

Edexcel GCSE

Specification

**Edexcel GCSE in
Business Studies (1503)**
First examination 2003
December 2000

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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 UG009142

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Introduction

The Edexcel GCSE in Business Studies specification is distinctive. The specification is characterised by the principles of progression and active investigation. Students progress through the course and, as more ideas and concepts are introduced, they are expected to continue using previously learned concepts and skills. The progressive nature of the course encourages the development of a holistic understanding of business studies. The general aims of the specification are to:

- ÷ promote the study of business through classwork and coursework which provide students with a sound basis for progression to Advanced Subsidiary and Advanced General Certificate of Education in Business Studies, Business Studies and Economics and Economics, and to Advanced Subsidiary and Advanced VCE in Business or to employment
- ÷ increase awareness and consideration of the spiritual moral, social, ethical and cultural issues within a business environment
- ÷ produce students or employees who have a sound understanding of business and who have the ability to use knowledge, skills and understanding appropriately in the context of the UK and European market.

More specifically the specification can:

- ÷ generate evidence for the assessment of key skills through classroom work and the preparation for and production of coursework
- ÷ provide a broad business studies education for the schools and further education market.

Key features

- ÷ Continuity from current Edexcel GCSE Business Studies provision.
- ÷ A pre-issued researched context based on a real business.
- ÷ Clear detailed specification.
- ÷ Maintains the use of well-established assessment techniques favoured by Centres.
- ÷ Links with Edexcel Advanced Subsidiary and Advanced GCE in Business Studies.
- ÷ Strong links with Edexcel GCSE Business Studies (short course) which allows for co-teachability.
- ÷ Full INSET and teacher support material.

Summary of the specification content

Students will be required 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.

There are five areas of content where students will be required to demonstrate specified knowledge and critical understanding of:

Section	Content summary
Business Activity and the Changing Environment	This section examines the objectives of businesses, the changing business environment and the criteria for judging success. The focus is on the importance of clear business objectives and on how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.
Human Resources	This section looks at people in organisations with a focus on their roles, relationships and management in business.
Accounting and Finance	This section focuses on the use of accounting and financial information as an aid to decision-making.
Marketing	This section focuses on identifying and satisfying customer needs in a changing and competitive environment.
Production	This section focuses on the way organisations use and manage resources to produce goods and services.

Summary of scheme of assessment

Paper	Mode of assessment	Weighting	Length
1F or 2H	Written paper: Foundation Tier or Higher Tier	75%	2 hours
3	One piece of coursework set by Edexcel	25%	N/A

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 Advanced Subsidiary and Advanced GCSEs in Business Studies, Economics and related subjects. It also facilitates progression to Advanced Subsidiary and Advanced VCEs in Business and related subjects.

Achievement of this GCSE supports progression to:

- ÷ Advanced Subsidiary and Advanced General Certificate of Education in Business Studies and Economics
- ÷ GNVQ Intermediate in Business
- ÷ Advanced Subsidiary and Advanced Vocational Certificate of Education in Business, NVQs in Administration and in Accounting
- ÷ other vocational training such as National Diplomas.

Forbidden combinations and links with other subjects

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

The classification code for this specification is 3210.

Students entering for this specification may not, in the same series of examinations, enter for any other specification with the title 'Business Studies'.

There are some links between this specification and GCSE Business and Communication Systems but overlaps are minimal. There are also minimal links between this specification and NVQ levels 1 and 2 in Administration and NVQ levels 1 and 2 in Accounting.

The following gives a more detailed linkage to the units in Part One GNVQ Business Foundation and Part One GNVQ Business Intermediate (the units contained in the Part One GNVQ Business Foundation and Part One GNVQ Business Intermediate are the same as the compulsory units in the six unit GNVQ in Business at Foundation and Intermediate).

It is important to note that when identifying links between a GNVQ qualification and a GCSE there are characteristics that distinguish the two types of qualifications.

The comparison is outlined below:

- ÷ **GCSE**
 - . requires academic study without any specified practical application within a vocational context
 - . must meet the National Criteria for GCSE Business Studies
 - . uses broader contexts, often studied through the use of textbooks, reference books and other source materials.
- ÷ **GNVQ**
 - . requires more specific detail in certain areas
 - . requires independent learning and responsibility for learning.

Links between GNVQ Part One in Business Foundation and Intermediate and GCSE Business Studies

GNVQ Part One in Business Foundation	Common content	GCSE Business Studies
Unit A How a Business Works	Internal organisation of business Communications Recruitment, selection and training	2.1 Internal organisation 2.2 Communications 2.3 Recruitment and selection 2.4 Training
Unit B Investigating Businesses	Business activity Location Types of organisation	1.2 Primary, secondary and tertiary activity 1.3 Location 1.6 Types of organisation
Unit C Finance in Business	Sources of finance Cash flow Costs and break even analysis Final accounts	3.1 External and internal sources 3.2 Cash flow forecast and budget 3.3 Costs and break even analysis 3.4 Final accounts
GNVQ Part One in Business Intermediate	Common content	GCSE Business Studies
Unit A Investigating how a Business Works	Aims and objectives Communications Recruitment, selection and training	1.7 Aims and objectives 2.2 Communications 2.3 Recruitment and selection 2.4 Training
Unit B How Businesses Develop	Primary, secondary and tertiary activity Location Types of organisation	1.2 Primary, secondary and tertiary activity 1.3 Location 1.6 Types of organisation
Unit C Business Finance	Sources of finance Cash flow Costs and break even analysis Final accounts	3.1 External and internal sources 3.2 Cash flow forecast and budget 3.3 Costs and break even analysis 3.4 Final accounts

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 the QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for Business Studies.

