the proposed new (runway, road, hypermarket, etc) be built?

How does the environmental policy of company A compare with that of company B?

**Unit 6: Winners or losers?**

Why is the UK (or any other country) becoming more/less equal (in terms of income or other measures of equality)?

How does company X market its products overseas? How does this compare with the marketing mix for the home market?

## Assessment of the portfolio

Assessment will require the submission of two pieces of work selected from the portfolio. Each piece of work should be no more than 1,000 words. In total, students should submit no more than 2,000 words. Shorter submissions will be acceptable provided that they meet the assessment objectives. However, if students do not adhere to the stated word limit, they will be unlikely to be able to access levels 3 or 4 on assessment objective 3 since they will have failed to select and organise information effectively.

## Assessment objectives

<b>AO1</b>	25%	Demonstrate knowledge and understanding of the specified subject content
<b>AO2</b>	25%	Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues
<b>AO3</b>	25%	Select, organise, interpret and use information from various sources to analyse problems and issues
<b>AO4</b>	25%	Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately

## Marking criteria for the portfolio

For assessment purposes the marks will be allocated as follows, and then scaled by Edexcel to 25% of the total. A range of marks is available within each level. Their allocation will reflect the degree of achievement within that level.

### AO1 Knowledge – 25 marks

*Marks*      *Marking criteria*

1-6	Has demonstrated some knowledge which is characterised by generalities that do not address the specific question or hypothesis.
7-13	Has demonstrated knowledge which is characterised by some evidence of understanding and some integration of economic and business content.
14-19	Has demonstrated a range of knowledge which is characterised by evidence of good understanding and integration of economic and business content.
20-25	Has demonstrated detailed, accurate and wide-ranging knowledge and understanding relevant to the question or hypothesis in a fully integrated way.

## **AO2 Application – 25 marks**

*Marks*     *Marking criteria*

- 1-6        Has applied a limited range of terms, concepts, theories and methods in simple contexts.
- 7-13      Has demonstrated application of terms, concepts, theories and methods in simple contexts and attempted to address problems and issues.
- 14-19     Has demonstrated a sound application of terms, concepts, theories and methods in a range of contexts in addressing problems and issues.
- 20-25     Has drawn together relevant terms, concepts, theories and methods, integrated them and used them to address problems and issues creatively.

## **AO3 Analysis – 25 marks**

*Marks*     *Marking criteria*

- 1-6        Has demonstrated skills of selection, organisation, and interpretation in a superficial manner.
- 7-13      Has demonstrated the skills of selection, organisation, and interpretation and used a small range of appropriate sources to make limited analysis.
- 14-19     Has demonstrated the skills of selection, organisation, and interpretation and used a wide range of appropriate sources to conduct a meaningful analysis.
- 20-25     Has demonstrated selection, organisation, and interpretation with great skill and used a wide range of appropriate sources to conduct in-depth analysis.

## **AO4 Evaluation – 25 marks**

*Marks*     *Marking criteria*

- 1-6        Has made some attempt at evaluation and has drawn simple conclusions leading to simple insights.
- 7-13      Has demonstrated evaluative skills in an organised and coherent manner.
- 14-19     Has demonstrated a capacity to evaluate and has drawn conclusions which are dependent on a limited range of inputs.
- 20-25     Has demonstrated a high level of evaluation with precision in thought processes leading to logical, balanced and creative conclusions.

## **Quality of written communication**

The following marking criteria will be used to assess each candidate's performance in quality of written communication in Paper 5, The portfolio. A total of 5 marks will be available as follows:

Level 3 performance	4-5 marks
Level 2 performance	2-3 marks
Level 1 performance	1 mark
Below level 1 performance	0 marks

Level 3 performance	Very good to excellent written communication. Candidates present relevant information legibly and in a form that is completely suitable for purpose. It will feature almost faultless spelling, punctuation and grammar and an excellent style and structure of writing.
Level 2 performance	Fair to good quality of written communication. Candidates present information in a form reasonably suitable for purpose. It will include occasional errors in spelling, punctuation and grammar and a fair style and structure of writing.
Level 1 performance	A poor quality of written communication. Candidates present information indifferently, with a number of errors in spelling, punctuation and grammar. The style and structure of writing will not be entirely appropriate.

