

Edexcel GCSE

Specification Guide

Edexcel GCSE in Business Studies 1503

First examination 2003

April 2001

Edexcel
Success through qualifications

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

Acknowledgements

This document 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 Peter Goff

Publications Code UG009830

All the material in this publication is copyright

© Edexcel Foundation 2001

This Specification Guide is designed to assist teachers with the planning, delivery and assessment of the GCSE specification for Business Studies.

The overall philosophy of the specification is to integrate all areas of content, assessment and the wider curriculum.

The recommended approach is to:

- ÷ use each of the coursework assignment options as a focus for delivering the content
- ÷ incorporate the other content areas through additional classwork, case studies and homework all set in a business context
- ÷ use the assessment criteria as a tool to ensure student understanding of how their performance will be measured in coursework and papers
- ÷ use naturally occurring evidence to address the wider curriculum areas of key skills, citizenship and ICT.

Teacher Guide Contents

Introduction	1
Assessment requirements	2
Planning for delivery – Scheme of Work	4
Command words	9
Raising achievement	11
Quality of written communication	13
Teaching key skills with GCSE Business Studies	14
Teaching ICT with GCSE Business Studies	20
Teaching citizenship with GCSE Business Studies	22
Incorporating the wider curriculum	25
Textbooks and resources	28
	29

Coursework Guide Contents

Introduction	30
Assessment requirements	31
Nature of coursework	32
Key issues for delivery	36
Ideas for projects	37
Assessing students' work	38
Using the Record Sheet	39
Marking criteria for coursework assignments	40
Record Sheet	41

Examples of students' work	42
Procedures for moderation of internal assessment	44
Internal standardisation	49
Support and training	50
Appendices	51
Appendix 1 – Pupil Assessment Criteria Check Sheets	52
Appendix 2 – Annotated Examples of Coursework Extracts	57
Appendix 3 – A guide to acceptable format for business documents	63
Appendix 4 – Changes old to new	64

Introduction

This guide is for teachers who are delivering the Edexcel GCSE Business Studies (1503) specification.

The aims of this guide are to support teachers in delivering the specification content and raising achievement of students by:-

- providing an example of a scheme of work
- providing exemplification of assessment criteria
- suggesting a range of possible textbooks

support teachers as they work with pupils towards the terminal examination by:-

- encouraging teachers to work with students to enhance their understanding of how they will achieve their full potential
- advising teachers to use assessment criteria throughout the course of study as indicators of student development and performance
- providing a list of command words directly linked to the four equally-weighted assessment objectives.

Centres currently offering Edexcel GCSE Business Studies (1501) can refer to Appendix 4 on page 64 for a summary of changes from the old syllabus to the new specification.

Assessment requirements

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

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

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 common 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.

Questions are designed to give candidates access to the equally weighted assessment objectives in each tier. Command words used in questions are matched to the assessment objectives and a list of these command words is on the next page. Candidates will require an understanding of the link between these command words and assessment objectives.

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%

Planning for delivery

Whilst the planning of delivery from the specification is the responsibility of the centre, the following Scheme of Work may be a useful starting point.

YEAR 10 – TERM 1

Content Area	Topic	Activities	Resources
1 1.4	<p>Business activity</p> <p>Primary, secondary and tertiary activity primary – extraction of natural resources secondary – raw materials transformed into semi-finished/finished goods by the manufacturing/construction industries tertiary – services such as transport/distribution or financial/professional services which support primary/secondary activity</p>	<p>Input Teacher exposition and examples Brainstorming Note taking Question and Answer Research into relevant business activity</p>	<p>Textbooks, worksheets, Internet, speaker, work experience</p>
1.3	<p>Factors of production – enterprise/capital/labour</p>		
1.1	<p>Objectives – wealth creation, market share, profitability</p>		
1.2	<p>Business organisations types, ownership, control, sources of finance, use of profits, stakeholders - sole trader, partnership, limited companies – private/public, franchising</p> <p>Public sector organisations – local authority enterprises, privatisation, shareholding</p>	<p>Input Teacher exposition and examples, student research, writing up examples of local businesses, group presentations, could be related to coursework assignment 1</p>	<p>Local businesses, case studies, company visits, pamphlets and leaflets, annual reports, web sites, business magazines, newspapers</p>
1.8	<p>Judging success – size, turnover, shareholders, number of employees, consumer reaction/satisfaction</p>		

YEAR 10 – TERM 2

Content Area	Topic	Activities	Resources
2	Human resources	Input	
2.1	Internal organisation: <ul style="list-style-type: none"> - chain of command, hierarchy, span of control, delegation - key departments, production, marketing, personnel, finance - roles/responsibilities of employees 	Brainstorming prior knowledge from business research, question and answer, group presentations on different departments	Visiting speaker, school structure, mini enterprise, case studies
2.2	Communication: <ul style="list-style-type: none"> - good communication - effects of poor communication - methods of communication – paper, electronic, people, organisations 	Examples and use of different methods of communication eg face-to-face activity, ‘chinese whispers’	Exemplar materials, eg letters, memos, e-mail etc, could be linked to coursework assignment 2
4	Marketing - the market <ul style="list-style-type: none"> - market types – consumer, commercial - market orientation – what market wants - product orientation – focus on products - marketing – process, identify consumer wants, predict future wants - market segments – consumers in groups - market research – product, market, competition Marketing mix <ul style="list-style-type: none"> - price - supply/demand, cost plus, penetration, competition, skimming, promotional - promotion – aims, below the line – reductions, gifts, point of sale, after sales, free samples, competitions - types of advertising – persuasive/information - media – tv, radio, cinema, newspapers, magazines, posters, leaflets, Internet - ASA/legislation - place – channels of distribution (transport, routes), methods (retailers, department stores, chain stores, discount stores, superstores, supermarkets, direct sales, mail order, e-commerce) - product – goods/services, branding, packaging, product mix, product life cycle - market research – primary (questionnaires, interviews, observation, experiments, consumer panels, secondary (sales records, journals, trade associations, government reports/statistics) - using, presenting, analysis and evaluation of research findings 	Developing a marketing plan within a given context, could be related to coursework assignment	Textbooks, company websites, owners of businesses Promotional materials, trade fairs, advertising materials, ASA web site, outside visits

YEAR 10 – TERM 3

Content Area	Topic	Activities	Resources
2	Human resources continued		
2.3	Recruitment and selection <ul style="list-style-type: none"> - internal/external recruitment - job description – written account, job title, duties, responsibilities, accountability - job specification – physical/mental abilities and personal skills required by applicant - advertising – media, style, target, place - interviews – planning, operation - selection – matching applicant to job description/specification - effects of legislation on equal opportunities – gender, race, pay, disability, sexual preference 	Input Recruitment and selection exercises, mock interviews	Textbooks, newspaper advertisements, application forms, job description and job specifications, visit by HR manager, other business representatives, school governors, parents, Job Centre
2.4	Training <ul style="list-style-type: none"> - induction – introduces new employees to the business and staff - on-the-job – learning job skills at work, specific training for employee, alongside experienced worker, immediate productivity - off-the-job – training away from work, in college or training centre, specialist instructors, away from pressure of working environment, easier for company to estimate cost and monitor progress - government schemes – set up to give training opportunities, gives employee a range of experiences, life-long learning, financial support for company - costs/benefits to employer/employee – skilled workforce, reduced turnover, improved efficiency, reduced costs, quality assurance, qualifications, promotion prospects 	Exposition on different types of training, note taking, individual and/or group research	Video, visits, work experience, case studies
2.5	Motivation and rewards <ul style="list-style-type: none"> - theories – Herzberg and Maslow - rewards – wages/salaries, commission, bonus, profit sharing, share ownership, non-financial incentives, job satisfaction 	Brainstorming, notes, question and answer, research (eg a questionnaire)	Textbooks, Internet, employees
2.6	Negotiation and consultation <ul style="list-style-type: none"> - trade unions – collective bargaining, industrial action, protecting employee rights - employers’ associations – information, specialist advice 	Study of roles of trade unions and employer associations	Trade union official, newspaper articles, ACAS representative, employer associations
	INTERPRETATION OF ASSESSMENT CRITERIA	Check pupil understanding of assessment criteria	Pupil Check List
	START DATA COLLECTION FOR COURSEWORK	Dependent on coursework assignment	Coursework assignment and appropriate sources
	YEAR 10 EXAMINATIONS	Revision exercises, examination techniques	Past papers and Chief Examiner’s Annual Report

YEAR 11 – TERM 1

Content area	Topic	Activities	Resources
	<p>EXAMINATION CONTEXT RECEIVED FROM EDEXCEL – this is the context upon which the terminal examination is based eg in specimen paper this was a bakery.</p>		
3	<p>Accounting and finance</p>		
3.3	<p>Costs and break even analysis</p> <ul style="list-style-type: none"> - direct costs – variable costs, change directly in proportion to output (raw materials, overtime, fuel and power) - overheads – fixed costs – remain unchanged whatever output (rent, insurance, interest) - break even analysis 	<p>Input</p> <p>Break-even by calculation and chart, discuss relationship between costs and revenue</p>	<p>Worksheet examples, guides to using ICT, company accounts, past papers</p>
3.4	<p>Final accounts</p> <ul style="list-style-type: none"> - gross/net profit/capital/assets/liabilities - trading account – first part of profit & loss account - profit & loss account – shows profit/loss - balance sheet – shows what the business owns/owes 	<p>Teacher exposition, exercises in interpretation of final accounts</p>	<p>Worksheets, extracts from company accounts, textbooks</p>
3.5	<p>Ratios and performance</p> <ul style="list-style-type: none"> - gross profit - net profit - ROCE - current ratio - acid ratio 	<p>Teacher guided working on ratios, interpretation of results of formulae</p>	<p>Worksheets</p>
3.2	<p>Budgets and cash flow forecasts</p> <ul style="list-style-type: none"> - budgets - cash flow forecasts 	<p>Brainstorming, cash-flow forecasts, mini-enterprise, business plan</p>	<p>Worksheets, business plan outlines, ICT guides, textbooks</p>
3.1	<p>External/internal sources of finance</p> <p>short-term start up capital –</p> <ul style="list-style-type: none"> - own capital – savings, windfall - overdraft – availability, cost - bank loan – business plan, security interest - friend/family – no security, no interest - government/EU grant/loan – encouragement to invest/create jobs, small businesses, incentives, tax relief, regional developments <p>long-term –</p> <ul style="list-style-type: none"> - reinvestment of profits/reserves – to finance expansion - issue more shares – known people (private) or general public (public) - bank – documentation on forecasting, cash flow and influence of fluctuating interest rates 	<p>Group research into different sources of finance and presentation of findings in a given context</p>	<p>Textbooks, company details, information from banks, coursework assignment 3 could be used as a focus</p>