Aims

This specification gives 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
- ÷ have an understanding of the dynamics of business activity. The understanding must be rooted in current business theory and practice and must reflect the integrated nature of organisations and their decision-making processes.

It should be noted that not all of the above aims are necessarily subject to formal assessment.

Knowledge, skills and understanding

It is important that teachers of this specification:

- ÷ emphasise current issues which affect businesses, their operation and their success
- ÷ focus on current business practice
- ÷ use real business examples whenever possible
- ÷ ensure that delivery is firmly rooted in the current structure of business and business practice
- ÷ help students to understand the importance of seeing business problems and situations through different perspectives
- ÷ emphasise that information communication technology is essential to business decision-making processes and success, and affects all functional areas of business. Students should understand that the efficient use of information communication technology depends upon the establishment of effective IT-based management information systems
- ÷ enable students to identify business problems, plan appropriate investigations into such problems, and make justifiable decisions consistent with their analysis of primary and/or secondary material in order to suggest solutions to those problems.

Assessment objectives

The objectives of the assessment are to enable the 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, analyse and interpret information from various sources to analyse problems and issues
AO4	Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately

Scheme of assessment

Students for this qualification must be entered for one of two tiers. The Higher Tier is targeted at grades A* to D, and the Foundation Tier is targeted at grades C to G. A safety net is provided for students entered for the Higher Tier in this specification, and an allowed Grade E can be awarded on the Higher Tier. Students failing to achieve grade E on the Higher Tier will be reported as unclassified. The terminal examination will be organised in the following way:

Paper 1F		Paper 2H	
Foundation Tier	Question 1	Higher Tier	Question 1 *
	Question 2		Question 2 *
	Question 3		Question 3
	Question 4 *		Question 4
	Question 5 *		Question 5
* denotes questions at both Foundation and Higher Tier			

The last two questions of Foundation Tier and the first two questions of Higher Tier are common and represent a 40% overlap between Foundation Tier and Higher Tier.

The types of questions for each tier will be as follows:

Foundation Tier – Multiple choice/short answer/structured questions

Higher Tier – Structured and open-ended questions.

Coursework will be differentiated by outcome; the assessment of the assignment will be related to marking criteria designed to award positive achievement. Coursework assignments are linked to each of the five sections in this specification as listed on page 20.

Relationship of assessment objectives to external assessment

Assessment weightings	Papers 1F and 2H	Paper 3 Coursework	Overall
AO1	25%	25%	25%
AO2	25%	25%	25%
AO3	25%	25%	25%
AO4	25%	25%	25%
Paper weighting	75%	25%	100%

Internal assessment moderation procedures

To assist centres and to 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. See also pages 19-23 of this specification for more details on coursework.

Quality of written communication (QoWC)

The quality of written communication will be assessed in the papers 1F and 2H and in the coursework, through all four assessment objectives. The criteria for assessment of quality of written communication are as follows:

Students 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 the 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

1 Business activity and the changing environment

This section examines the objectives of businesses, the business environment and the criteria for judging success. The focus is on the importance of clear business objectives and on how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.

Content	Explanation of content
1.1 Objectives	An understanding of the importance of clear business objectives and that business organisations have a variety of objectives such as wealth creation, survival, market share, profitability and that these objectives are closely related to each other.
1.2 Types of organisation	An understanding of the legal forms of business organisation and how their objectives might differ. Thus will include an understanding of sole traders, partnerships, limited liability companies and business franchises. An understanding of the factors which influence choice of form of ownership including ownership, control, sources of finance, use of profits, stakeholders, privatisation, shareholdings. An understanding of public sector organisations and how they contrast with businesses which trade in goods and services for profit.
1.3 Factors of production	An understanding of the changing relationship between enterprise, capital and labour. An understanding of the relationship between fixed/variable costs and output/costs in forecasting and planning. An understanding of the differences between capital-intensive and labour-intensive activities in the production process.
1.4 Primary, secondary and tertiary activity	An understanding of the differences between primary, secondary and tertiary sectors and of their inter-dependence. An understanding of the reasons for growth of the tertiary industry in tertiary relation to the secondary industry.
1.5 Location	An understanding of how the changing business environment influences decisions on the location of a business and how this may provide opportunities for, and impose constraints upon, the pursuit of business objectives. An understanding that the relevant factors include production, competition in the location, legislation regarding marketing/trading, availability of workforce, the local environment constraints/opportunities and the government and the EU.

Content	Explanation of content
<p>1.6 Government and EU influences on business activity and objectives</p>	<p>An understanding of the ways in which government and the EU can influence employment, growth, inflation, regional policy and how these influences provide opportunities for, and impose constraints upon, businesses in the pursuit of their objectives.</p> <p>This will involve analysis of the effects on business in terms of location and development, legislation, marketing/trading, constraints on public expenditure, taxation, import/export control through tariff quotas and exchange rates and competition policy.</p>
<p>1.7 Technology and environmental influences</p>	<p>An understanding of the influence of economic, social, environmental and technology (eg e-commerce) on business decisions.</p>
<p>1.8 Judging success</p>	<p>An understanding of the different criteria measured against objectives – size, turnover, shareholders, number of employees, consumer reaction/satisfaction.</p>

2 Human resources

This section looks at people in organisations with a focus on their roles, relationships and management in business.

