

OCR GCSE (SHORT COURSE) IN BUSINESS STUDIES

1051

Key Features

- Choice between coursework and written paper based on a pre-released business scenario.
- Co-teachable with OCR GCSE Business Studies A.
- Certificate of Achievement currently being developed to be co-teachable with the full and short course.
- An accompanying textbook endorsed by OCR is due to be published in June 2001. (Subject to OCR's quality assurance procedure before publication.)

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870-870-6622, fax 0870-870-6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870-870-6622, fax 0870-870-6621).
- Coursework guidance materials.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre, on the moderation of internally assessed work.


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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

OCR GCSE (SHORT COURSE) IN BUSINESS STUDIES (1051)

SECTION A: SPECIFICATION SUMMARY

TIERS

The full range of GCSE Grades from A* to G is available. Candidates will be entered for either the Foundation Tier or Higher Tier.

COMPONENTS

All candidates will take two components. They will complete a 1½ hour question paper and either a coursework assignment or a question paper based on a pre-seen Case Study.

QUESTION PAPERS

The question paper will assess the specification content.

Questions in the Case Study paper will be based on a pre-seen business scenario. The content of the scenario will be a reduced version of that used for the linear GCSE Business Studies full course (Business Studies A) Case Study paper.

ENTRY OPTIONS

Candidates will enter either for the Foundation Tier or the Higher Tier. Tiered papers will be available for all externally assessed components.

INTERNAL ASSESSMENT

Coursework will be internally assessed and externally moderated by post.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

The specification has been developed so that it provides a challenging and yet rewarding learning experience for those candidates who wish to study Business Studies at GCSE but who do not require full certification.

The specification content is designed to reflect the ways in which business operates in a modern day mixed economy. Study of the specification will provide a valuable insight into the working of a modern economy.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE (Short Course) in Business Studies.

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

OCR offers a linear GCSE Full Course in Business Studies (Business Studies A) and at the time of publication are developing a Certificate of Achievement in Business Studies. Both specifications are co-teachable with the GCSE Short Course Business Studies. The specification content of the Short Course is approximately half of that of the Full Course, and is based on the Core section of the specification content. The business scenario used in the Case Study option is the same for the Full and Short Course (although the scenario is less detailed for the Short Course). The coursework assignment for the Short Course is based on that of the Full Course and is marked to the same assessment criteria.

OCR also offers a Modular full course GCSE in Business Studies (Business Studies B), which has some links with the content of the Short Course. The coursework assignment for the Short Course is based on that for Business Studies B (which is also the same as for Business Studies A), and will be marked against the same assessment criteria. However, the approach and methods of external assessment for the specifications are significantly different.

There is some overlap with Module 3 of OCR's GCSE Humanities specification, particularly in relation to the organisation of business activity, the promotion of products and services, different types of working practice and methods of reward.

GCSE Short Course Business Studies also has some links with the content of the OCR Foundation and Intermediate GNVQ in Business, although the approach and assessment methods of the specifications are significantly different. The table overleaf gives a detailed breakdown of these links.

GCSE Business Studies Short Course Subject Content	Part One Foundation GNVQ and Foundation GNVQ Business		Part One Intermediate GNVQ and Intermediate GNVQ Business	
5.1 External Environment of the Business	Unit 2	Stakeholders	Unit 1	Business objectives
			Unit 2	Stakeholders
			Unit 3	International markets
5.2 Business Structure, Organisation and Control	Unit 1 and 2	Types of business organisation	Unit 1	Internal organisation
			Unit 2	Ownership; types of organisation; limited and unlimited liability
5.3 Business Behaviour	Unit 3	Finance – profit and loss	Unit 3	Finance – profit and loss
			Unit 7	Division of markets; promotion
5.4 People in Organisations	Unit 6	Payment systems; motivating workers; training and staff development	Unit 6	Payment systems; training and staff development; managing and motivating workers; recruitment

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE Short Course specification **may not** also enter for any other GCSE specification in the same examination series with Business Studies in the title. (This includes Business Studies and Economics joint courses.)