YEAR 11 – TERM 2

Content Area	Topic	Activities	Resources
5	Production		
5.2	Methods of production job, batch, flow	Input Teacher exposition, matching type to product	Examples of products, videos, visits, could be linked to coursework assignment 5
5.3	Productivity - methods, lean production/JIT, stock control - technology, EPOS, EFTPOS, CAD, CAM, CIM	Examples of these methods in given contexts	Visits, textbooks, case studies
5.4	Quality – TQM		
5.1	Economies/diseconomies of scale - economies of scale internal (technical, managerial, trading, financial) external (location, skilled labour availability, reputation of area)	Teacher exposition and note making	Textbooks, case studies, worksheets
1.5	Business Activity (Continued) Location - production – influences of location - competition – gap in market or similar goods/services already there - legislation – planning permission, marketing/trading - environment – costs/benefits to community, pressure groups, infrastructures - employment – availability of skilled/unskilled workforce	Mapping activity and note making on the factors that affect the location of all businesses	Maps, relevant data, textbooks, case studies, work experience, visits, relevant web sites (eg Greenpeace)
1.6	- government/EU – factors influencing location - government/EU influences - business – location/development, legislation, marketing/trading, competition policy, monopoly - employees – terms/conditions, health/safety, training, trade unions, wages - consumers – consumer protection legislation - finance – constraints on public expenditure/taxation - imports/exports – tariffs, quotas, exchange rates, currency, technology and environmental effects - economic – taxation, interest rates, currency changes - social – pressure groups, changing attitudes - environmental – legislation		
1.7	- technology – e-commerce/Internet	Completion of chosen coursework assignment option	Coursework assignment option, Record Sheet
	COURSEWORK TERM 3		
	COMPLETE OUTSTANDING WORK INTRODUCE OR REINFORCE EXAMINATION CONTEXT REVISION EXAM PRACTICE	Practise examination techniques	Past papers and Chief Examiner’s Annual Reports

Command words in relation to assessment objectives

When designing questions for the Foundation and Higher papers, the senior examining team uses command words which have been distributed by QCA as being appropriate for the requirements of each of the assessment objectives. It is advised that candidates become familiar with the link between the command words and the assessment objectives. Mark schemes will be designed to address the same assessment objectives. The command word 'explain' is appropriate to all assessment objectives, it is therefore recommended that candidates note the number of marks available for the question as an indication of the depth of response required. The command words that will be used are as follows:

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
Define . . .	Analyse . . .	Analyse . . .	Advise . . .
Describe . . .	Apply . . .	Calculate . . .	Analyse . . .
Explain	Calculate . . .	Compare . . .	Assess . . .
Give . . .	Demonstrate . . .	Discuss . . .	Consider . . .
Identify . . .	Draw on . . .	Explain . . .	Decide . . .
List . . .	Examine . . .	Using the graph/data . . .	Discuss . . .
Name . . .	Explain . . .	How . . .	Do you agree . . .
Outline . . .	Give an example in context . . .	Identify . . .	Do you think . . .
State . . .	How . . .	Organise . . .	Evaluate . . .
What is . . .	Show . . .	Select . . .	Explain why . . .
	Use . . .	Show . . .	Judge . . .
	Using X explain . . .	Which . . .	Justify . . .
	What would be . . .		Predict . . .
	Which . . .		Suggest . . .
	Why . . .		To what extent . . .
			Weigh up . . .
			Which . . .
			Why . . .

Do the candidates: know and understand	Do the candidates: use knowledge and understanding by applying it to a specific situation/case /context	Do the candidates: select/organise/analyse/interpret what they know/understand /investigate	Do the candidates: make judgements/weigh up positives and negatives/make decisions/draw conclusions/make recommendations
or do they just know and describe?	or are they just describing?	or are they just using what they have been given?	or are they just describing their personal feelings?

Raising Achievement

This specification is examined through the assessment objectives knowledge, apply, select/analyse and evaluate as detailed in the specification. Some questions may only assess knowledge and application whereas others will place more emphasis on select/analyse and evaluation.

Examination scripts are marked ‘top down’. For example, in a question requiring evaluation, examiners look for evidence of this skill. If this cannot be identified, then no marks will be awarded against that assessment objective. In the case of Knowledge, candidates need to be reminded that the maximum number of marks across the Foundation or the Higher paper cannot exceed 25% no matter how much knowledge is stated.

Candidates who understand the link between command words and Assessment Objectives, and have been taught to plan logical and extended responses (if appropriate), are better placed to achieve their full potential.

Working with the assessment criteria

The table below is to assist with the interpretation and use of the assessment criteria in the Record Sheet.

Some criteria:

are ‘singles’	3.2
require candidates to do the same thing more than once	2.2
allow an alternative	3.4
have more than one element	2.7
are dependent	1.2, 3.4, 3.7
can be confused	1.7 and 3.6

- 3.2 Record information:** eg candidates might present a table/graph/list.
- 2.2 Apply basic methods:** eg candidates might use a spreadsheet **and** a questionnaire.
- 3.4 Range of sources or ability to organise/use:** eg candidates **either** name three sources (electronic, people, text, organisations) **or** have organised and used information.
- 2.7 Recognise strengths and limitations of ideas used and make decisions:** eg candidates must work with more than one idea and for each of those ideas must indicate at least two strengths, two limitations and two decisions.
- 1.2 Identify sources of knowledge:** candidate **names** at least **two** sources (electronic, people, text, organisations).
- 3.4 Gather additional information from a range of sources:** candidate **names** at least **three** sources (electronic, people, text, organisations).
- 3.7 Organise a wide systematic gathering of information from a wide range of sources:** candidate **names all four** sources (electronic, people, text, organisations) and demonstrates the systematic gathering. From this it is clear that **3.7** could not be correctly credited if **1.2** and **3.4** have not already been credited correctly.
- 1.7 Consider alternatives:** in demonstrating knowledge and understanding.

3.6 Consider alternatives: in selecting and analysing information relating to a problem.

Candidates can further raise their achievement by always:

- ÷ presenting their action plans in the future tense (2.3, 2.6, 2.9);
- ÷ identifying actual sources **used** by **name** (1.2, 3.4);
- ÷ presenting reports in a recognised reporting format (3.9);
- ÷ doing more than **just** describe (1.6, 1.7, 1.9, 2.8, 3.5, 3.8, 4.7, 4.8)
- ÷ presenting original work and not photocopies or downloads from CD-ROMs or the Internet;
- ÷ being concise and keeping volume of erroneous material to the minimum (eg only material which is capable of being credited).

Some examples of the above are given in *Appendix 2*.

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:

- ÷ 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.

Levels of Performance

Level	Criteria	Marks
3	<p>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. Language used will be appropriate to the subject.</p> <p>For example: <i>“The business that I am setting up will aim to attract the A and B socio-economic groups as these may have higher levels of disposable income.”</i></p>	4
2	<p>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 fair style and structure of writing. Some attempt to use language appropriate to the subject is made.</p> <p>For example: <i>“I know that unlimited liability is dodgy as I know that I am putting my house car and other things I own on the line.”</i></p>	2-3
1	<p>A poor quality of written communication. Candidates present information indifferently, with a number of errors in spelling, punctuation and grammar. The style, structure, writing and use of language will not be entirely appropriate to the subject.</p> <p>For example: <i>“Unlimited Liability is where the owner of a business don’t have no insurance the business go bust.”</i></p>	1
Below Level 1	Work does not meet the minimum requirements for Level 1.	0

Teaching key skills with GCSE Business Studies

Application of number

N1.1

Students could work in groups to conduct a market survey or collect sales figures for products from two different businesses. Information from one of the businesses must include a table, eg sales figures.

N2.1

Students need to gather statistical information from the two different sources, eg primary (questionnaire) and secondary (published data) and interpret the data from either a table, chart, diagram or graph in one of the sources.

N1.2

In the use of the data referred to above, students could compare and contrast their sales figures or primary and secondary findings through comparison of statistics, calculation of appropriate business ratios and the recognition of different trends eg long, medium and short-term, year-on-year.

N2.2

The use of formulae could be met through the creation of a break-even chart or through the measurement of business performance which could include calculation of the range of ratios given in the specification (p15).

N1.3

Within their classwork and coursework students will have the opportunity to present their findings in a variety of ways, eg an interpretation of the effects of changing costs and revenues in a break-even chart on loss and profit and a diagram such as a flow chart.

N2.3

Within their classwork and coursework, students will have the opportunity to present their findings in a variety of ways, eg an interpretation of the effects of changing costs and revenues in a break-even chart on loss and profit, the importance of financial information provided by final accounts in the process of future decision making and the analysis of past and future sales trends extracted from collected data and presented in a graph and a diagram tracking the use of financial documents in a business transaction.

Communication

C1.1

Within the specification there are many opportunities where students working in pairs or small groups will be discussing areas of content. Within this type of activity they could for example discuss the content, suitability and purpose of television advertisements. This would enable the teacher to observe students taking part.

C2.1a

Discussion on a straightforward subject (eg type of business ownership) could be expanded to ensure that every student makes a contribution, eg where individual decisions must be stated and justified. This would enable the teacher to observe one-to-one discussion and the individual student contributions to the discussion. A further example could be the relative benefits of external and internal sources of finance in a given context, eg raising the capital required to start a new business as a sole trader.

C2.1b

Students could be required to present to the class a short talk based on their market research findings. During the presentation students should speak clearly and use a style that is appropriate to their audience, purpose and subject. The structure should be logical and at least one image should be used (eg a chart, table or graph) to convey a main point. A further example could be that each student is required to give a two minute talk on a chosen business related topic, eg preparing for an interview.