Content	Explanation of content
<p>2.1 Internal organisation</p>	<p>An understanding of the functions of key departments and analysis of their relationship and inter-dependence:</p> <ul style="list-style-type: none"> ÷ production – organisation of producing goods/services, research and development ÷ marketing – market research, product planning, packaging, pricing, sales promotion, advertising, distribution of product ÷ personnel – recruitment, training, terms and conditions of service, contracts, disciplinary and grievance procedures, dismissal ÷ finance – wages, salaries, cash flow, forecasting, invoicing, accounts. <p>An understanding of the key terms in the management of people in business – chain of command, hierarchy, span of control and delegation.</p> <p>An understanding of the roles and responsibilities of employees in terms of compliance and accountability.</p>
<p>2.2 Communication</p>	<p>An understanding of the importance of good communication and analysis of the effects of poor communication and the effect on the management of the business.</p> <p>An understanding of how different methods of communication are used in a changing business environment through the use of paper, electronic methods, people and organisations.</p>
<p>2.3 Recruitment and selection</p>	<p>An understanding of the procedures involved in the recruitment of employees internally or externally. Understanding and analysis of the role and function of job descriptions, job specifications, advertising, and interviews in the process of recruitment of employees.</p> <p>Analysis of the effects of changing legislation on equal opportunities in terms of gender, race, pay, disability and sexual preference.</p>

Content	Explanation of content
<p>2.4 Training</p>	<p>An understanding of the different types of training common in business organisations. This will include an understanding of the main purpose and benefits of induction, on-the-job and off-the-job training and government schemes.</p> <p>Analysis and evaluation of the costs/benefits to the management of the business and to the employee of training.</p>
<p>2.5 Motivation and rewards</p>	<p>An understanding of how employees are motivated and rewarded and why a well motivated work force can be a key factor in the successful management of people.</p> <p>This will include an understanding of the motivational theories of Herzberg and Maslow and of reward systems including wages/salaries, commission, bonus, profit sharing, share ownership, non-financial incentives, job satisfaction.</p> <p>Analysis of the effectiveness of financial and non-financial incentives.</p>
<p>2.6 Negotiation and consultation</p>	<p>An understanding of the role of trade unions and their impact on the relationships and management of people in business. In particular an understanding of the role of collective bargaining, industrial action and the protection of employee rights.</p> <p>An understanding of the role of employers' associations in a business organisation.</p> <p>Ability to understand the inter-relationship between trade unions, employers' associations and business organisations.</p>

3 Accounting and finance

This section focuses on the use of accounting and financial information as an aid to decision-making.

Content	Explanation of content
<p>3.1 External and internal sources</p>	<p>An understanding of the main types of internal and external sources of finance for business organisations and an understanding of the factors which influence the decision to use a particular source of finance in a given situation.</p> <p>An understanding of the main benefits, drawbacks and application of short-term start-up capital including own capital, overdraft, bank loan, friend/family, government incentives for new businesses/EU grant or loan.</p> <p>An understanding of the main benefits, drawbacks and application of long-term capital including reinvestment of profits/reserves to finance expansion, share issue in private and public limited companies and bank loans.</p>
<p>3.2 Budgets and cash flow forecasts</p>	<p>An understanding of the use and interpretation of budgeting and cash flow forecasting and of how they can be an aid to decision-making for the business as a whole.</p> <p><i>(Students will not be required to construct a cash flow forecast.)</i></p>
<p>3.3 Costs and break even analysis</p>	<p>An understanding of different types of costs and their importance in providing financial information and aiding decision-making. This will include an understanding of direct/variable costs, fixed costs/overheads.</p> <p>The application of break even analysis in decision-making by using a simple model such as a graph to show level of sales/output required for total revenue to cover total costs.</p>
<p>3.4 Final accounts</p>	<p>An understanding of the purpose and content of the trading account, the profit and loss account and the balance sheet and how the financial information they provide can be used as a means by which business performance may be assessed.</p> <p>This will include an understanding of the terms gross profit and net profit and the difference between them. It will also include an understanding of the terms capital, asset and liability.</p> <p>An understanding of why accounts are prepared and how the financial information they provide is used in decision-making for the business as a whole.</p> <p><i>(Students will not be required to construct accounts.)</i></p>

Content	Explanation of content
<p>3.5</p> <p>Ratios and performance</p>	<p>Calculation and interpretation of the main ratios from which business performance may be assessed:</p> <ul style="list-style-type: none"> ÷ gross profit ÷ net profit ÷ Return On Capital Employed (ROCE) ÷ current ratio ÷ acid test. <p>The interpretation will include an ability to:</p> <ul style="list-style-type: none"> ÷ make comparisons with previous years and/or with other business organisations ÷ describe their function in achieving/furthering business objectives ÷ show an understanding of the financial information they provide. <p><i>(Students will be provided with formulae in examination questions.)</i></p>

4 Marketing

This section focuses on identifying and satisfying customer needs in a changing and competitive environment.