## **Incorporating ICT into coursework**

There are three important considerations relating to the use of ICT in producing coursework:

- ÷ it must be used appropriately
- ÷ its use must enhance the investigation
- ÷ it should be properly integrated into the portfolio piece ('built in', not 'bolt on').

Candidates are not formally assessed on their use of ICT in the coursework but its appropriate use is encouraged and will facilitate achievement through all four of the assessment objectives.

Appropriate uses of ICT could include:

- ÷ the collection and interpretation of statistical information related to the investigation concerned, eg comparison of company statistics, use of ONS statistics
- ÷ derivation of spreadsheets, bar charts and diagrams based on information collected from a range of sources
- ÷ word-processing portfolio pieces in good style for submission purposes
- ÷ including images, scanned materials, other graphics in support of investigation.

The Teachers' Resource Pack which accompanies this specification contains additional guidance on incorporating ICT into coursework.

### **Marking and moderation of the portfolio**

Each of the two portfolio pieces will be marked out of 100. The two marks will then be added together, divided by two and a mark out of five added to the resulting total to reflect the candidate's overall quality of written communication, ie the maximum mark available is 105.

The work should be clearly labelled, with pages numbered and securely fastened, and should be submitted in a manila folder.

### **Method of assessment**

The assessment of the portfolio pieces must be carried out by the teacher-examiner in accordance with the marking criteria, including awarding marks for quality of written communication.

### **Standardisation of marking**

In order for the moderation to progress properly, centres must ensure that the marking of different teaching groups is standardised. Where there is more than one teacher, there should be close consultation among the staff who are concerned with the assessment of candidates, and internal standardising to ensure conformity of marking. This involves trial marking of common pieces of work and moderation of the marking of candidates' work.

### **External moderation**

The internal assessment of the work selected from the portfolio (the two investigations) will be subject to external moderation by Edexcel in order to standardise each centre's assessment.

The moderator will be responsible for applying Edexcel's standards to the sample of portfolio coursework and may alter some or all of the marks within an order of merit. A change to the order of merit will only be made when:

- ÷ it can be demonstrated that particular candidates have been incorrectly placed in the order of merit
- ÷ in awarding marks the centre has not conformed to the assessment criteria.

Centres must retain all the work of all candidates.

# Grade descriptions

---

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

## **Grade F**

Candidates demonstrate knowledge and understanding of some aspects of the specification content. They begin to apply this knowledge and understanding, using some terms, concepts, theories and methods to address problems and issues. They show some ability to select, organise, interpret and use simple information from a variety of sources to analyse problems and issues. They also make judgements and present simple conclusions that are sometimes supported by evidence.

## **Grade C**

Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They also make reasoned judgements and present conclusions that are supported by evidence.

## **Grade A**

Candidates demonstrate in-depth knowledge and critical understanding of the full range of specification content. They apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of sources and interpret and use this information effectively to analyse problems and issues with a high degree of accuracy. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately.

# The wider curriculum

---

## Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, information technology, application of number, improving own learning and performance, working with others and problem solving. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement. Key skills opportunities are detailed more fully in *Appendix 1*.

## Moral, ethical, social and cultural issues

This specification contributes to an understanding of:

### ÷ Moral and ethical issues

#### **Unit 1 Enquiry: What is success?**

Different stakeholders are identified and their perspectives taken into account in order to give students an understanding of who businesses are responsible to and the nature of this responsibility.

#### **Unit 4 Enquiry: Is big better?**

Efficiency should be dealt with in terms of the interests of stakeholders because increased efficiency for the firm may have side effects on others. The effect of increased size on the local community should be considered. This builds on the work on social responsibility in 'What is success?' in Unit 1.