C1.2

When students are researching an area of content they could be told to obtain information from at least two sources, eg electronic (CD-ROM or Internet site), person (eg shop manager, an accountant), text (eg textbook, annual report, publicity leaflet) or organisation (eg a business or a professional body such as the Advertising Standards Authority).

C2.2

Students working on a given content area within a business context would access at least two extended documents (eg textbook and newspaper article on a merger which could include graphs of future earnings or an organisation chart of the new company structure). The student will then need to provide a summary which includes information taken from the two accessed documents.

C1.3

Students would provide an example of internal written communication (a memo) and external written communication (a formal business letter).

C2.3

Students taking this specification are required to provide one piece of coursework. This is a report (extended document). Included in this report will be at least one image (eg table, chart, graph). The second type of document could be a formal business letter or a well structured response to an open-ended question as found in the Higher specimen papers.

Information technology

IT1.1

Using either an appropriate CD-ROM eg A-Z of Business Studies, or website eg www.tesco.com students find information for two different purposes, eg exchange rates, share price, financial information on a named company. This could be developed graphically eg a graph tracking the share price over a period of weeks.

IT2.1

Using the Internet students could search for suitable websites to allow them to select information for two given purposes. For example the contexts could be (i) a shopping basket comparison where students would visit websites of supermarkets eg www.tesco.com or www.sainsburys.com and collect relevant price data; (ii) students could access company web sites and select details of vacancies at a given level.

IT1.2

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.

IT2.2

New information could be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages.

Activities could include:

the use of a spreadsheet to produce break-even charts and cash flow forecasts (eg budgeting);

or

the creation of a database of local businesses by type and sector (eg for location/competition).

IT2.3

Students would be required to present the combined information in a formal report format where they will need to select and use appropriate layouts in a consistent way. For example, they should use appropriate margins, headings, borders, font size, headers and footers. The report would include an appropriate image and one example of number, eg a sales chart.

Working with others

WO1.1

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.

WO2.1

The group needs to plan according to responsibilities and working arrangements. For example students could divide up the tasks of finding the production methods of a given number of companies and then agree to share their results. Students could use their work experience placement to gain a greater awareness of working arrangements.

WO1.2

Students will need to organise tasks so that responsibilities can be met. For example obtaining resources (eg text, people, organisations, electronic) completing tasks on time (eg action planning). Tasks should be completed accurately and safely.

WO2.2

Co-operative ways of working should be supported through anticipating the needs of others and avoiding actions that offend. Advice should be sought from others when needed, eg group members, teacher. When working towards their own task students could work in pairs with each pair taking a specific perspective, eg the communication methods used by individual organisations, different types of training available, selection and recruitment procedures. Students need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships. Students could approach others in pairs when investigating communication methods and could work collaboratively on their market research surveys.

WO1.3

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, in other words they evaluate their working methods and achievements, suggesting how they could improve if they worked together again.

WO2.3

Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve their objectives. Students could review how well they have presented the information and how they could collectively improve this in the future.

Improving learning and performance

LP1.1

Students plan how they are to meet short-term targets with an appropriate person, eg agreeing an action plan with their tutor which will include the setting of realistic targets and action points. Review dates should be built in to the plan.

LP1.2

Students could develop the action plan to include tasks, completion dates, resources required, review dates to monitor progress, alternative courses of action and indication of changes brought about through monitoring.

LP1.2

The plan should be implemented with performance reviews and should include working for short periods without close supervision. Again coursework planning could be used. Students will have developed a plan for tackling their coursework assignment.

LP2.2

Students will need to show they can adapt their plan if things do not happen as they expected, for example, they may not gain enough information from one source and may therefore have to find another. Students could also take independent responsibility for ensuring that they are meeting the requirements of the Assessment Objectives in their coursework outcome.

LP1.3

Students should review their own progress with the help of their teacher. 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.

LP2.3

Students could identify with their teacher necessary activities for improving their performance against the assessment criteria. Again, the coursework assignment could 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 draft coursework assignment.

Problem solving

PS1.1

Students will need to understand the problem eg the need for market research, and identify two different solutions eg primary or secondary research. They could use the help of others, for example their teacher, as appropriate.

PS2.1

Students need to identify the main features of the problem from given data and through analysis of the the data suggest two ways in which it might be solved eg a marketing plan and the balance given to the 4Ps.

PS1.2

Students could seek advice and support from their teacher on one of their options and then implement the agreed actions.

PS2.2

Upon implementation, relevant tasks could be organised and changes made as necessary. Support could be obtained from the teacher and changes made when required by the development of the plan.

PS1.3

Students could check if the problem has been solved by following agreed methods (eg test, observation, inspections, review, analysis, evaluation).

PS2.3

The results gained from applying appropriate methods could be described with an explanation for the decisions taken (eg a report). Students could identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.

Teaching ICT with GCSE Business Studies

Opportunities for using ICT within the specification are suggested but the decision as to the level and frequency remain with the Centre. The following is purely a guide and is not mandatory.

When using ICT in the teaching of this specification there are three questions that should be asked:

- does the use of ICT in a lesson represent good practice?
- is the use of ICT in a lesson related to teaching and learning objectives?
- by using ICT will pupils be able to achieve something they could not achieve without using it and will they learn in a more efficient manner?

At the same time the teacher will have to consider how the ICT resources will be used. Will it be pupils working individually, in small groups or as a whole class? Will pupils use ICT for extension work or for support purposes? The overriding aim will always be to ensure that when pupils do use ICT it will make a significant contribution to their own learning.

In this specification pupils and teachers can use ICT in the following ways:

- models, using spreadsheets, can be created, modified and explored in content areas such as pricing, break-even, cash flow and final accounts
- through the use of spreadsheets and databases pupils can analyse the results of questionnaires to formulate answers to problems set in the classroom or in coursework assignments
- the use of ICT can enhance the communication and presentation of information on a given topic and to a stated audience. The use of appropriate software to create graphs, charts and tables can be undertaken and the outcomes can be pasted into other software for the creation of reports, letters and leaflets. Typically such software could include word processing, desk top publishing and presentational software, eg PowerPoint
- information can be transformed. For example data can be represented graphically and the graph could then be used to clearly indicate trends

At a wider level pupils could be encouraged to have a greater awareness of how ICT is used in business to assist in planning and decision-making. Modelling could show the effects of changes in interest rates or predict future trends based on an analysis of past trends. In the same area pupils will also have greater awareness of the use of ICT for e-Commerce developments and so increase their own use of the Internet for research and/or purchases.

Through guided and controlled use of the Internet students will be able to access appropriate web sites that will provide them with valid and current information, data and statistics. Additionally the Internet will also provide access to sites relating to professional organisations and government.

ICT resources will provide students with the means to create, save and amend their own work and, if appropriate, share with their peer groups. Reference has been made above to the ability of ICT to support pupils across the ability range in different ways. Where centres have set up their own web sites such support can continue outside the institution to the benefit of those students who have home-based Internet access.

The controlled use of e-mail facilities could give students access to other countries, cultures and companies.

SEARCH ENGINES for possible use by teachers and/or students

Address (URL)	Comments
www.google.com	Very fast and has an advanced search facility which is easy to use.
www.altavista.com	Has an excellent 'image search' facility that is accessed from the home page.
www.yahoo.com	A good general search engine.
www.northernlight.com	Useful as it will often make a hit where other engines will not.
www.aj.com	The Ask Jeeves search engine which is easy to use.
www.ajkids.com	A good site for students as it is easy to use and it has an area specifically for teachers to use.
www.hotbot.com	A fast site.

GENERAL WEBSITES FOR BUSINESS

Address (URL)	Comments
www.bized.ac.uk	Suitable for students and teachers. Has some very good resources and covers most of the content of this specification.
www.dfee.gov.uk	The DfEE site.
www.standards.dfee.gov.uk	Many useful areas for helping teachers.
www.teach-tta.gov.uk	Has some good resources, particularly for the exemplification of the use of ICT in many subject areas.
www.ngfl.gov.uk	This site has some excellent links.

OTHER SITES FOR POSSIBLE USE

Address (URL)	Comments
www.marketing-week.co.uk	Articles on new products and other articles.
www.mintel.co.uk	A subscription site that has special rates for education. Masses of marketing reports available once you are a subscriber.
www.asa.org.uk	The Advertising Standards Authority web site.
www.dti.gov.uk	The Department for Trade and Industry has some pages that give help and advice on business finance.
www.bized.ac.uk/listserv/companies/comlist.htm	This gives a list and links to the FTSE 100 companies websites.
www.iipuk.co.uk	Investors In People website that contains case studies that often include details of the effects of motivation on businesses.
http://sol.brunel.ac.uk/~jarvis/bola	A website from Brunel university with good links to other sites. Although of more use for A level students teachers would find useful material here.
www.unison.org.uk	One of the better websites for a trade union.
www.tuc.org.uk	The Trade Union congress website. Go to Learning to see the materials available for education.
www.acas.org.uk	The Annual Report is available which records disputes and cases dealt with.
http://europa.eu.int	The European Union website that has a wide range of details on aspects of the EU.
www.foe.co.uk	Friends of the Earth with details of pollution by area.
www.greenpeace.org.uk	Another pressure group website.

Teaching citizenship with GCSE Business Studies

The following guidance is given to link citizenship directly with the content areas as addressed through the coursework assignment options. Teachers may find it useful to incorporate these references into schemes of work for each term, using each of the coursework assignment options as a focus for the term's work and incorporating wider aspects of that content area into the scheme of work.

In the context of the topic set, eg a coursework assignment, the following areas of the specification content will contribute towards citizenship:

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.