Candidates who enter for this GCSE Short Course **may** however also enter for any GNVQ specification with the certification title Business in the same examination series. They may also enter for any NVQ qualification.

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

Centres should be aware that candidates who enter for more than one GCSE Short Course qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 3210.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

This course aims to give candidates an understanding of the dynamics of business activity. The understanding must be rooted in current theory and practice and must reflect the integrated nature of organisations and their decision making processes.

A course based on this specification should enable candidates to:

- use relevant terminology, concepts and methods and recognise the strengths and limitations of the Business Studies ideas used;
- apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
- develop knowledge and understanding of the major groups and organisations within and outside business and consider ways in which they are able to influence business objectives, decisions and activities;
- develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop skills of numeracy, data handling, literacy, discovery, selection and employment of relevant sources of information, presentation and interpretation;

Not all of these aims can be readily translated into assessment objectives.

3 Assessment Objectives

Candidates should be able to:

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

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Under no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1 and 3 or 5	Candidates take components 2 and 4 or 5
A		
B		
C		
D		
E		
F		
G		

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 Foundation Tier	1 hour 30 minutes	75%
2	Paper 2 Higher Tier	1 hour 30 minutes	75%
3	Case Study Paper Foundation Tier	1 hour	25%
4	Case Study Paper Higher Tier	1 hour	25%
5	Coursework	-	25%
85	Coursework Carried Forward		25%

4.3 QUESTION PAPERS

All question papers will be in the style of question and answer books.

The written question papers will consist of up to four compulsory questions based on brief business scenarios. The papers will be marked out of 100 marks, two of which will be awarded for Quality of Written Communication. There will be one question paper for each Tier.

The Case Study papers will consist of up to five compulsory questions based on a pre-seen Case Study of a business scenario. Candidates will not be allowed to take notes or annotated versions of the Case Study into the examination room. A new copy of the Case Study will be issued with the questions. There will be one question paper for each Tier. The papers will be marked out of 60 marks, four of which will be awarded for Quality of Written Communication. The Case Study papers will be externally marked.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Foundation Tier

	AO3.1	AO3.2	AO3.3	AO3.4	Total
Paper 1	25	20	12	18	75
Case Study & Coursework	-	5	13	7	25
Overall	25	25	25	25	100

Higher Tier

	AO3.1	AO3.2	AO3.3	AO3.4	Total
Paper 2	25	20	12	18	75
Case Study & Coursework	-	5	13	7	25
Overall	25	25	25	25	100

4.5 ENTRY OPTIONS

All candidates should be entered for 1051 with one of the following option codes:

Option Code	Title	Components
FA	Foundation Tier with Coursework	1, 5
FB	Foundation Tier with Case Study	1, 3
HA	Higher Tier with Coursework	2, 5
HB	Higher Tier with Case Study	2, 4
FC	Foundation Tier with Coursework Carried Forward	1, 85
HC	Higher Tier with Coursework Carried Forward	2, 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6 INTERNAL ASSESSMENT (COURSEWORK)

Candidates taking the Coursework option will submit an assignment on an investigation into a business situation. Coursework titles are given in Section 7.1. The work should be approximately 1250 words in length and should represent approximately five hours work.

Full details of internal assessment can be found in Section 8.

4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- Present relevant information in a form that suits its purpose.
- Ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The quality of written communication will be assessed in all components.

It will be assessed through assessment objectives 3.2, 3.3 and 3.4.

ICT will not be specifically assessed in this specification, but opportunities to utilise ICT and opportunities for the assessment of the IT Key Skill will be signposted throughout the specification.

4.8 DIFFERENTIATION

Differentiation will be achieved by tiered papers in the terminal examination and by outcome in the coursework.