Content	Explanation of content
<p>4.1 The market</p>	<p>An understanding of the terms market, market orientation, product orientation, marketing, market segments and market research and analysis of the role that each plays in the identification and satisfaction of customer needs in a changing and competitive market.</p> <p>An understanding of the main elements of the marketing mix and how they combine in satisfying customer needs in a changing competitive environment:</p> <ul style="list-style-type: none"> ÷ price – an understanding of the main pricing strategies and when they might be applied – supply/demand, cost plus, penetration, competition, skimming, promotional ÷ promotion – an understanding of its aims and of its main elements: <ul style="list-style-type: none"> · below the line promotion techniques – an analysis of their role and in what circumstances they might be applied. Techniques will include price reductions, gifts, point of sale after sales, free samples, competitions · types of advertising – an understanding of persuasive and informative advertising and an analysis of when they might be applied · types of advertising media – an understanding of the main types of advertising media and an analysis of their appropriateness in different circumstances. Media will include TV, radio, cinema, newspapers, magazines, posters, leaflets, Internet · public relations – an analysis of its role in the promotion of a business ÷ place – an understanding of the importance of place in the marketing mix and an analysis of the options available. Options will include: channels of distribution, methods of distribution (department stores, chain stores, discount stores, superstores, supermarkets, direct sales, mail order, Internet) ÷ product – an understanding of the terms goods and services. An understanding and analysis of the key factors of branding, packaging and the product mix and how they help determine affect the success of the product. An understanding of the term product life cycle and an analysis of how it can be used in decisions about the marketing of products.

Content	Explanation of content
	<p>An understanding of the constraints imposed on advertising by the Advertising Standards Authority and by legislation.</p> <p>An understanding of the role of market research and its role in identifying customer needs in a changing and competitive market This will include the ability to define, differentiate between and analyse the suitability of the use of primary and secondary research/data.</p> <p>An understanding of the design, use and presentation of questionnaires and of the analysis and evaluation of findings from questionnaires.</p>

5 Production

This section focuses on the way organisations use and manage resources to produce goods and services.

Content	Explanation of content
<p>5.1 Economies and diseconomies of scale</p>	<p>An understanding of how production, cost and decision-making are related. An understanding of how economies and diseconomies of scale have an effect on the use and management of resources in the production of goods and services. An analysis of the main benefits and drawbacks of economies and diseconomies of scale:</p> <ul style="list-style-type: none"> ÷ economies of scale – internal (technical, managerial, trading, financial), external – (location/concentration of business, skilled labour availability, reputation of area) ÷ diseconomies of scale – limits to growth (too large, bureaucracy; negative effect on employee empathy, channels of communication and labour relations).
<p>5.2 Methods of production</p>	<p>An understanding of job, batch and flow The main features of each method and applications of each system particularly in relation to the use and management of resources.</p>
<p>5.3 Productivity</p>	<p>An understanding of the term productivity and of the methods and technology which can be used to increase productivity.</p> <p>Methods – lean production/JIT, Effective Stock Control.</p> <p>Technology –Electronic Point of Sale (EPOS), Electronic Funds Transfer at Point of Sale (EFTPOS), Computer Aided Design (CAD), Computer Aided Manufacture (CAM) and Computer Integrated Manufacturing (CIM).</p>
<p>5.4 Quality</p>	<p>An understanding of the importance of quality control and Total Quality Management (TQM) and of the consequences of poor quality/quality control in production.</p>

Internal assessment

Students/centres will select **ONE** coursework assignment from the five assignments outlined overleaf that will be assessed by the Teacher Examiner using the Record Sheet which is provided in the Teacher's Guide and assessment criteria. The coursework assignment is based upon **one** of the five content areas of the specification:

- ÷ business activity and the changing environment
- ÷ human resources
- ÷ accounting and finance
- ÷ marketing
- ÷ production.

Aims

Coursework will not be limited to tasks that can be completed by desk research alone. It should encourage students to:

- ÷ be aware of business activities through local studies
- ÷ display evidence of careful observation and originality
- ÷ collect, select and use business knowledge in ways which are appropriate to the assignment
- ÷ demonstrate an awareness of the variety of solutions to business problems and the need to draw appropriate and accurate judgements and conclusions and to communicate these effectively.

Instructions to centres

- a Findings should be presented as instructed in the coursework guidance. The length of the assignment should be about 1,500 words and must include the use of information communication technology.
- b The title and number of the assignment, student name and student number, must all be clearly shown at the beginning of the assignment.
- c Materials collected for background research, eg leaflets or other materials, **should not** be included.
- d The assignment is assessed, by the teacher, using the Record Sheet (which is provided in the Teacher's Guide) and the assessment criteria.

Internal standardisation must take place where there is more than one teacher for the subject.

Assignment titles and outline content

Below are the assignment titles that centres can choose from with an outline of the content requirements. For your convenience these are written for the student, giving appropriate guidance.