### ÷ Social issues

#### **Unit 1 Enquiry: What is success?**

Success should also be investigated in terms of the social responsibility of firms.

#### **Unit 2 Enquiry: What does joblessness cost?**

Students should be able to identify and understand the effects of unemployment in terms of wasted resources and the impact of the loss of skills on both the individual and society as a whole. The costs and benefits of providing **state benefits** should also be included. This is further developed in 'Can we ride the roller coaster?' in Unit 3 and in 'Is there help at hand?' in Unit 6.

### ÷ Cultural issues

#### **Unit 1 Enquiry: What is enterprise?**

This section explores **the objectives and forms of enterprise**. Students should investigate and develop an understanding of why people take initiatives and risks.



## Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for citizenship, in particular:

Citizenship programme of study	Unit	Specification content
Study how the economy functions, including the role of business and financial services	These topics occur throughout this course – these examples are taken from Unit 1	<p><b>Enquiry: What is enterprise?</b></p> <p>This section explores <b>the objectives and forms of enterprise</b>. Students should investigate and develop an understanding of why people take initiatives and risks. The forms of enterprise are explored in order to identify different motives and methods. By using a case study approach, students should be able to identify different kinds of business opportunity and different <b>types of business organisation</b> as well as distinguish between the <b>private and public sector</b>. Business organisations should be looked at from the perspective of ownership and control in a decision-making context. In doing this, some of the content in later units and enquiries, particularly ‘Is it competitive?’ below, will be introduced to show the integrated nature of business.</p> <p><b>Enquiry: Is it competitive?</b></p> <p>This section looks at the process of <b>combining resources in order to add value</b>. By comparing <b>costs, price and profit</b>, which were introduced in ‘What is enterprise?’, a student can make comparisons between firms. In order to decide on the degree of <b>competitiveness</b>, quality of product and associated services relative to price should be investigated. The inter-relationships between these concepts and ideas are important because businesses have to use them in combination. Students should develop an understanding of how firms have to make choices between them in order to be competitive.</p>
Study the rights and responsibilities of consumers, employers and employees	Unit 5	<p><b>Enquiry: How should firms behave?</b></p> <p>Students will examine the <b>ethical responsibilities</b> of enterprises to a range of stakeholders, including employees, customers, the community and the environment. The influences that can be exerted by pressure groups should be considered. This unit builds on ‘What is success?’ in Unit 1 and ‘Is big better?’ in Unit 4. It can be explored with a case study approach.</p>
Study the United Kingdom’s relations in Europe, including the European Union	Unit 4	<p><b>Enquiry: Why belong to the European Union?</b></p> <p>Students will develop an understanding of the opportunities available in the larger market provided by the <b>European Union</b> and the <b>Eurozone</b> and the <b>costs and benefits of membership to UK enterprises</b>, eg the potential effects of the single currency on UK businesses. The present and future size of the EU should be discussed. Organisational structures are not required. This is developed further in ‘Who trades wins?’ in Unit 6.</p>

## Information and communication technology (ICT)

There are many opportunities for ICT to be used in support of learning for this specification.

The portfolio (Paper 5) provides numerous opportunities for students to gather relevant information and analyse it in order to produce their investigations. Students can bring together information in formats, such as tables, that help them understand the specification content and also identify suitable sources of information and effectively search for information using multiple criteria. Information selected will be interpreted and students should decide what is relevant for their purpose. Information could be taken from databases, the Internet, CD ROMs, etc. Students can search suitable databases such as the one included in the Nuffield-BP resources. Data can be selected and reorganised according to different criteria, eg types of industry, public/private sector, rate for the job.

There are a number of websites that would be useful to students studying business studies and economics and these are listed in the book-list on page 31.