Spec	Business content	Example	Citizenship Content
1.6 links to all content areas	Government and EU influences on business activity: Legislation Health and safety Consumer protection	Students could select from a range of sources (text, electronic, people, organisation) to find out about the relevant legislation and analyse how this might influence or constrain the business activity. This could be applied to any of the coursework assignment options.	Legal and human rights and responsibilities
1.7 and links to 4 or 5	Environmental issues	Students could carry out a survey in an area where they might be considering the location of a new business. In Coursework Assignment Option 1 this might be linked to location of outlets. In coursework assignment option 4 this might be related to the type of product being sold, eg fast food, and issues of litter or traffic. In Coursework Assignment Option 5 this might be related to the effects on workers from the use of technology. In Coursework Assignment Option 5 there could be a place for analysing the environmental effects of producing a particular product.	The world as a global community – environmental implications for this
2.1 and links to 5	Rights and responsibilities of employers and employees	Students could investigate rights and responsibilities of employees when seeking information on legislation, eg health and safety. In Coursework Assignment Option 2 they are required to construct or complete an organisation chart for a given business. A further opportunity could come from coursework assignment option 5, eg rights and responsibilities linked to production methods.	Legal and human rights and responsibilities

2.3 and links to 5	Equal opportunities	Students could investigate, using text or electronic sources, the equal opportunities legislation which affects recruitment and selection procedures. In Coursework Assignment Option 2 this might be considered in the evaluation of implications for employees at different levels. In Coursework Assignment Option 5 it might be considered in the context of how workers feel.	The diversity of national, regional, religious and ethnic identities in the UK
2.6	Trade unions and employers' associations	Students could investigate the role of trade unions, other organisations or pressure groups in protecting the rights of individuals or groups. This might be done by using a range of sources (text, electronic, people, organisation). In Coursework Assignment Option 2 this might be considered in the context of how and why effective communication is necessary with employees and such groups.	The importance of resolving conflict fairly
4	Advertising standards	Students could investigate this when already dealing with legislation. In Coursework Assignment Option 4 this is covered by their need to understand the protection of the public and the consumer from constraints imposed on advertising, and the importance of this understanding in decision-making.	The significance of media in society

Promoting the skill of enquiry, communication of topical, political and other issues.

Spec	Business content	Example	Citizenship content
4 and links to all other content areas	The market	Students following this specification have many opportunities for enquiry and communication. Topical issues are paramount in the study of business, political influences on business and business ethics are an intrinsic part of the study. In Coursework Assignment Option 4 they are required to consider methods of market research and they could carry out market research as a part of this assignment. In all coursework assignment options they are required to investigate, research and communicate in various ways.	Think about topical events by analysing information and its sources, including ICT based sources Justify orally and in writing a personal opinion about such issues, problems or events Contribute to group and exploratory discussion and take part in debates

Encouraging the skills of participation and responsible action on the life of educational establishments and/or communities.

Spec	Business content	Example	Citizenship content
Links to all content areas	All content areas	<p>Students could enter national or in-school competitions, set up and run mini-enterprises for charities, undertake work experience. In all of these examples they would be required to contribute and work within a team, take specific responsibility for an aspect and work with others in a responsible way. In undertaking assignments they could be required to take responsibility for different areas of investigation, negotiate with people inside and outside of school, work responsibly with others, work to deadlines and communicate their findings to others.</p> <p>This could be applied to any of the coursework assignment options.</p>	<p>Use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p> <p>Negotiate, decide and take part responsibly in both school and community-based activities.</p> <p>Reflect on the process of participating.</p>

Incorporating the wider curriculum

Throughout the delivery of this specification there are opportunities to address all areas of the wider curriculum outlined on p27-28. Examples of how each area of the wider curriculum might be addressed are shown in the Specification Guide as follows:

Key Skills page 14-19

ICT page 20

Education for Citizenship page 22

Spiritual, Moral, Ethical, Social and Cultural page 26

Environmental education, health and safety education and the European and global dimension page 26-27

On these pages, the most appropriate content areas have been identified for embedding the wider curriculum into the delivery of the content and working on the coursework assignments.

Spiritual, moral and ethical

Students are required to be aware of business ethics and to discuss their views. For example, Business Studies students could be required to discuss a moral dilemma such as the difference between taking a bar of chocolate from a shop without paying and taking home envelopes and paper clips from the workplace. In studying the content of specification content section 1.6 there are ethical issues concerning privatisation and shareholdings that could be discussed in a given context such as privatisation of the railways. In specification content section 2.3 when studying recruitment and selection, students should be considering the importance of equal opportunities and legislation concerning gender, race, pay, disability and sexual preference. The spiritual aspect could be considered through students being asked to organise an interview schedule which includes foreign applicants whereby consideration should be given to culture, religious festivals and other dates or days. In specification content section 4 students are required to understanding advertising ethics. Through all such activities they could reach an ethical judgement and express personal views.

Social

Students are required to consider values and attitudes that prevail in society and social groups by the nature of business studies and the requirement for students to work with others, eg to consider the environment, to consider effects on people in the workplace, to consider the impact of business activity on the community. Specification content section 1.5 gives opportunities through environmental tensions and pressure groups, specification content section 2.3 through recruitment and selection processes, and in specification content section 2.5 through motivation of employees.

Cultural

Encouraging consideration of group identity, belonging and behaviour is fundamental to the study of business. The cultural aspect is considered in particular through specification content section 1.6 when considering stakeholders and business organisations. It is up to the teacher to ensure that this work considers cultural needs and influences. Students could be asked to investigate cultural needs in terms of organising a business conference or exhibition, for example. Further opportunities are provided in specification content section 2.3 when dealing with equal opportunities and in specification content section 2.5 when studying motivation.

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

Knowledge and understanding of environmental issues is paramount to the location of business activity and consideration of a safe and secure working environment. Specification content section 1.2 considers primary, secondary and tertiary activities which could be addressed within coursework assignment option 1 and when making comparisons with other types of business during Term 1. Specification content section 1.3 requires consideration of the community within which business might be located and specification content section 1.4 requires students to consider government and EU influences on the location of business. Study in term 1 lends itself very well to this aspect.

Students develop knowledge and understanding of government and EU influences and legislation for health and safety through specification content section 1.4. This topic could be

delivered through requiring students to prepare a health & safety leaflet about legislation in the workplace, or could be through a health & safety policy developed for the organisation. In specification content sections 2.1 and 2.4 this will be linked to the roles and responsibilities of employees in terms of compliance and accountability, and through specification content section 2.4 when related to training of employees to understand health & safety regulations in relation to safe operation of equipment and responsible actions.

Knowledge and understanding of European developments is fundamental to the study of business. Specific areas where this might have a high focus are specification content sections 1.3 and 1.4 when considering possible location of business and the legal constraints and influences. Students might be required to investigate the feasibility of locating in Europe, and making comparisons with locating in the UK. Specification content section 3.1 might be addressed through the same investigation to consider possible external and internal sources of finance.

The scope for embedding the wider curriculum into subject teaching is relatively straightforward in business studies. The referencing provided for each specification content area, each term and each coursework assignment option is to highlight for teachers the opportunities available and to save them time in linking these aspects in schemes of work.

Textbooks and resources

Textbooks

Nuttall Chris – *Edexcel GCSE Business Studies* (Cambridge University Press)
ISBN 0521003644 (To be published July 2001)

Anderton Alain – *GCSE Business Studies (Causeway)* ISBN 0 070 84978 1

Borrington Karen, Stimpson Peter - *Business Studies Now For GCSE* (John Murray)
ISBN 0 7195 72223

Butler D – *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

Coursework Guide

Introduction

The aims of this guide are to support teachers in delivering the specification content and raising achievement of students in coursework by:

- providing an example of an assignment plan
- providing information on coursework requirements
- providing exemplification of assessment criteria
- suggesting a range of possible textbooks
- encouraging teachers to integrate the assessment criteria in planning work for students
- advising teachers that, linking performance to assessment criteria throughout specification delivery and coursework, raises achievement
- providing a check sheet for students to record their own progress and achievement in coursework against assessment criteria
- providing examples from coursework of pupil outcomes.

Assessment requirements

Students/centres will select **ONE** coursework assignment from the five provided by Edexcel. The coursework will be assessed by the teacher examiner using the Record Sheet and assessment criteria.

A 1503 ASSESSED COURSEWORK ASSIGNMENT IS . . .

the **ONE SELECTED FROM THE FIVE PROVIDED BY** Edexcel Foundation and assessed by the teacher using the Record Sheet.

Coursework assignment options are linked to the sections in this specification as listed below:

- 1 business activity and the changing environment
- 2 people in organisations
- 3 accounting and finance
- 4 marketing
- 5 production.

Teachers might encourage all students in the same teaching group to select the same coursework assignment from the five provided by Edexcel. This might be more manageable for teachers in terms of preparation, resources and assessment. Alternatively, teachers may allow students to choose the coursework assignment from the five provided.

Teachers should ensure that candidates capable of higher levels fully understand the criteria in order to reach their full potential.

Coursework will differentiate by outcome; the assessment of the assignment will be related to marking criteria designed to award positive achievement.

The nature of the coursework

One of the five coursework assignments concerns the marketing of a retail outlet. Below is:

- (a) the assignment taken from the specification;
- (b) an example of a plan for delivery to students.

ASSIGNMENT 4: Marketing Strategies (<i>Section 4 of the specification</i>)
Background work
<p>A new retail business (for example a greeting 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.</p> <p>You will need to investigate:</p> <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
<p>Prepare a marketing plan for your campaign.</p> <p>The plan must indicate:</p> <ul style="list-style-type: none">a alternatives you have considered;b the reasons for the decisions you have made. <p>Your marketing plan must contain evidence of having used information communication technology.</p>

ASSIGNMENT PLAN

You are thinking of setting up a new retail business (eg a florist, art supplies, sports shop etc) in your area. You know from your own knowledge of the area that similar shops already exist. You will have competition! Will your business be successful? Is there room in the market for your shop too?

You need to investigate the processes you would go through before opening your shop.

- What information would you need to find out before you started and how would you set about collecting it?
- Having gathered this information and analysed what it means, might you alter your original ideas for the business?
- Presuming you went ahead with the shop, how would you attract your customers? How could you advertise and promote your business?

YOUR MAIN TASKS ARE:

- 1 to conduct market research to find out who your target market will be;
- 2 to look at the results of the market research, decide what these results tell you and make any necessary changes to your original plans;
- 3 on the basis of your results, decide how you can best advertise and promote your new business, ie plan a **marketing campaign**.

You may use any appropriate method to present your report eg charts, tables, graphics and diagrams. You should try with each task to:

- provide some background theory eg notes from a textbook or from me
- give details of the alternative actions/methods which were open to you
- state your reasons for the decisions that you have made.

Use notes, textbooks, magazines, interviews, CD-ROMS the internet etc to help with answers, but always identify by name your sources of information at the end of the task.