ASSIGNMENT 1: Operating Franchises <i>(Section 1 of the Specification)</i>
Background work You are required to investigate the operation of a franchise from the position of the franchiser. Your research should include: <ul style="list-style-type: none">÷ the franchiser’s organisation÷ legal framework÷ control÷ outlets÷ how the product or service lends itself to franchising. (this assignment should not be based only on the products or services offered by the franchiser)
Activity Prepare a report that shows your understanding of why the franchiser adopted this type of enterprise. Your report should conclude with an evaluation of the success or otherwise of the original decision and must contain evidence of having used information communication technology.
ASSIGNMENT 2: An Investigation into Business Communication <i>(Section 2 of the Specification)</i>
Background work You have been appointed as a consultant to a medium sized manufacturing company employing 120 people. Part of the company organisation chart appears below: <div style="text-align: center;"><pre>graph TD; Board[Board of Directors] --- MD[Managing Director]; MD --- Finance[Finance Director]; MD --- Marketing[Marketing Director]; MD --- Production[Production Director]; MD --- HR[Human Resources Director]; MD --- Admin[Administration Director];</pre></div>
Until this year production and administration had been located in central London. The purchase of a new production site 50 miles from London has led to a reorganisation of the company and its personnel. The Board of Directors, Managing Director, Finance Director and Administration Director will now work from the London Head Office. The Marketing Director, Production Director and Human Resources Director will be based at the company’s new manufacturing facility 50 miles outside London. You are required to identify the problems of communication between the two locations and suggest how they could be resolved. You should consider: <ul style="list-style-type: none">a the needs and importance of good business communicationsb the range of communication methods available, eg people, paper, electronic.

Activity
Prepare, for the Board of Directors, a report outlining your recommendations for setting up a system of communication. You should indicate the implications of your recommendations for employees at all levels and the report must contain evidence of having used information communication technology.
ASSIGNMENT 3: Sources of Finance <i>(Section 3 of the Specification)</i>
Background work
A new retail business (for example a greetings card shop, florist, etc) is opening in your area. It will need to have a sound financial plan in order to be successful. The owners of the business think they will need £25,000 for equipment, fixtures and fittings and £5,000 for covering operating costs for the first three months whilst sales build up. The owners will need to borrow all of this money. They need some advice.
<ul style="list-style-type: none"> a Investigate all possible sources of finance available to the owners for this venture, identifying the most appropriate way in which each one should be used. b Find out what sort of cost might be part of the operating costs and whether these costs are fixed or variable.
Activity
Prepare a report for presentation to the owners comparing the sources of finance available to them and recommending the most appropriate one. The report must contain evidence of having used information communication technology.
ASSIGNMENT 4: Marketing Strategies <i>(Section 4 of the Specification)</i>
Background work
A new retail business (for example a greetings card shop, florist, etc) is opening in your area. Similar businesses already exist in the area and for the new business to be successful a small-scale marketing campaign will be necessary.
You will need to investigate:
<ul style="list-style-type: none"> a the different types of media that would be available for such a campaign b the market research that could be undertaken to decide upon the marketing campaign c marketing, including promotions and advertising.
Activity
Prepare a marketing plan for your campaign.
The plan must indicate:
<ul style="list-style-type: none"> a alternatives you have considered b the reasons for the decisions you have made.
Your marketing plan must contain evidence of having used information communication technology.

ASSIGNMENT 5: Production (Section 5 of the Specification)**Background Work**

You are required to investigate **TWO** local organisations, which are involved in different methods of production. Examples could be a crisp manufacturer, a brewery, a building firm, a baker, a clothing manufacturer.

In your investigation you might consider:

- ÷ costs of production, the aims of the organisations, methods of production, production problems and how they are overcome, how the introduction of technology has affected production and stock control, quality control, production efficiency and how workers feel about their work.

Activity

Prepare a report that compares the organisations and their production methods. The report must contain evidence of having used information communication technology.

Assessment of the coursework assignment**Assessment objectives**

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

Marking criteria for the coursework assignment

For assessment purposes the marks will be allocated as detailed below. A range of marks is available within each level. Their allocation will reflect the degree of achievement within that level.

Within each assessment objective there are 9 marks available with a maximum total of 36 marks for the coursework assignment.

AO1	Demonstrate knowledge and understanding of the specified subject content (9 marks total)	Marks
	Shows evidence of consideration of alternatives, sound knowledge and critical understanding.	7-9
	Shows evidence of using knowledge to recognise constraints or differences and consideration of influences.	4-6
	Shows evidence of basic knowledge, identifies sources and states business aims or objectives.	1-3

AO2 Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues (9 marks total)	
Shows evidence of applying knowledge to recognise strengths and limitations of ideas used, making decisions and effectively addressing the problem.	7-9
Shows evidence of considering issues, applying methods relevant to topic and developing an action plan or business plan.	4-6
Shows evidence of basic terms/concepts/theories, use of basic methods and a simple action plan or business plan.	1-3
AO3 Select, organise, analyse and interpret information from various sources to analyse problems and issues (9 marks total)	
Shows evidence of systematic gathering and using information, analysing problems and issues and making valid suggestions.	7-9
Shows evidence of reviewing/interpreting and analysing information and consideration of alternatives.	4-6
Shows evidence of selecting, recording and collating information.	1-3
AO4 Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately (9 marks total)	
Shows evidence of detailed evaluation of outcomes, with suggested improvements justified, linking financial, social or environmental effects to suggestions.	7-9
Shows evidence of making limited attempts at analysis and conclusions, distinguishing between facts and opinions and considering financial, social or environmental effects.	4-6
Shows evidence of making basic judgements, relating conclusions to task and making basic references to financial, social or environmental effects.	1-3

Quality of written communication

The quality of written communication will be assessed in the papers 1F and 2H and in the coursework, through all four assessment objectives. The criteria for assessment of quality of written communication are as follows:

- ÷ 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 of a suitable structure and style of writing.