## Environmental education and the European and global dimension

Unit 5	<p><b>Enquiry: Waste not – want not?</b></p> <p>Students will develop an understanding of the relationship between the use of resources and the level of growth. They will be able to explain <b>sustainability</b>, look at its effects on firms and individuals and explore the need for conservation.</p>
Unit 5	<p><b>Enquiry: How should firms behave?</b></p> <p>Students will examine the <b>ethical responsibilities</b> of enterprises to a range of stakeholders, including employees, customers, the community and the environment. The influences that can be exerted by pressure groups should be considered. This unit builds on ‘What is success?’ in Unit 1 and ‘Is big better?’ in Unit 4. It can be explored with a case study approach.</p>
Unit 5	<p><b>Enquiry: Should the government interfere?</b></p> <p>Students will be able to explain a range of <b>environmental regulation</b> techniques which governments might use to achieve sustainability, eg legislation, simple market techniques and fiscal incentives.</p>
Units 4 and 5	<p>Both these units feature the European dimension heavily. Unit 4, in particular, has the following enquiry:</p> <p><b>Enquiry: Why belong to the European Union?</b></p> <p>Students will develop an understanding of the opportunities available in the larger market provided by the <b>European Union</b> and the <b>Eurozone</b> and the <b>costs and benefits of membership to UK enterprises</b>, eg the potential effects of the single currency on UK businesses. The present and future size of the EU should be discussed. Organisational structures are not required. This is developed further in ‘Who trades wins?’ in Unit 6.</p>

# Textbooks and other teaching resources

---

## General

*Nuffield-BP Business and Economics for GCSE* (Collins, 1996)

Jenkins A – *GCSE A-Z Handbook* (Hodder & Stoughton, 1998)

*Teachers' Resource Pack* (Collins, 1996) (advice, activities, software)

NB These publications will be updated for 2001.

## Further reading

Anderton A – *Economics for GCSE* (Collins, 1997)

Chambers I, Hall L and Squires S – *Business Studies* (Longman, 1997)

Huggett R – *Business Studies for GCSE* (Collins, 1997)

## Websites

Bized	<a href="http://www.bized.ac.uk">http://www.bized.ac.uk</a>
BBC Bitesize revisions	<a href="http://www.bbc.co.uk/education/revision">http://www.bbc.co.uk/education/revision</a>
Topmarks	<a href="http://www.topmarks.co.uk">http://www.topmarks.co.uk</a>
Starting a new business	<a href="http://www.banking.hsbc.co.uk/smallbusiness/default.htm">http://www.banking.hsbc.co.uk/smallbusiness/default.htm</a>
Star UK (tourism statistics and market research)	<a href="http://www.staruk.org">http://www.staruk.org</a>
National Statistics	<a href="http://www.statistics.gov.uk">http://www.statistics.gov.uk</a>
Cadbury	<a href="http://www.cadburyschweppes.com/site_map.html">http://www.cadburyschweppes.com/site_map.html</a>

## Other resources

Students should be encouraged to watch or listen to the news and read newspapers.

# Support and training

---

## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN  
Tel: 020 7758 5620  
Fax: 020 7758 5950  
020 7758 5951 (second fax number)  
E-mail: [inset@edexcel.org.uk](mailto:inset@edexcel.org.uk)

## Website

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

## Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN  
Tel: 01623 467467  
Fax: 01623 450481  
E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)

The following support materials will be available from spring 2001 onwards:

- ÷ specimen papers
- ÷ coursework guide.

## Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

# Appendices

---

<b>Appendix 1 – Key skills mapping</b>	<b>35</b>
<b>Appendix 2 – Procedures for moderation of internal assessment</b>	<b>51</b>



## Appendix 1 – Key skills mapping

---

The GCSE in Business Studies and Economics (Nuffield-BP) offers a range of opportunities for students to:

- ÷ develop their key skills
- ÷ generate assessed evidence for their portfolio.

In particular, the following level 1/2 key skills can be developed and assessed through this specification:

- ÷ application of number
- ÷ communication
- ÷ information technology
- ÷ improving own learning and performance
- ÷ working with others
- ÷ problem solving.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- ÷ Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- ÷ Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- ÷ Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 1/2 key skills units.