TASK 1 – ACTION PLAN

ASSESSMENT CRITERIA

You must complete an action plan – this will be helpful for you as it will make you think of:

2.3/2.6

- what you have to do
- what information you need
- how or where you are going to get that information
- what alternative strategies there are if, for instance you cannot find the information you require.

You need not write in great detail, but give enough information to show that you know what you are doing and are in command of the situation!
Do not forget to include dates and use the action plan sheets provided.

You should find it helpful as it will make it clear in your own mind what each task entails.

TASK 2

Write a brief definition of marketing, using textbooks and notes to help you.

1.1/2.1
3.1

At the end of the definition, include the sources you used – put the name of the author(s), the book(s), the named person(s), the website etc. In order to find out whether your business will be successful, you need to find out who your potential customers or **target market** will be and what kind of products and services they will require. This information will also be needed when you come to decide how to promote and advertise your new business.

1.2/3.4

TASK 3

Draft a suitable questionnaire which will give you information on your target market and the products/services they require. 2.2

Word process the questionnaire, paying attention to presentation and spelling. 2.5/3.2/3.3

Send out your questionnaires – try to choose those who you think may have an interest in your kind of business (ie do not give one to great-granny if you are opening a windsurfing supplies shop!) 3.4

TASK 4

a) Explain why you produced the questionnaire. 1.1/2.1
b) What information do you hope to learn from the completed questionnaires and why this information is necessary to you. 2.1/4.1 (4.5)

c) Discuss the various other methods of market research you could have used. 1.5/1.7 3.6

Your shop is not the only one of its kind in the area. You should be able to assess what your competitors offer – there may not be sufficient demand in the area for two businesses offering exactly the same service or product.

TASK 5

Visit a shop or shops similar to the type you have chosen to open. Either through your own observations or by talking to the owner(s), make notes and answer the following: 3.1/3.4

a) the name of the shop, its type and its aims/objectives; 1.2/1.3

b) the shop's location and how important you consider this to be with regard to the shop's success; 1.6/4.3

c) the range of goods/services it offers; 3.1

d) what you consider the target market to be; 4.1

e) are there any ways in which d) has influenced b) and c)? 1.6/4.3/4.6

f) state what effects the opening of your shop might have on the community and existing business. You could present this in the form of advantages and disadvantages. 4.6/2.4 (2.7)

TASK 6 – MARKETING PLAN

Hopefully you and the class will have 15-20 questionnaires between you – you can now begin to prepare your **Marketing Plan**.

Take your completed questionnaires and:

- | | | |
|----|--|--------------------------|
| a) | You have to review your market research results – what information does the questionnaire data provide? | 3.3/3.5
4.1/4.4/(4.5) |
| b) | You may use any means to support and illustrate the results of the questionnaire. | 2.2/2.5/3.4 |
| c) | Discuss how your results will help you make decisions with regard to business location, target market, pricing etc. | (4.2)/4.1/4.3 |
| d) | Discuss the effectiveness of this kind of survey: as you carried it out; as it might be done in reality by a small business. | 4.2/1.4
4.5/3.6 |

The next part of your plan/report is to plan the Marketing Campaign to bring your business to the notice of the public.

- | | | |
|----|--|-----------------------------|
| e) | Discuss the main ways in which any business can promote and advertise its products/services and how legal constraints can affect how it does this. | 1.1/1.5/
2.4/1.7 |
| f) | Where possible get the costs for the promotion. This may affect your eventual choice of method(s). | 2.2/2.5/(3.7) |
| g) | Give your conclusions and final decisions on the promotional and advertising methods you have decided upon. | 2.7/2.9/
3.9/1.5/4.4/4.7 |
| | You should aim to be realistic in terms of cost and feasibility and you should provide some proof that you have taken these factors into account (eg details of costs of printing leaflets etc). | 3.7/3.8/(4.8) |
| | You could include any original promotional material, draft advertisements etc on which your marketing campaign depends. | |

REMEMBER

- always identify by name the sources of your information
- assessment criteria 2.8, 2.9, 3.8 and 3.9 will usually be awarded as overall marks at the end of your coursework assignment.

Good Luck!

Key issues for delivery

In the previous section there is an example of the planning required for the delivery of the coursework assignment. In this plan a number of key issues are apparent. These are:

- the assignment has been broken down into a number of discrete yet linked activities
- each task has been cross-referenced to assessment criteria
- assistance and guidance is given to students within the plan; the plan assumes that students have been given a working knowledge of the assessment criteria – remember this will also assist them in their preparation for the terminal examination
- a way of ensuring this working knowledge could be to use the Record Sheet or the Pupil Assessment Criteria Check Sheet (Appendix 1)
- students can also be assisted in raising their understanding and achievement by reference to the Sample Pupil Outcomes (also part of this Guide)
- through their knowledge of the assessment criteria students will understand that knowledge alone cannot gain them a high grade in coursework or in the terminal examination
- further preparation through delivery is to ensure that students also understand the link of command words to assessment objectives (page 13).

Ideas for projects

The philosophy of this specification is that coursework confirms effective teaching and learning and should not 'suffocate' the delivery process. In best practice the assignment is planned within the Scheme of Work and occurs naturally.

Teachers, however, may expand any one of the content areas or coursework assignments into a project that brings the required outcomes for coursework, but should bear in mind the word limitation on the submitted assignment.

Some of the assignment options lend themselves more easily to a project approach than others.

Should the teacher wish to undertake additional project work with students, the following suggestions may be appropriate:

- mini-enterprise for charity
- organise or take part in a competition
- visits to Disneyland Europe or other attractions such as National Trust properties or historical attractions, to participate in published education programmes
- organise events such as a business exhibition, business open day or presentation to another group
- organise an activity week around the theme of business
- undertake and report on a period of work experience.

Assessing students' work

ASSESSING THE ASSIGNMENT

The GCSE Business Studies Record Sheet has been designed for attaching to each assessed assignment submitted for moderation. It may also be used as a working document to enable teachers to keep an on-going record of progress.

The assessment criteria for this specification relate directly to the National Criteria for Business Studies and the GCSE grade descriptions.

It is essential that the piece of coursework is marked with the assessment criteria number from the record sheet in the margin where it is achieved, with the possible exception of assessment criteria 2.8, 2.9, 3.8 and 3.9 which will often be awarded as overall professional judgement at the end of the coursework assignment. The GCSE Business Studies Record Sheet should show ticks in the appropriate boxes with the total entered in the **TOTAL** box. **The Record Sheet should be fastened to the front of the Assessed Assignment.**

The following three pages show:

- (a) how to use the Record Sheet
- (b) the assessment criteria for coursework
- (c) the Record Sheet which must be used for recording the assessment and attached to the coursework samples that are submitted to Edexcel as part of the postal moderation procedures.

MODERATION

Purpose	To ensure consistency of interpretation - it is not a remarking exercise.
Method	By inspection of a sample of the centre's work, with a reserved right to visit.
Selection of sample	Sample indicated by Edexcel (highest and lowest mark also to be sent if not included in indicated sample).
Mark changes	If necessary by the Assistant Moderator with the agreement of the Principal Moderator.

More detailed information on moderation appears later in this guide.

Using the GCSE Business Studies (1503) Record Sheet

The purpose of the Record Sheet is:

- to enable teachers to plan coursework which directly targets the assessment criteria
- for use as a precise assessment tool by teacher examiners
- to help candidates understand the assessment objectives by which they will be examined in the Foundation and Higher Tier papers
- supported by examples of students' work (page 43) and a Pupil Check List (page 53).

Completing the Record Sheet

Candidates gain a 'tick' at any point on the Record Sheet when evidence is seen and annotated in the coursework.

Teacher examiners make this judgement in accordance with the criterion statements:

- ÷ at the most basic level the candidates demonstrate, identify, state, gather, record, collate;
- ÷ at the higher levels the candidates recognise, consider, develop, review, interpret, draw conclusions, make critical comparison, effectively address problems, make judgements and produce detailed evaluations.

The title in the box matches the marginal reference already annotated eg 1.1, 4.3. This needs to appear ONCE only although the teacher examiner may want to confirm this at other points.

With some criteria, eg 1.8, 3.9, the teacher examiner may annotate 'throughout' at the **front** of the coursework.

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. This sheet is for information and **not** for recording marks which must done on the Record Sheet shown on the next page.

		Marks
AO1	Demonstrate knowledge and understanding of the specified subject content (9 marks total)	
	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

GCSE BUSINESS STUDIES (1503) RECORD SHEET

Candidate Name:

Candidate No:

Centre Name:

Centre No:

1 DEMONSTRATE knowledge and understanding of the specified subject content (Each ticked box is equal to ONE mark)

- | | | | | | |
|---|--------------------------|--|--------------------------|--|--------------------------|
| 1.1 Demonstrate basic knowledge or identify basic factors | <input type="checkbox"/> | 1.4 Recognise constraints | <input type="checkbox"/> | 1.7 Consider alternatives | <input type="checkbox"/> |
| 1.2 Identify sources of knowledge - text, people, organisations, electronic - any 2 | <input type="checkbox"/> | 1.5 Recognise differences or check availability | <input type="checkbox"/> | 1.8 Show sound knowledge or recognise relationships | <input type="checkbox"/> |
| 1.3 Identify business aims or objectives | <input type="checkbox"/> | 1.6 Consider influences | <input type="checkbox"/> | 1.9 Show critical understanding or make comparisons | <input type="checkbox"/> |

2 APPLY knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues (Each ticked box is equal to ONE mark)

- | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|
| 2.1 State basic terms or concepts or theories | <input type="checkbox"/> | 2.4 Consider issues or legislation | <input type="checkbox"/> | 2.7 Recognise strengths and limitations of ideas used and make decisions | <input type="checkbox"/> |
| 2.2 Apply basic methods | <input type="checkbox"/> | 2.5 Apply methods relevant to topic | <input type="checkbox"/> | 2.8 Effectively address problem | <input type="checkbox"/> |
| 2.3 Prepare basic action plan or business plan | <input type="checkbox"/> | 2.6 Develop action plan or business plan | <input type="checkbox"/> | 2.9 Present action plan or business plan with supporting documentation | <input type="checkbox"/> |

3 SELECT, organise, analyse and interpret information from various sources to analyse problems and issues (Each ticked box is equal to ONE mark)

- | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|
| 3.1 Select a relevant source or gather basic information | <input type="checkbox"/> | 3.4 Gather additional information from a minimum of 3 sources or show some ability to organise and use | <input type="checkbox"/> | 3.7 Organise a systematic gathering of information from 4 sources | <input type="checkbox"/> |
| 3.2 Record information | <input type="checkbox"/> | 3.5 Review or interpret information | <input type="checkbox"/> | 3.8 Apply information to task and use effectively | <input type="checkbox"/> |
| 3.3 Collate information | <input type="checkbox"/> | 3.6 Consider alternatives | <input type="checkbox"/> | 3.9 Prepare a logical and comprehensive report or presentation | <input type="checkbox"/> |

4 EVALUATE EVIDENCE, make reasoned judgements and present conclusions accurately and appropriately (Each ticked box is equal to ONE mark)

- | | | | | | |
|--|--------------------------|--|--------------------------|--|--------------------------|
| 4.1 Make basic comments | <input type="checkbox"/> | 4.4 Consider results or make limited attempt at analysis and conclusion | <input type="checkbox"/> | 4.7 Evaluate outcomes and indicate possible improvements | <input type="checkbox"/> |
| 4.2 Relate conclusions to task | <input type="checkbox"/> | 4.5 Distinguish between facts and opinions and draw limited conclusions | <input type="checkbox"/> | 4.8 Produce a detailed evaluation, suggest and justify relevant improvements | <input type="checkbox"/> |
| 4.3 Make basic reference to financial or social or environmental effects | <input type="checkbox"/> | 4.6 Consider financial or social or environmental effects | <input type="checkbox"/> | 4.9 Link financial or social or environmental effects to suggestions | <input type="checkbox"/> |

NB Candidates may score at any point but Teacher Examiners and Moderators must be satisfied that the candidate is generally meeting the level indicated. Scripts must be annotated with **criteria codes** and this Record Sheet attached to scripts.

**TOTAL
(Max 36)**

Examples of students' work

DEMONSTRATE KNOWLEDGE AND UNDERSTANDING

- | | | |
|---|--|---|
| <p>1.1 The expansion of The Body Shop has been achieved by franchising . . . licencing to use the name, logo and expertise of an existing, well known business.</p> | <p>1.4 Business prospects will be better if the shop is located near a school or offices, though I am aware that other shops running the same business usually exist in such an area . . . another problem is the lack of financial resources for the purchase of large capital items . . .</p> | <p>1.7 <i>(Would expect candidates to demonstrate their knowledge of the difference between eg business organisation, methods of advertising, different sources of finance.)</i></p> |
| <p>1.2 My sources of information in this project are Case Studies about The Body Shop plc, its final accounts and Business Studies by Rene Huggett.</p> | <p>1.5 The business will be easier to control if we remain as a limited company as we can then decide who can and cannot buy shares. If we were a Plc anybody could buy shares on the Stock Exchange and the company could be taken over by the person with the most shares.</p> | <p>1.8 <i>(Would expect candidates either to demonstrate sound business knowledge or recognize relationships eg costs and revenue, roles and responsibilities, employer and employee.)</i></p> |
| <p>1.3 One of The Body Shop's main aims was to open shops in most countries in the world as well as to be committed to human rights and animal and environmental protection.</p> | <p>1.6 Dividends per share and dividend yield (figures given) can influence whether or not potential shareholders invest in the company. The dividend yield is important to investors - if they get more interest at a building society it may be worthwhile selling their shares.</p> | <p>1.9 <i>(Would expect candidates to demonstrate critical understanding by in-depth discussion of business issues or make critical comparisons.)</i></p> |

APPLY KNOWLEDGE AND UNDERSTANDING

- | | | |
|---|--|---|
| <p>2.1 One owner of a business is a sole trader who would do everything like going to the cash and carry, serving customers, keeping the books and taking all the risks.</p> | <p>2.4 To make sure nobody had any legal objection against me carrying out this survey I asked my teacher to issue permission letters in both English and Arabic as the school has had pupils arrested in the past. <i>(one issue - needs another)</i></p> | <p>2.7 <i>(Would expect candidates to recognise the strengths and limitations of the ideas they have used and make decisions - a SWOT analysis is acceptable IF decisions made.)</i></p> |
| <p>2.2 To do our market research we decided to give out questionnaires and collect information from four people each on Saturday morning in town.</p> | <p>2.5 Having done the break even graph we felt that we could go ahead with the plan as it showed that we would be in profit after selling 30 key rings.</p> | <p>2.8 <i>(All aspects of the problem will be seen to have been examined, appropriate methods will have been used and justified and there will be evidence of the correct use of business terms and concepts eg the drafting of a cash flow forecast based on accurate figures with some analysis of the results.)</i></p> |
| <p>2.3 I will analyse the results of the graphs and tables to enable the hypothesis to be answered as to whether the business has been improving or not and make suggestions as to how the business can be improved.</p> | <p>2.6 We will use batch production as this will save time and money with everyone making the same product. It will also be easier to check the quality at the end of the batch. This could encourage faster work and a bonus would be paid to the team with the lowest number of rejected goods.</p> | <p>2.9 <i>(All aspects of the problem will be seen to have been examined, appropriate methods will have been used and justified and there will be evidence of the correct use of business terms and concepts eg the drafting of a cash flow forecast based on accurate figures with some analysis of the results.)</i></p> |
-

SELECT, ORGANISE, ANALYSE AND INTERPRET INFORMATION

- 3.1** I went to see the bank manager and the local building society to get my information on borrowing money for a business.
- 3.2** *(Would expect to see any information recorded either textually, tabular, graphically, numerically etc.)*
- 3.3** *(Would expect to see information logically organised in the form of spreadsheets, databases, graphs, charts, texts etc.)*
- 3.4** *(Would expect to see evidence of information gathered from THREE named sources and documented appropriately.)*
- 3.5** The mark up results are good because the percentage is high and they increase each year *(figures shown)*. Although the net profit margin decreases, the mark up increases - it implies that expenses increase.
- 3.6** I could organise this information in two ways; either as table or as a graph because . . . a table would allow . . . whereas a . . . graph would . . .
- 3.7** *(Would expect to see evidence of systematic gathering and recording throughout, having used FOUR named sources - electronic, organisation, person, text.)*
- 3.8** *(Would expect to see information used appropriately with specific reference to the task(s) with the effectiveness being judged against the relevance of the information selected, its organisation and application.)*
- 3.9** *(Would expect to see evidence of selection, organisation, interpretation, clear analysis of information from a wide range of sources either in a report or formal presentation.)*

EVALUATE EVIDENCE

- 4.1** The figures show The Body Shop has not got a very high net profit margin that implies the firm is not very good at controlling costs.
- 4.2** When new employees were trained in the factory they kept getting interrupted so it was agreed that in future all training would take place at the College.
- 4.3** By engaging the employees I will be helping Cairo and the wider Egyptian economy in a small way by reducing unemployment.
- 4.4** *(figures shown)* It implies that the debtors pay back debts more quickly. This is good because getting back the money quickly means stronger liquidity and more money for reinvestment.
- 4.5** *(Stating a hypothesis and then either proving or disproving it.)* The cash flow gave an estimate of the amount likely to be made and spent in the first 12 months. However the actual income and expenditure showed that LE40,000 and not LE30,000 had to be invested. This improved overall cash-flow
- 4.6** Most of its expansion is in Asia but unfortunately the economy there is not very good at the moment so it may be difficult to expand and so the profitability ratios may not improve.
- 4.7** My marketing research indicates there is a demand for photocopying in Cairo. My cash flow starts to show positive a few months after starting the business. Profits in the first year would be modest. This is not a cause for concern as most businesses have a difficult time in their initial period. *(Needs another of each.)*
- 4.8** *(Would expect the candidate to have made reasoned judgements, drawn accurate conclusions related to the evidence selected and made justifiable recommendations for improvements.)*
- 4.9** *(Would expect the candidate to have made reasoned judgements, drawn accurate conclusions related to the evidence selected and made justifiable recommendations for improvements.)*

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.

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.

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

Candidate Name	Number	Marks	
NEW ALAN* SP	3200	0	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
OTHER AMY* SP	3201	5	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
SMITH JOHN AW	3202	47	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
WATTS MARK* SP	3203	ABS	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
STEVEN JANE AW	3204	136	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
JONES ANN* AW	3205	40	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
PATEL RAJ* AW	3206	207	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
WEST SARA SP	3207	W	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+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.**

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 teachers 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.

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 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 Guide 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:

- specification (order code: UG009142)
- specimen papers (order code: UG009325)

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

- 1 Pupil assessment criteria check sheet
- 2 Annotated examples of coursework extracts
- 3 Guide to acceptable format for business documents
4. Appendix 4

Pupil Assessment Criteria Check Sheet

Appendix 1

1 DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE SPECIFIED SUBJECT CONTENT

What do you know and understand about business? Show evidence of your knowledge when you are writing about what you are doing or what you have done in this project. You will only gain high marks if your work clearly shows that you have considered what might influence how a business works and why and how it might make decisions.

1.1 Write a few sentences about the business or problem you are studying, using business language or terms.

1.4 What might stop the business doing what it wants to do? eg competition, access to site, location, planning permission, finance.

1.7 Have you shown your knowledge by considering alternatives? eg different types of business organisation, different methods of advertising.

1.2 Have you named TWO sources from electronic, organisation, person and text.

1.5 Have you checked what is available to deal with the task? eg types of loan and who gives them, different types of production or communication, different ways of recruiting or training staff.

1.8 Have you fully explained business relationships or made comparisons to show that you have thought through the task fully? eg effect of advertising on market/demand/sales/revenue, chain of command, span of control, capital investment and return.

1.3 Have you said what the business is working towards or wants to do? eg make a profit, expand, diversify.

1.6 Have you thought about what influences affect the business? eg market trends, time of year, industrial action, media, location, competition, finance.

1.9 Does your work show that you have a good understanding of business by fully describing what you have thought about? Have you compared different aspects? eg public and private business - with all the differences and influences fully discussed.