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

Students 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

Students 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

Students 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.

Examples of such opportunities are signposted throughout the specification. 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*.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of:

÷ spiritual, moral and ethical issues

Issue	Supporting evidence
Reach an ethical judgement and express personal views	Class discussions and case study work where students are required to make decisions and/or judgements on: ÷ advertising ethics (4) ÷ privatisation/shareholdings (1.6) ÷ recruitment and selection (2.3).

÷ social issues

Issue	Supporting evidence
Encouraging consideration of the values and attitudes that prevail in society and social groups	When students are studying, motivation (2.5), environmental tensions (1.5), pressure groups (1.5), recruitment and selection (2.3) they are encouraged to challenge their own values and attitudes as members of their societies.

÷ cultural issues

Issue	Supporting evidence
Encouraging consideration of group identity, belonging and behaviour. Appreciate and relate to other cultures. Encouraging respect and tolerance for people of different cultures.	When students are studying motivation (2.5) and stakeholders (1.6), business organisations (1.6), marketing (4), equal opportunities (2.3) they will appreciate the difference in cultures and the implications of ignoring this.

Education for citizenship

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

Issue	Supporting evidence
Develop knowledge and understanding of rights, responsibilities, legal and democratic issues and processes, issues of diversity, roles of voluntary and other bodies in conflict resolution, economic development and environmental issues.	<p>When students are studying:</p> <ul style="list-style-type: none"> ÷ legislation, eg equal opportunities (2.3), consumer protection (1.4), advertising standards (4) ÷ trade unions and employers' associations (2.6) ÷ rights and responsibilities of employers and employees (2.1), roles and responsibilities of management ÷ environmental issues (1.5) <p>they will consider the effects of the above and what their responsibilities are as citizens.</p>
Promoting the skill of enquiry, communication of topical, political and other issues.	Students carry out market research (4), data collection and investigation of real business through their coursework.
Encouraging the skills of participation and responsible action in the life of educational establishments and/or communities.	Students enter competitions, run mini-enterprises for charities and do work experience whilst understanding their responsibilities to act as ambassadors for their educational establishment.

Information and communication technology

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

The coursework will provide 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 could be taken from databases, the Internet and CD ROMs. Data can be selected and reorganised according to different criteria such as type of industry, type of organisation and location.

There are a number of websites that would be useful to students studying Business Studies and these are listed in the booklist on page 28.

Environmental education, health and safety education and the European and global dimension

This specification makes a contribution towards coverage of the Key Stage 4 Programme of Study for environmental issues, health and safety considerations and European developments.

Issue	Supporting evidence
Develop knowledge and understanding of environmental issues.	When students are studying: ÷ primary, secondary and tertiary activity (1.2), location (1.3), government and EU influences on business activity (1.4), technology and environmental effects (1.5).
Develop knowledge and understanding of health and safety consideration.	When students are studying: ÷ government and EU influence on business activity (1.4), internal organisation (2.1), training (2.4).
Develop knowledge and understanding of European developments.	When students are studying: ÷ location (1.3), government and EU influences on business activity (1.4), external and internal sources of finance (3.1).

Textbooks and other teaching resources

Cambridge University Press will be producing a textbook based on this specification.

Textbooks

- Anderton Alain – *GCSE Business Studies* (Causeway) ISBN 0 070 84978 1
- Butler – *Business Studies* (OUP) ISBN 0 19 832797 8
- Clarke Paul – *Business Studies GCSE Bitesize Revision* (BBC Educational Publishing) ISBN 0 563 46413 5
- Chambers, Hall and Squires – *Business Studies (GCSE)* ISBN 0 582 244838
- Collins – *Basic Facts – Business Studies* (Harper Collins) ISBN 0 004 701739
- Floyd David – *Business Studies GCSE* (Letts) ISBN 0 850 97865 4
- Huggett Renee – *Business Studies for GCSE* (Collins) ISBN 0 003 27387 3
- Jenkins Arthur – *GCSE A-Z Business Studies Handbook* (Hodder and Stoughton) ISBN 3 340 68336 X
- Moynihan D and Titley B – *GNVQ Intermediate Business* (OUP) ISBN 0 19 833553 9
- Needham and Dransfield – *Business Studies in Practice* (McGraw-Hill) ISBN 0 070 84978 1
- Pass, Lowes, Pendleton and Chadwick *Collins Dictionary of Business* (Collins) ISBN 0 00 470803 2
- Steer M – *Dictionary of Business Studies* (Longman) ISBN 0 273 03077 9
- Whitcomb A – *Comprehensive Business Studies* – (Longman) ISBN 0 273 604775

Websites

- Business Education website www.bized.ac.uk
- Financial Times website www.ft.com
- Financial Services Agency website www.fca.ac.uk

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

E-mail: inset@edexcel.org.uk

Website

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

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

- ÷ specimen papers
- ÷ Teacher's 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

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Appendix 1 – Key skills

The GCSE in Business Studies offers a range of opportunities for students to:

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

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

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

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

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 portfolios
- ÷ **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 and 2 key skills units.