The evidence generated through this GCSE will be internally assessed and will contribute to the student's key skills portfolio. In addition, in order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications, as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within this GCSE will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence, Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

## Mapping of key skills: summary table

Key skills (level 2)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Application of number</b>						
N1.1 and N2.1			✓			
N1.2 and N2.2			✓			
N1.3 and N2.3			✓			
<b>Communication</b>						
C1.1 and C2.1a	✓	✓	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓	✓	✓
C1.2 and C2.2	✓	✓	✓	✓	✓	✓
C1.3 and C2.3	✓	✓	✓	✓	✓	✓
<b>Information technology</b>						
IT1.1 and IT2.1	✓	✓	✓	✓	✓	✓
IT1.2 and IT2.2	✓	✓	✓	✓	✓	✓
IT2.3	✓	✓	✓	✓	✓	✓
<b>Working with others</b>						
WO1.1 and WO2.1			✓			
WO1.2 and WO2.2			✓			
WO1.3 and WO2.3			✓			



Key skills (level 2)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Improving own learning and performance</b>						
LP1.1 and LP2.1	✓	✓	✓	✓	✓	✓
LP1.2 and LP2.2	✓	✓	✓	✓	✓	✓
LP1.3 and LP2.3	✓	✓	✓	✓	✓	✓
<b>Problem solving</b>						
PS1.1 and PS2.1						✓
PS1.2 and PS2.2						
PS1.3 and PS2.3						✓

## Application of number levels 1/2

This GCSE provides opportunities for students to both develop the key skill of application of number and also to generate evidence for their portfolio. As well as undertaking tasks related to the three areas of evidence required, students are also required, at level 2, to undertake a substantial activity that includes straightforward tasks. This will involve students obtaining and interpreting information, using this information when carrying out calculations, and interpreting and presenting the results of the calculations.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
N1.1	Interpret straightforward information from <b>two</b> different sources. At least one source should be a table, chart, diagram or line graph.	This example is from Unit 3.	Students are required to obtain and use the information required, selecting appropriate methods to get the necessary results, for example gathering the data for a business plan, marketing plan or planning a school trip or event.
N2.1	Interpret information from <b>two</b> different sources, including material containing a graph.		
N1.2	Carry out straightforward calculations to do with: <ul style="list-style-type: none"> <li>a amounts and sizes</li> <li>b scales and proportion</li> <li>c handling statistics.</li> </ul>	This example is from Unit 3.	Students must carry out their calculations, which could relate to volumes, ratios, averages, formula etc, and show their methods of working. They must show how they have checked results and corrected their work as necessary.  There are opportunities to perform some of these calculations in the production of a business, marketing plan or organisation of a school trip or event. The nature of the calculations will depend on the activity selected.
N2.2	Carry out calculations to do with: <ul style="list-style-type: none"> <li>a amounts and sizes</li> <li>b scales and proportion</li> <li>c handling statistics</li> <li>d using formulae.</li> </ul>		

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
N1.3	Interpret the results of your calculations and present your findings. You must use <b>one</b> chart and <b>one</b> diagram.	This example is from Unit 3.	Based on their findings, students must select effective methods of presentation, using as appropriate graphs, charts and diagrams. Students should explain how the results of their calculations meet the purpose of the activity undertaken. For example, the presentation of the findings, outcomes or completed plan, in oral or written form, will allow students to use charts, graphs and diagrams.
N2.3	Interpret the results of your calculations and present your findings. You must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram.		

### Evidence

Student evidence for application of number could include:

- ÷ description of the substantial activity
- ÷ copies of source materials
- ÷ records of calculations showing methods used
- ÷ descriptions of findings.