4.9 AWARDING OF GRADES

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

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

Grade C

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

Grade A

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

SECTION C: SPECIFICATION CONTENT

5 Specification Content

5.1 EXTERNAL ENVIRONMENT OF THE BUSINESS

 C1.1-1.3, N1.1, IT1.1-2.3, WO1.1-1.3

 1e, 1f, 1h, 1i, 1j


(a) Business Activity

- Business activity as a means of adding value and satisfying customer needs in the competitive environment.
- Classification of firms into primary, secondary and tertiary categories.
- Major business objectives and their importance.
- Stakeholders involved in business activity.

(b) The Changing Business Environment

- Key features of the structure of the UK economy.
- International opportunities for business activity in the global economy including the effects on UK business of membership of the EU.
- The impact of changing technology on business.

5.2 BUSINESS STRUCTURE, ORGANISATION AND CONTROL

 C1.1-2.3, N1.1



 1e


(a) Ownership and Internal Organisation

- Main types of business organisation; sole traders, and public limited companies. Main features, control and distribution of profits.
- Limited and unlimited liability.
- Internal organisation; roles and relationships of personnel in business.

(b) Financing Business Activity

- Short and long term needs of the business.
- Internal and external sources of finance for business.
- Factors affecting the methods of finance chosen.

5.3 BUSINESS BEHAVIOUR

 C1.1-2.3, N1.1-2.3, IT1.1-2.3, WO1.1, LP1.1, PS1.1 - 1.3



 1e, 1f

(a) Marketing

- Using primary and secondary market research to identify customer needs.
- Segmentation: division of markets into segments, deciding at which segments to aim.
- The main elements of the marketing mix: product, price, place and promotion.


(b) Production

- Using and managing resources to produce goods and services.
- Methods of production - job, batch, flow.
- Large and small scale production, economies and diseconomies of scale.
- Costs incurred in production. Classifying costs - fixed and variable.

(c) Financial information and decision making

- Importance of profit.
- Purposes and main elements of the Profit and Loss Account and the Balance Sheet. Gross and net profit calculations.
- Using accounts to aid decision making.

5.4 PEOPLE IN ORGANISATIONS

 C1.1-2.3, N1.1-2.3, WO1.1-2.3



 1e, 1h

(a) Human needs and rewards

- Role of work in satisfying human needs.
- Payment systems.
- Managing and motivating people - benefits and methods both financial and non-financial.

(b) Recruitment

- Stages in recruitment and selection.
- Documents of recruitment and selection: person specification, job description, advertisement, application form.

(c) **Training and staff development**

- Purposes of training - maintenance and development of people in organisations.
- Types of training.

6 Notes for Guidance on Subject Content

In these notes for guidance the specification content is expressed in terms of what students should be able to do having studied each section. More detail of content is given with the intention of helping teachers identify the boundaries of what is required and what is not required, **but not with the intention of providing a complete list.**

The content should be taught in the context of the assessment objectives. Attention should also be paid to the particular need for candidates to demonstrate specified knowledge and critical understanding of the relationship between business activity and the environment within which it takes place, and of the structure, organisation, and control of the main forms of business.

The order in which the specification content is presented does not imply a proposed teaching order. Indeed, integration of the different sections is essential.

Business Studies should not be taught in isolation from the real world of business and the community at large. Throughout the course the dynamic nature of business activity should be emphasised. Wherever possible, candidates should have contact with local businesses as a means of enriching the basic course as well as for their work on the assignment. In many respects, the school itself can be usefully treated as a business organisation and used as a point of reference from which to develop ideas.

Candidates should be encouraged to use graphs, pie charts, bar diagrams and other graphics as means of presenting numerical information relating to any part of the specification content. Candidates following the Coursework option should also be encouraged to provide examples of these in the written assignment.

The aims and objectives of the course should be understood by candidates and the determination of personal objectives for their own work should be encouraged.

Each of the following statements should be prefixed with the stem 'candidates should be able to...'