The evidence generated through this GCSE will be internally assessed and 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 the GCSE in Business Studies will provide opportunities for the development of all six of the key skills identified. This section 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 (levels 1 and 2)	Section 1	Section 2	Section 3	Section 4	Section 5
Application of number					
N1.1 and N2.1			✓	✓	
N1.2 and N2.2			✓	✓	
N1.3 and N2.3			✓	✓	
Communication					
C1.1 and C2.1a	✓	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓	✓
C1.2 and C2.2	✓	✓	✓	✓	✓
C1.3 and C2.3	✓	✓	✓	✓	✓
Information technology					
IT1.1 and IT2.1	✓	✓	✓	✓	✓
IT1.2 and IT2.2	✓	✓	✓	✓	✓
IT1.3 and IT2.3	✓	✓	✓	✓	✓
Working with others					
WO1.1 and WO2.1	✓	✓	✓	✓	✓
WO1.2 and WO2.2	✓	✓	✓	✓	✓
WO1.3 and WO2.3	✓	✓	✓	✓	✓
Improving own learning and performance					
LP1.1 and LP2.1	✓	✓	✓	✓	✓
LP1.2 and LP2.2	✓	✓	✓	✓	✓
LP1.3 and LP2.3	✓	✓	✓	✓	✓
Problem solving					
PS1.1 and PS2.1	✓	✓	✓	✓	✓
PS1.2 and PS2.2	✓	✓	✓	✓	✓
PS1.3 and PS2.3	✓	✓	✓	✓	✓

Application of number – levels 1/2

The GCSE in Business Studies 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 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 section	Opportunities for development or internal assessment
<p>N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.</p> <p>N2.1 Interpret information from two different sources, including material containing a graph.</p>	3, 4	<p>Students are required obtain and use the information required; selecting appropriate methods to get the results required. The Business Studies specification lends itself very well to this. Useful activities would be:</p> <ul style="list-style-type: none"> ÷ the conducting of a market survey (students could work in groups to ensure that they collect a large enough set of data). Students could then individually analyse the results to identify key information and trends (4).
<p>N1.2 Carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts and sizes b scales and proportion c handling statistics. <p>N2.2 Carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts and sizes b scales and proportions c handling statistics d using formulae. 	3, 4	<p>Students must carry out their calculations, which could relate to volumes, ratios, averages, formulae etc, and show their methods of working. They must show how they have checked results and corrected their work as necessary. The following topics would be relevant to this:</p> <ul style="list-style-type: none"> ÷ use the company accounts already used for C2.2 to conduct a financial analysis of the companies. This would involve deriving the right figures from the reports and applying the right methods (3) ÷ analyse the information obtained from their market research survey (4).

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p>N1.3 Interpret results of your calculations and present your findings. You must use one chart and one diagram.</p> <p>N2.3 Interpret results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.</p>	3, 4	<p>Based on their findings, students must select effective methods of presentation, using as appropriate charts, diagrams, and tables. Students should explain how the results of their calculations meet the purpose of their activity undertaken.</p> <p>An example could be:</p> <p>÷ results of market research findings and presentation of these results graphically.</p>

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 the communication 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.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p>C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.</p> <p>C2.1a Contribute to a discussion about a straightforward subject.</p>	1,2,3,4,5	<p>Many of the topics in the Business Studies specification lend themselves to form the basis of a group discussion. Straightforward subjects may be based on a number of ideas. During the discussion students should make clear and relevant contributions and develop points and ideas whilst listening and responding sensitively to others. Relevant discussion could include:</p> <ul style="list-style-type: none"> ÷ ethics of advertising (4) ÷ ways of raising business finance (3).
<p>C2.1b Give a short talk about a straightforward subject, using an image.</p>	1,2,3,4,5	<p>Following a period of research, students should be given the opportunity to present their findings to the rest of the group. During the presentation students should speak clearly and use a style that is appropriate to their audience and to the subject. The structure should be logical and the images should, wherever possible, enhance the presentation. At least one image should be used to convey a main point. Topics could include:</p> <ul style="list-style-type: none"> ÷ results of market research, eg crisp consumption (4) ÷ communication methods used in business (2).
<p>C1.2 Read and obtain information from two different types of document about straightforward subjects, including at least one image.</p>	1,2,3,4,5	<p>Whilst students are researching for their coursework they will need to read documents about the businesses they investigate.</p>
<p>C2.2 Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p>	1,2,3,4,5	<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>

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
		<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 to a form that suits the purpose – eg for a talk, discussion or an essay.</p> <p>Examples of activities could include:</p> <ul style="list-style-type: none"> ÷ performance of local businesses using local newspapers and company accounts (3) ÷ most suitable methods of advertising (4).
<p>C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.</p> <p>C2.3 Write two different types of documents about straightforward subjects.</p> <p>One piece of writing should be an extended document and include at least one image.</p>	1,2,3,4,5	<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. Topics could include:</p> <ul style="list-style-type: none"> ÷ a report on the production methods of a local company and the methods which are used to ensure efficient production (5).

Evidence

Student evidence for communication could include:

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

Information technology – levels 1/2

When producing work for their GCSE in Business Studies 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 as part of their GCSE in Business Studies 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.