## Communication levels 1/2

For this key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
C1.1	Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	This example is from Unit 1.	Many of the topics in this specification are suitable as the basis for one-to-one or group discussions. Discussions should be about straightforward subjects. This could be a subject students have often met in their studies and the vocabulary will be familiar. During the discussion, students should make clear and relevant contributions, listen and respond to others, and help move the discussion forward.
C2.1a	Contribute to a discussion about a straightforward subject.		A discussion about the ownership and running of the local leisure centre gives opportunities for students to contribute either on a one-to-one basis or in a group. They can take different roles and therefore put forward different perspectives. This is a strategy that reinforces the ethos of the course.
C2.1b	Give a short talk about a straightforward subject, using an image.	This example is from Unit 4.	Following a period of research, students could be given the opportunity to give a short talk to the rest of their group.  During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners to follow the points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or maps, etc. There are many opportunities to give a short talk. Some examples are the stakeholders' perspectives in a take-over, membership of the EU/single currency, strategies for increasing sales.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
C1.2	Read and obtain information from <b>two</b> different types of document about straightforward subjects, including at least <b>one</b> image.	This example is from Unit 6.	<p>Students will have a number of opportunities to read and synthesise information from two (extended) documents. For example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p>
C2.2	<p>Read and summarise information from <b>two</b> extended documents about a straightforward subject.</p> <p><b>One</b> of the documents should include at least <b>one</b> image.</p>		<p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose – eg for a talk, discussion or an essay.</p> <p>A report on the ethical behaviour of a major corporation would provide the opportunity to use textbooks, activity sheets, websites and other appropriate sources of information.</p>

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
C1.3	Write <b>two</b> different types of documents about straightforward subjects. Include at least <b>one</b> image in one of the documents.	These examples are from Units 2 and 3.	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, the business plan or other activity which provides evidence for application of number could be used to provide evidence of an extended document containing an image.</p> <p>A letter of application for a job provides a second opportunity.</p>
C2.3	Write <b>two</b> different types of documents about straightforward subjects.  One piece of writing should be an extended document and include at least <b>one</b> image.		

### Evidence

Student evidence for communication should include:

- ÷ tutor observation records
- ÷ preparatory notes
- ÷ audio/video tapes
- ÷ notes based on documents read
- ÷ essays.

## Information technology levels 1/2

When producing work for this GCSE, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

If students undertaking coursework use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

Students may not always be able to generate sufficient evidence required for this unit through this specification – for example, working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
IT1.1	Find, explore and develop information for <b>two</b> different purposes.	This example applies to Units 3 and 5.	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
IT1.2	Present information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of images and <b>one</b> example of numbers.	This example is from Unit 2.	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. Students can use a database such as the one included in the Nuffield-BP resources to investigate and manipulate data about jobs. Data can be selected and reorganised according to different criteria, eg types of industry, public/private sector, rate for the job.
IT2.2	Explore and develop information, and derive new information, for <b>two</b> different purposes.		
IT2.3	Present combined information for <b>two</b> different purposes.  Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	All	In presenting combined information students, will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).  The final piece of work should be suitable for its purpose and audience eg GCSE coursework, ohts/handouts for a presentation, etc. The document should have accurate spelling (use of spellchecker) and have been proofread.  Portfolio work, business plans and write-ups of other activities will provide opportunities to meet this element.

### Evidence

Student evidence for information technology could include:

- ÷ tutor observation records
- ÷ notes of sources used
- ÷ printouts with annotations
- ÷ overhead transparencies (OHTs)
- ÷ draft documents.



## Working with others levels 1/2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work cooperatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
WO1.1	Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.	This example is from Unit 3.	Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities – eg suggesting ways to help, asking what others can do, checking your own and others’ responsibilities. The group needs to confirm responsibilities and working arrangements. For example, creating a business plan, or similar activity, as a group will provide an opportunity to meet this key skill.
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.		