6.1 EXTERNAL ENVIRONMENT OF THE BUSINESS

(a) Business Activity

- Explain how business activity adds value.
- Explain ways in which business responds to the actions of competitors and identifies and satisfies customer needs in a changing and competitive environment.
- Classify firms into primary, secondary and tertiary categories.
- Identify and demonstrate understanding of the importance of clear business objectives, e.g. profit, growth, survival and their inter-relationship. Show how the business environment provides opportunities for, and imposes constraints upon, the pursuit of these objectives.
- Identify the main groups/stakeholders involved in a business: owners/shareholders, managers, employees, customers, competitors, government and the community and show their importance in business activity.

(b) The Changing Business Environment

- Identify the key features of the structure of the UK economy such as the importance of the private sector and the growth of tertiary businesses.
- Identify opportunities for UK business in the global economy.
- Show awareness of the main ways in which UK membership of the European Union will affect the environment within which business operates, and the decisions that are made.

6.2 BUSINESS STRUCTURE, ORGANISATION AND CONTROL

(a) Ownership and Internal Organisation

- Describe the main features and give examples of sole traders and public limited companies. Explain in terms of control and distribution of profits the differences between these types of business organisation.
- Show understanding of the difference between limited and unlimited liability. NOTE: Detailed knowledge of the legal procedures followed in setting up and running a business is not required.
- Draw, explain and interpret simple organisation charts showing an understanding of the roles, responsibilities and relationships of people within organisations, including spans of control, functions, delegation and communication.

(b) Financing Business Activity

- Show an appreciation of the difference between and the need for short and long term finance.
- Identify internal and external sources of finance for business.
- Explain the main factors which affect the methods of finance chosen by a particular business: nature of the business and project, size of business, cost of finance, length of time required, risk involved.

6.3 BUSINESS BEHAVIOUR

(a) Marketing

- Show how a business finds out about markets for its products/services using primary and secondary market research methods.
- Conduct field and desk research.
- Analyse, present, interpret and use market research results.
- Show how markets may be segmented according to age, socio-economic grouping, location, price, quality or purpose.
- Select and justify a method of segmentation appropriate to given circumstances.
- Identify, explain and give examples of the main elements of the marketing mix:
product (including design, brand name, range and packaging)
price (competition based and market orientated pricing)
place (the main channels of distribution)
promotion (advertising, media selection, point-of sale promotions).
- Show understanding of the importance of all elements of the marketing mix and demonstrate how they can be used separately or together to influence consumer purchasing in a marketing strategy.

(b) Production

- Demonstrate understanding of how resources can be used and managed to help businesses to produce goods and services and to achieve their objectives.
- Explain, with examples, job, batch and flow methods of production. Select and justify methods appropriate to given circumstances.
- Demonstrate understanding of the advantages and disadvantages associated with the scale of production.
- Demonstrate understanding of economies of scale in relation to the scale of production and give examples.
- State and explain the main costs a business might incur during production.
- Classify costs and show understanding of fixed and variable costs.

(c) Financial information and decision making

- Define profit.
- Demonstrate understanding of the main elements of the Profit and Loss Account.
- Calculate gross and net profit.
- Use the Profit and Loss Account to aid financial decision-making.
- Explain the importance of profit as a reward for risk-taking, enterprise, financing further investment and indicating business performance.
- Demonstrate understanding of the main elements of the Balance Sheet.
- Use the Balance Sheet to aid financial decision-making.

NOTE: Knowledge of ratio analysis is not required.

6.4 PEOPLE IN ORGANISATIONS

(a) Human needs and rewards

- Explain the role of work in satisfying human needs.
- Explain different payment systems: time rate, salary, piece rate, fringe benefits.
- Explain the benefits to a business of motivating its workers.
- Describe and explain ways in which workers may be managed and motivated, both financial and non-financial.

(b) Recruitment

- Show understanding of the main stages in recruitment and selection: identifying needs, advertising, receiving applications and selection methods.
- Prepare a person specification, job description, advertisement and application form.