Tick the box and note on your work in pencil in the left margin (eg 1.2) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

2 APPLY KNOWLEDGE AND UNDERSTANDING USING APPROPRIATE TERMS, CONCEPTS, THEORIES AND METHODS EFFECTIVELY TO ADDRESS PROBLEMS AND ISSUES

How have you used what you know? Show that you can use business terms, that you understand how business decisions are made and how ideas are developed. High scores will only be achieved if you have used what you know in planning and justifying decisions. You must show evidence by presenting a full business plan or report. Remember that it is not possible to give you full examples, they are only a guide to the level of evidence required.

2.1 Write a few sentences about the business or problem you are studying, using business language or terms.

2.4 Have you thought about the issues? eg planning permission, laws which affect business.

2.7 Have you shown that you have thought about strengths and weaknesses of your ideas and fully described your decisions?

2.2 Have you used business terms or ideas? eg have you used your knowledge of marketing mix or sales promotion in a business setting.

2.5 Have you used any business techniques, such as cash flow forecasting, to estimate sales, market research, record keeping?

2.8 Have you fully explained all aspects of the task? eg controlling a budget, staff recruitment and training, reporting to shareholders..

2.3 Have you prepared an outline action plan or business plan to show what you or the business intends to do?

2.6 Have you shown how your ideas have been taken further by thinking about other factors and developing a business plan to include more detail? eg supply of materials, cost of equipment, staffing, use of technology

2.9 Does your report or business plan fully cover all areas? Have you included graphics, tables or other evidence? Is it written in appropriate business language and presented in an appropriate business style?

Tick the box and note on your work in pencil in the left margin (eg 1.2) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

3 SELECT, ORGANISE, ANALYSE AND INTERPRET INFORMATION FROM VARIOUS SOURCES TO ANALYSE PROBLEMS AND ISSUES

Have you gathered information from a range of sources and used different methods? High scores will only be achieved if you have used at least FOUR sources and methods to collect information. Show that you understand and have analysed the information in relation to the task. Consider alternatives and communicated it all in a report or other presentation. Remember that it is not possible to give you full examples, they are only a guide to the level of evidence required.

3.1 Have you gathered basic information or shown where you will gather it from? eg from businesses, consumers, annual reports, newspapers. *(Have you included examples of your research and listed the most important sources you found?)*

3.4 What **additional** information from **other** sources have you used or included in your business plan, report or other presentation?

3.7 Have you named and used ALL FOUR sources and different methods and sources systematically and in relation to the task? eg showing evidence of letters, questionnaires, interviews etc using a variety of people, places or texts.

3.2 Have you kept a record of information gathered? eg sales figures, mailing list of suppliers, price list, age range and responses from consumers.

3.5 Have you said what the information means and explained it? eg reduced sales in Summer months because . . . or no local supplier of fresh goods which means

3.8 Have you analysed the information to make decisions about this project? eg as sales are low in the Summer we need to offer a different product or service at that time. From the popularity of . . . shown in responses from . . . the company has decided to . . . which should result in . . .

3.3 Have you brought together the information gathered? eg entered in a spreadsheet or database, prepared a table or chart, included in a booklet, plan, report or presentation.

3.6 Have you thought about **other ways** of gathering information or **other** information you could have used?

3.9 Have you presented the information in a full business style report with integrated graphics or tables (not just fastened on a separate sheet with no link), or used another full method of presentation such as a talk with notes, overhead transparencies and handouts?

Tick the box and note on your work in pencil in the left margin (*eg 1.2*) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

4 EVALUATE EVIDENCE, MAKE REASONED JUDGEMENTS AND PRESENT CONCLUSIONS ACCURATELY AND APPROPRIATELY

Have you considered all that you have done? High scores will only be achieved if you have considered all the factors, thought about the results and justified your ideas giving suggestions for possible improvements. You should have made judgements, drawn conclusions and linked economic, social or environmental effects to the task. Remember that it is not possible to give you full examples, they are only a guide to the level of evidence required.

4.1

Have you made basic comments which show that you have thought about your business decisions? eg we had to think again about borrowing from a bank because the interest was too high.

4.4

Have you shown that you have thought about the results and drawn some conclusions? eg because the company had not considered the cost of re-training staff in calculating the costs of introducing technology . . . raise additional finance.

4.7

Have you looked at the outcomes and thought about how or what **improvements** could be made? eg if D Walters bought a word processor he could keep a mailing list of all his customers stored on a disk . . . this would save time and would look more business-like.

4.2

Are the conclusions you have drawn relevant to the task you were set? eg in comparing the two companies we had to consider size and status, ownership, management structure, capital equipment and other assets, staffing.

4.5

Have you shown the difference between facts and your own or others' opinions? Were the results of your research what you expected? eg Hoover thought that their free air tickets would be a marketing success but it proved to be marketing disaster because . . .

4.8

Have you fully described your main decisions or conclusions and clearly stated why you made them? They should be properly discussed using business terms and language. This must be presented logically using any form of presentation eg handwriting, DTP, word processing.

4.3

Have you mentioned that decisions or actions might affect prices, profits, world economy, staff, managers, community, local area, ozone layers, green issues etc? *(You do not have to mention all of them.)*

4.6

Have you thought about what the effect will be on prices, profits, local or world economy, staff, managers, community, local area, ozone layer, green issues, etc? *(You do not have to consider the effect on all of them.)*

4.9

Have you explained any economic, social or environmental effects that might occur because of your decisions and recommendation about the business? eg expand by selling milk in cartons for home freezers . . . no supermarkets. May affect milk rounds . . . loss of franchise . . . problems. No Milk Marketing Board controlling price.

Tick the box and note on your work in pencil in the left margin (eg 1.2) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

Appendix 2

Annotated Examples of Coursework Extracts

The following examples show how the Teacher Examiner annotates, in the right hand margin, evidence of meeting the assessment criteria.

Information sources

Business Studies by Chambers, Hall and Squires

Internet: www.Tesco.co.uk

Lloyds Bank plc for leaflets on starting a small business

Mr Gerald Jones, manager of Lloyds Bank, Anytown

1.2

The main aims of my business are survival, profit and expansion . . .

1.3

Survey of mobile phones used by Sales Team

Manufacturer	Number
Nokia	12
Ericsson	3
Phillips	2
Samsung	1
Motorola	2

3.1

3.2

Information needed	Sources	Finished by	Problems and comments
include what the piece of work is about	use Business Studies by Chambers, Hall and Squires and teacher Mr Smith	21 Jan	introduction was very easy to do because of guide sheet from Mr Smith
market research – include a definition and reasons why I am doing market research, also different methods I will use, graphs, results and conclusions	as above	4 Feb 10 Feb	this was a bit difficult when I had to explain it all in detail, doing the graphs was easier because I used a spreadsheet
advertising, include a definition and state decisions and why they were good	Mr Smith and Mr Haleel – teachers	13 Feb 27 Apr	enjoyable learning about advertising, conclusion was easier because of research

2.3

2.6

The candidate considered three different ways of selling their product.

For each method, the candidate went into details of the strengths and weaknesses of the method.

2.7

Two methods were then selected and reasons for these decisions given.

The candidate commented on the likely responses to the questions on the questionnaire.

The questionnaire was then applied and analysed.

4.5

*The candidate compared the **facts** gathered from some questions with the **opinions** in response to other questions, and drew limited conclusions. Candidate stated two outcomes regarding communication systems and indicated two improvements that would lead to greater efficiency.*

Candidates are expected to make judgements on at least two outcomes as a result of their investigations, and must suggest more than one improvement.

4.7

The candidate's evaluation related to minimising staff's span of control that reduces pressure and makes work load more manageable.

From this evaluation a number of judgements were made and recommended improvements suggested. Each of these recommendations was then justified with reasons, potential and outcomes within the context. eg

First improvement – greater delegation to staff

Justification – saving money, improved co-ordination and better motivation

4.8

Second improvement – set up weekly meetings

Justification – maintain flow of information in a formal context

Guidance is given on the next four pages, on pages 41-42 and in *Appendix 1*.

Criteria	Candidate's work	Commentary
1.1	<i>The expansion of the Body Shop has been achieved by franchising . . . licencing to use the name, logo and expertise of an existing well known business.</i>	Candidate has identified basic knowledge about franchising and knows that some of the factors concerning franchising includes use of well known name, recognisable logo and availability of expertise of the franchiser.
1.2	<i>My sources of information in this project are Case Studies about The Body Shop provided by them and Business Studies by Rene Huggett.</i>	Two different sources have been named (<i>identified</i>): these are the case studies provided by Body Shop (<i>organisation</i>) and Business Studies (<i>text</i>).
1.3	<i>One of The Body Shop's main aims was to open shops in most countries in the world as well as to be committed to human rights and animal and environmental protection,</i>	There have to be two aims for this criteria to be awarded. In this example the two are: expansion (<i>open shops in most countries</i>) and ethical (<i>animal and human rights</i>).
1.4	<i>Business prospects will be better if the shop is located near a school or office, although I am aware that other shops running the same business usually exist in such an area . . . another problem is the lack of financial resources for the purchase of larger capital areas.</i>	A minimum of two constraints have to be recognised. In this example the candidate has recognised the constraints of competition (<i>same businesses usually exist in such an area</i>) and of lack of finance (<i>lack of financial resources</i>).
1.5	<i>The business will be easier to control if we remain as a limited company as we can then decide who can and cannot buy shares. If we were a Plc anybody could buy shares on the Stock Exchange and the company could be taken over by the person with the most shares.</i>	A minimum of two differences have to be recognised. In this example the candidate has recognised differences in share ownership between a Ltd and a plc, and of control.
1.6	<i>Dividends per share and dividend yield (figures given) can influence whether or not potential shareholders invest in the company. The dividend yield is important to investors - if they get more interest at a building society it may be worthwhile selling their shares.</i>	The Candidate must show more than just knowledge about influences. In this example the candidate has considered one influence, dividends, and demonstrates thought and not just basic knowledge. A second influence would be required before the award could be made eg the influence of changes in interest rates would have been thought about by the candidate.
1.7		Candidates must demonstrate their knowledge and understanding of alternative possibilities such as business ownership, methods of advertising, different sources of finance and then consider them in the context of the problem.
1.8	<i>The work that will achieve these awards will not be found in a single sentence. Candidates will be working at the higher levels of skills, knowledge and understanding.</i>	Candidates either demonstrate sound business knowledge and understanding through in-depth use of knowledge and understanding or recognise relationships eg between costs and revenues, roles and responsibilities, franchiser and franchisee.
1.9		Candidates have to demonstrate critical understanding through in-depth discussion of business issues which demonstrates a high level of business knowledge or make comparisons eg between Ltd and plc, loan and overdraft.