As part of their Business Studies programme students may not be able to generate sufficient evidence required for this unit. 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 section	Opportunities for development or internal assessment
IT1.1	Find, explore and develop information for two different purposes.	1,2,3,4,5	<p>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.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> ÷ an investigation into the current position of exchange rates (1) ÷ an investigation into the websites of multi-national companies looking at their final accounts (3).
IT2.1	Search for and select information for two different purposes.		
IT1.2	Present information for two different purposes. Your work must include at least one example of images and one example of numbers.	1,2,3,4,5	<p>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.</p> <p>New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> ÷ the use of a spreadsheet to produce break even charts and cash flow forecasts (3) ÷ the creation of a database of local businesses by type and sector (1).
IT2.2	Explore and develop information, and derive new information for two different purposes.		

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p>IT2.3 Present combined information for two different purposes.</p> <p>This work must include at least one example of text, one example of images and one example of numbers.</p>	1,2,3,4,5	<p>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).</p> <p>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 spell-checker) and have been proof-read.</p>

Evidence

Student evidence for information technology could include:

- ÷ tutor observation records
- ÷ notes of sources used
- ÷ print-outs with annotations
- ÷ 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 co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p>WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p> <p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p>	1,2,3,4,5	<p>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. For example, suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements. For instance:</p> <ul style="list-style-type: none"> ÷ students could divide up the tasks of finding the production methods of a given number of companies and then agree to share their results (5) ÷ students could agree to share the structure of organisations based on work experience (1).
<p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p> <p>WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities.</p>	1,2,3,4,5	<p>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. When working towards their own task students could work in pairs with each pair taking a specific perspective(s), eg the communication methods used by individual organisations. Students need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.</p> <p>For example:</p> <ul style="list-style-type: none"> ÷ students could approach companies in pairs when investigating communication methods (2) ÷ students could work on their market research surveys in pairs (4).

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives. WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.	1,2,3,4,5	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. Students could review: <ul style="list-style-type: none"> ÷ how well they have presented the information on reasons for business location ÷ how they could collectively improve this in the future (1).

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

Within GCSE Business Studies programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of 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 in Business Studies 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 section	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. LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.	1,2,3,4,5	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 in to the plan. Students could use their coursework for this. Students can use an action plan which contains tasks, dates, resources, review dates and alternative courses of action.
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.	1,2,3,4,5	The plan should be implemented with performance reviews and should include working for short periods without close supervision. Again coursework can be used. Students will have developed a plan for tackling their coursework assignment. They will need to show they can adapt their plan if things do not happen as they expected, for instance, they may not gain enough information from one avenue of enquiry and may therefore have to pursue another one.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p>LP2.2 Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> ÷ studying a straightforward subject ÷ learning through a straightforward practical activity. 		<p>Students plan the research for the coursework and may refer to their teacher for help in making their decisions. This may happen when they are deciding on methods of research.</p>
<p>LP1.3 Review your progress and achievements in meeting targets with an appropriate person.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task.</p>	1,2,3,4,5	<p>Students should review their own progress with the help of, for example, 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, targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance. Again, the coursework assignment can be used. Students may provide evidence of their research to show that they have met an outline plan of the assignment itself or a draft of the assignment. In each case they should be able to recognise what they have achieved and also be able to recognise, with or without help, where there are development points. This may be the need for information, a change to the structure or development of their written work.</p>

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 – level 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 section	Opportunities for development or internal assessment
PS1.1	Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.	1,2,3,4,5	Students will need to identify the problem 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 good example could be: ÷ collection of market research data which gives skewed results, students explain how they would do this again and what the chances of success are (4).
PS2.1	Identify a problem and come up with two options for solving it.		
PS1.2	Plan and try out at least one option for solving the problem, using advice and support given by others.	1,2,3,4,5	Students should confirm with, for example, their tutor, 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. An example could be: ÷ students will try an alternative way of collecting the data so that the results are not skewed (4).
PS2.2	Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.		

Key skill portfolio evidence requirement		GCSE section	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.	1,2,3,4,5	<p>Students should check if 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 given.</p> <p>For example:</p> <p>÷ the students should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem. In this case they should have produced a normal set of market research results (4).</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 (OPTEMS), Section 1

OR

÷ recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with 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 Coursework Record Sheet, 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 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* SP	3200	0	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)
OTHER AMY* SP	3201	5	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)
SMITH JOHN AW	3202	47	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)
WATTS MARK* SP	3203	ABS	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)
STEVEN JANE AW	3204	136	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+30+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
JONES ANN* AW	3205	40	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+40+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)
PATEL RAJ* AW	3206	207	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)
WEST SARA SP	3207	W	(+0+) (+0+)	(+1+) (+1+)	(+2+) (+2+)	(+3+) (+3+)	(+4+) (+4+)	(+5+) (+5+)	(+6+) (+6+)	(+7+) (+7+)	(+8+) (+8+)	(+9+) (+9+)	(+10+) (+A+)	(+200+) (+W+)

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.**

- 1.12 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
- S** – 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 Coursework Record Sheets

A copy of the Coursework Record Sheet is provided in the Teacher's Guide for centres to photocopy. The 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 coursework record sheet 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 (X) 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 (X).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (X), 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 eleven 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 eleven 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 standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

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

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Order Code UG009142 December 2000

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