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
WO1.2	Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.	This example is from Unit 3.	Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed. Creating a business plan, or similar activity, as a group will provide an opportunity to meet this key skill.
WO2.2	Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.		
WO1.3	Identify progress and suggest ways of improving work with others to help achieve given objectives.	This example is from Unit 3.	Once completed, the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives. Creating a business plan, or similar activity, as a group will provide an opportunity to meet this key skill.
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives.		

### Evidence

Student evidence for working with others could include:

- ÷ tutor observation records
- ÷ preparatory notes
- ÷ records of process and progress made.

## Improving own learning and performance levels 1/2

In this programme, students will have opportunities to develop and generate evidence that meets part of the evidence requirement for this key skill.

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities. Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance. Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
LP1.1	Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.	All	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. For example, the development of portfolio work meets this requirement.
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met.		

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
LP1.2	Follow your plan, using support given by others to help meet targets. Improve your performance by studying a straightforward subject, learning through a straightforward practical activity.	All	The plan should be implemented with performance reviews and should include working for short periods without close supervision. The development of portfolio work meets this requirement.
LP2.2	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: ÷ studying a straightforward subject ÷ learning through a straightforward practical activity.		
LP1.3	Review your progress and achievements in meeting targets with an appropriate person.	All	Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well. They should identify with, for example, their tutor, action for improving their performance. The development of portfolio work meets this requirement.
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.		

### Evidence

Student evidence for improving own learning and performance could include: tutor records; annotated action plans; records of discussions; learning log; work produced.

## Problem solving levels 1/2

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, and check whether the problem has been solved. For this GCSE, students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
PS1.1	Confirm your understanding of the given problem with an appropriate person and identify <b>two</b> options for solving it.	This example is from Unit 6.	Students will need to identify the problem (or have it identified for them at level 1) and describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of identifying success. They should use the help of others, for example their tutor, as appropriate. A problem relating to consumer protection provides an appropriate topic for this key skill. Students might identify a problem and potential solutions.
PS2.1	Identify a problem and come up with <b>two</b> options for solving it.		
PS1.2	Plan and try out at least <b>one</b> option for solving the problem, using advice and support given by others.		Students should confirm with their tutor, for example, their chosen option and how they will implement it. Upon implementation relevant, tasks should be organised and changes made as necessary. Support should be obtained when needed. For example, the problem and its solution could be tracked, perhaps with reference to a trading standards officer.
PS2.2	Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to your plan when needed.		

Key skill portfolio evidence requirement		GCSE unit	Opportunities for development or internal assessment
PS1.3	Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.	This example is from Unit 6.	<p>Students should check whether the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken. Students should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.</p> <p>This could be reviewed in the light of the legislation to come to a conclusion about the success of the problem-solving strategy.</p>
PS2.3	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.		

### Evidence

Student evidence for problem solving could include:

- ÷ description of the problem
- ÷ tutor records and agreement of standards and approaches
- ÷ annotated action plans
- ÷ records of discussions
- ÷ descriptions of options
- ÷ records of reviews.

## Appendix 2 – Procedures for moderation of internal assessment

---

All centres will receive optically-read teacher examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

**EITHER** recording marks on an optically-read teacher examiner mark sheet, see Section 1

**OR** recording marks on computer for transfer to Edexcel by means of electronic data interchange (EDI), see Section 2.

Sections 3 and 4 apply whichever option is selected and deal with individual coursework record sheets and the sample of work required for moderation.

### 1 Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an optical mark reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm, flat surface and that figures written in the marks box go through to the second and third copies.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the individual coursework record sheets, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).
- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20, etc and the leading zero for single figures, as shown.