Criteria	Candidate's work	Commentary
2.1	<i>One owner of a business is a sole trader who would do everything like going to the cash and carry, serving customers, keeping the books and taking all the risks.</i>	Candidate has identified a basic term (<i>sole trader</i>) and has also identified a basic concept (<i>taking all the risks</i>).
2.2	<i>To do our market research we decided to give out questionnaires and collect information from four people each on Saturday morning in town.</i>	Candidate has applied a basic method by giving out questionnaires to gather information. (<i>copies of completed questionnaires were included in coursework assignment</i>) A second basic method would be required for the award, eg a graph.
2.3	<i>I will analyse the results of the graphs and tables to enable the hypothesis to be answered as to whether the business has been improving or not and make suggestions as to how the business can be improved.</i>	This is a basic action plan as the candidate states, simply, what will be done.
2.4	<i>To make sure nobody had any legal objection against me carrying out this survey I asked my teacher to issue permission letters in both English and Arabic as the school has had pupils arrested in the past.</i>	Candidate has considered the issue of carrying out a survey in a public place and has given a solution (<i>has thought about the issue</i>). Another issue would be required for the award, eg the need to ensure that data gathered is held securely.
2.5	<i>Having done the break even graph we felt that we could go ahead with the plan as it showed that we would be in profit after selling 30 key rings.</i>	Candidate has used a break-even graph and has set this method in a relevant context. A second method would be required for the award, eg a cash-flow forecast.
2.6	<i>We will use batch production as this will save time and money with everyone making the same product. It will also be easier to check the quality at the end of the batch. This could encourage faster work and a bonus would be paid to the team with the lowest number of rejected goods.</i>	Candidate has developed the business plan through the application of quality control and increased productivity.
2.7	<i>The work that will achieve these awards will not be found in a single sentence. Candidates will be working at the higher levels of skills, knowledge and understanding.</i>	Would expect candidates to recognise the strengths and limitations of the ideas they have used and make decisions - a SWOT analysis is acceptable IF more than one decision is made.
2.8		All aspects of the problem will be seen to have been examined, appropriate methods will have been used and justified and there will be evidence of the correct use of business terms and concepts eg the drafting of a cash flow forecast based on accurate figures with some analysis of the results.
2.9		The business or action plan fully covers all appropriate areas. It will include graphics, tables or other evidence and will be presented in appropriate business style, eg a report, using business language.

Criteria	Candidate's work	Commentary
3.1	<i>I went to see the bank manager and the local building society to get my information on borrowing money for a business.</i>	Candidate has selected a relevant source. <i>(ie the bank manager)</i>
3.2		Candidate used different formats for recording information, eg text, tables, graphs
3.3		Candidates could demonstrate this through a single page where there is data, followed by a graph, followed by a review or interpretation. This could also be awarded where a leaflet has been produced and the information is drawn together in a logical sequence.
3.4		Candidate will gain this award either from identifying three sources of additional information or showing some ability to organise and use the information they already have.
3.5	<i>The mark up results are good because the percentage is high and they increase each year (figures shown). Although the net profit margin decreases, the mark up increases - it implies that expenses increase.</i>	Candidate has analysed the data gathered and has reviewed the position year-on-year.
3.6	<i>I could organise this information in two ways; either as table or as a graph because . . . a table would allow . . . whereas a . . . graph would . .</i>	Candidate has considered alternative ways of organising their information and given a justification for each way. <i>(thought about organisation of information)</i>
3.7	<i>The work that will achieve these awards will not be found in a single sentence. Candidates will be working at the higher levels of skills, knowledge and understanding.</i>	Candidate must have information from the four sources, and there has to be evidence of the system that the candidate used to gather information from those sources.
3.8		Candidate will use information appropriately in the context of the tasks and the effectiveness is judged against the relevance of the information selected, its organisation and application.
3.9		The candidate's coursework will be in an acceptable report format and follow a logical sequence from stating the problem through to recommendations and conclusions.

Criteria	Candidate's work	Commentary
4.1	<i>The figures show The Body Shop has not got a very high net profit margin that implies the firm is not very good at controlling costs.</i>	Candidate has made a basic comment. <i>(the firm is not very good at controlling costs)</i>
4.2	<i>When new employees were trained in the factory they kept getting interrupted so it was agreed that in future all training would take place at the College.</i>	Candidate has drawn a conclusion on the suitability of the training method to be used. <i>(in future all training would take place at the College)</i> A second conclusion would be needed for the award, eg if training were to take place at the College this would increase training costs.
4.3	<i>By engaging employees I will be helping the local community and the wider UK economy in a small way by reducing unemployment.</i>	Candidate has made a basic reference to two social effects. <i>(helping the local community by reducing unemployment)</i>
4.4	<i>(figures shown) It implies that the debtors pay back debts more quickly. This is good because getting back the money quickly means stronger liquidity and more money for reinvestment.</i>	Candidate has made a limited attempt at analysis in the references to the payment of debts and has indicated a conclusion by stating that more money would be available for re-investment.
4.5	<i>(Stating a hypothesis and then either proving or disproving it.) The cash flow gave an estimate of the amount likely to be made and spent in the first 12 months. However the actual income and expenditure showed that £40,000 and not £30,000 had to be invested. This improved overall cash-flow.</i>	Candidate has stated a hypothesis <i>(opinion)</i> and then referred to the actual result <i>(fact)</i> and drawn a conclusion <i>(improved cash-flow)</i> . A second set of fact/opinion/conclusion is required for the award eg candidate could have designed a questionnaire that includes questions requiring fact and opinion from respondents. The conclusion would come from an evaluation of the way in which each type of question worked.
4.6	<i>Most of its expansion is in Asia but unfortunately the economy there is not very good at the moment so it may be difficult to expand and so the profitability ratios may not improve.</i>	Candidate has thought about a financial effect. <i>(profitability ratios may not improve)</i> A second effect would be required and this could be the effect on pricing policies of low labour costs in Asia.
4.7	<i>The work that will achieve these awards will not be found in a single sentence. Candidates will be working at the higher levels of skills, knowledge and understanding.</i>	Candidate would have evaluated the work, stated more than one outcome and then for each outcome indicated at least one improvement eg in a marketing plan the candidate would evaluate the plan and reconsider promotional methods.
4.8		Candidate would have made reasoned judgements, drawn accurate conclusions related to the evidence, selected and made justifiable recommendations for improvements.
4.9		Candidate would have explained economic, social or environmental effects that occurred because of decisions and recommendations related to the problem.

*Assuming letter-headed paper.
Letter is fully blocked and with open punctuation.)*

Ref SJ/MAB

24 July 2003

Ms K Singh
57 Western Avenue
Chelmsford
CM20 7AH

Dear Ms Singh

STAFF TRAINING

Further to our telephone conversation of 23 July 2003, I enclose a draft programme for the training session you will be running in the Training Centre on 15 September 2003.

Details to assist with your planning for the day are as follows:

- (a) five staff already using IT but with no network experience;
- (b) three staff with no IT experience but with keyboarding skills.

Should you require further information please let me know.

Yours sincerely
ECTA ENTERPRISE

Sylvia Judas
Systems Manager

A GUIDE TO ACCEPTABLE FORMAT FOR THREE BUSINESS DOCUMENTS

Candidates should be taught to use these formats for use when presenting

- ÷ a formal business letter
- ÷ a memorandum
- ÷ a formal report (coursework)

MEMORANDUM

To M Carr, Caretaker
From D Terry, Exhibition Organiser
Date 24 July 2003
Ref DT/PM

Software Exhibition

Could you ensure that there are enough tables and chairs available in the main hall to accommodate the 60 exhibitors. In addition, the Fire Prevention Officer has arranged to be here at 10.30 am on 23 July 2003

Reported to Margaret Cooper, Training Officer

Reported by Jeremy Bundle, Health & Safety Officer

Date 24 July 2003

Title **Inspection by Fire Prevention Officer**

1 Fire and Emergency Regulations

- 1.1 All emergency procedure notices should be displayed in a prominent position in all rooms.
- 1.2 Notices and signs must not be obscuring glass doors.
- 1.3 All fire exits must be clearly marked and not obstructed.
- 1.4 Fire doors must be kept closed at all times.

2 In case of Fire

- 2.1 All employees must be aware of assembly points.
- 2.2 Employees must leave the building immediately in the event of a fire.

3 Fire Fighting Equipment

- 3.1 The alarm system must be tested weekly and checked annually.
- 3.2 All extinguishers must be checked annually.
- 3.3 Each room must have an extinguisher in a prominent position.

Appendix 4 – Changes old to new

The GCSE specification guide for Business Studies is designed to build upon the successful features of previous Edexcel GCSE Business Studies syllabuses.

Content

The number of content areas has been reduced. Each content area now has a specific focus that is stated at the start of each area. This guide contains a scheme of work that provides further exemplification of the subject content.

Context

The practice of pre-issuing a context at the start of Year 11 will continue. The context will remain based on a real business.

Assessment of coursework

Candidates will submit one coursework assignment from the five provided by Edexcel, each of which is related to one of the areas of the subject content. This assignment will be assessed using the assessment criteria and Record Sheet.

Coursework is 25% of the total assessment and is assessed by the teacher examiner. Procedures for postal moderation remain the same.

Assessment of terminal examination

The terminal examination has two levels of entry (Foundation and Higher) and is 75% of the total assessment.

Question 1 on the Foundation paper has 10 multiple-choice questions. The remaining 10 marks are short answer questions. The structure of the rest of the Foundation and Higher papers is unchanged with an incline of difficulty throughout the papers and two common questions for Foundation and Higher papers.

The time allocation for the terminal examination is two hours.

Mark scheme

Those questions requiring an extended response from candidates and targeted at AO3 and AO4 will now be marked using levels of response.

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

Order Code UG009830 March 2001

For more information on Edexcel qualifications please contact our
Customer Response Centre on 020 7393 4500
or E-mail: enquiries@edexcel.org.uk
or visit our website: 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