- 1.8 If you make a mistake, rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but please remember to amend separately the second and third copies to ensure that the correct mark is clear.
- 1.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.
- 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should not be used where candidates have failed to submit work.
  - ABS should be entered in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
  - W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

## Exemplar

### Encoded section

Candidate name	Number	Marks												
NEW ALAN* <i>SP</i>	3200	0	<del>(0)</del>	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
OTHER AMY* <i>SP</i>	3201	5	(0)	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
SMITH JOHN <i>AW</i>	3202	47	(0)	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
WATTS MARK* <i>SP</i>	3203	ABS	(0)	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
STEVEN JANE <i>AW</i>	3204	136	(0)	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
JONES ANN* <i>AW</i>	3205	40	<del>(0)</del>	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
PATEL RAJ* <i>AW</i>	3206	207	(0)	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)
WEST SARA <i>SP</i>	3207	W	(0)	(+10+)	(+20+)	(+30+)	(+40+)	(+50+)	(+60+)	(+70+)	(+80+)	(+90+)	(+100+)	(+200+)

- 1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.
- 1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.**



Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:

- a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**.
- b **Second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
- c **Third copy** to be retained by the centre.

## 2 Centres using EDI

2.1 Marks must be recorded on computer and transmitted to Edexcel **by 1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- L** – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate's previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected (see Section 4).

### 2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
- W – withdrawn
- \* – sampled candidate
- ✓ – additional sampled candidates.

Where more than one teacher has assessed the work, the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following authentication and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

*'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'*

Signed ..... Date .....

Centres are advised to retain a copy of the annotated printout.

### 3 Individual coursework record sheets

A copy of the individual coursework record sheet is provided on page 56 for centres to photocopy. The individual coursework record sheet, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- ÷ all marks are recorded accurately and that the arithmetic is correct
- ÷ the total mark is transferred correctly onto the OPTEMS or via EDI
- ÷ any required authentication statement is signed by the candidate and/or teacher as appropriate.

Where a candidate's work is included in the sample, the individual coursework record sheets should be attached to the work.

### 4 Sample of work for moderation

4.1 **Where the pre-printed OPTEMS is asterisked** indicating the candidates whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

**In addition**, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated record sheet must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✓).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (\*) or a tick (✓), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **Where the pre-printed OPTEMS is NOT asterisked and**

- ÷ **there are 11 or fewer candidates**, the coursework of **ALL** candidates together with the second copy of the OPTEMS should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each candidate's work
- ÷ **there are more than 11 candidates**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator **by 1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the candidates whose work, with the associated record sheet, should be posted to him/her by return.

- 4.3 **In all cases** please note that the moderator may request further samples of coursework as required and the work of all candidates should be readily available in the event of such a request.

**Internal standardisation**

Centres are reminded that it is their 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 candidates at the centre is marked to the same standard. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Centre Name:  
.....  
Centre No:  
.....  
Candidate Name:  
.....  
Candidate No:  
.....  
Syllabus No:  
.....

**GCSE BUSINESS STUDIES & ECONOMICS  
(NUFFIELD-BP)**

**INDIVIDUAL COURSEWORK RECORD SHEET (ICRS)**

**JUNE 200\_ EXAMINATION**

		KNOWLEDGE 25 Marks	APPLICATION 25 Marks	ANALYSIS 25 Marks	EVALUATION 25 Marks	TEACHER TOTAL	MODERATOR
<b>GCSE</b>	Portfolio Piece No 1						
	Portfolio Piece No 2						
						<b>SUB-TOTAL =</b> /200	
						<b>SUB-TOTAL ≠</b> 2 =	
						<b>GRAND TOTAL =</b> (add up to 5 marks for QWC)	

**Declaration of Authentication:** I declare that the work submitted for assessment has been carried out without assistance, other than that which is acceptable under the scheme of assessment.

SIGNED (CANDIDATE)..... DATE .....

SIGNED (TEACHER-EXAMINER)..... NAME OF TEACHER-EXAMINER.....

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4LN

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

Order Code UG008954 November 2000

For more information on Edexcel qualifications please contact our  
Customer Response Centre on 0870 240 9800  
or E-mail: [enquiries@edexcel.org.uk](mailto:enquiries@edexcel.org.uk)  
or visit our website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

Edexcel Foundation is a registered charity and a Company Limited  
By Guarantee Registered in England No. 1686164

**Edexcel**  
*Success through qualifications*