(c) Training and staff development

- Identify the main purposes of training: induction, upgrading skills, retraining, creating flexibility in the workforce.
- Show awareness of the importance of maintaining the quality and effectiveness of the workforce through continuous training and staff development.
- Show the importance of staff appraisal in relation to training and staff development.
- Describe the main types of training: induction, continuous training through on-the-job/off-the-job training.
- Explain the appropriateness of various types of training in different situations.

SECTION D: COURSEWORK

7 Coursework Tasks

7.1 COURSEWORK TITLES

This specification offers the following approaches to selecting a suitable title for coursework.

1. Selecting from the prescribed list.
2. Developing a Centre based title.
3. Following the supported Coursework assignment.

7.1.1 Selecting from the Prescribed List

1. Evaluate the marketing strategy of a familiar product or service, making recommendations on whether the market mix should be changed in any way.
2. Evaluate the recruitment methods used by different businesses, making recommendations on how they may be developed.
3. With reference to the local area, would the opening of a new fast food restaurant (or other business) represent a sound business decision?

The prescribed list has been developed to reflect specification areas which enable candidates to meet all of the assessment criteria.

Candidates are free to choose their own products or services in title 1, and in title 3 candidates may choose a business other than fast food.

In all cases, care should be taken when choosing a title to ensure that there is sufficient data available to give both width and depth to the assignment.

7.1.2 Developing a Centre Based Title

Centres are free to develop their own coursework title, which should relate to a business situation or decision.

If developing a Centre based title, teachers should bear in mind the following points:

- If the title chosen is, for example, to investigate the pricing strategy of a sole trader, this could well lead to an informative, but very short, piece of work. An investigation based on how marketing as a whole may be changed would be more appropriate. If a narrow area of the specification is chosen, compensation could be made by investigating a number of different businesses. This will give the opportunity of analysing and evaluating a greater variety of data.
- A title based on why a decision has been made may be descriptive. However, a title based on a decision which is yet to be made will enable candidates to gather a variety of evidence and make appropriate recommendations.
- The title should be within the capability of the candidate, who should be able to complete the assignment within the recommended five hours. A suggested topic area may be too big for investigation and may need to be reduced.
- Some investigations may require sensitive and/or confidential information for completion (e.g. marketing strategies). Care should be taken to ensure that, wherever possible, sufficient information is available to the candidate for the successful completion of the work. A number of larger businesses do produce 'student packs' which may be of some general use, though these will always need supplementing by individual primary research.

Centres wishing to develop their own title are requested to seek approval from OCR by submitting an outline of their proposal to the Birmingham office at least four weeks before starting the work.

7.1.3 Following the Supported Coursework Assignment

A specific area of investigation is supported by the OCR. Centres devise and use a common questionnaire to develop a nation-wide database for analysis by individual candidates.

A specific area of investigation is supported by OCR. Centres wishing to participate in the scheme are invited to contribute to a joint questionnaire. Candidates then use the agreed questionnaire with 10 consumers. The data from each candidate is merged at the Centre and is sent to the co-ordinating school. The collected data is then finally merged and returned to each Centre. It should be noted that although the collection of the data is on a joint basis, the use and analysis of the final database must be conducted by candidates individually.

Support materials are available for the scheme, together with advice on general procedure.

The area of investigation will change approximately every three years. Previous studies have been centred on BT plc and Pizza Hut. Centres wishing to participate in the project are required to register an interest with the Birmingham office, from where further information is available.

7.2 THE NATURE OF COURSEWORK

Business studies coursework should be investigative, involving the collection of primary and secondary data. The gathered data should then be analysed, and recommendations made which are supported by findings from the data.

- Candidates will require guidance on assignment writing. This may be in the form of a general plan of approach, together with a timescale as to when particular sections should be completed. The collection, analysis and evaluation of data can be practiced on a minor scale in the usual course of classroom/homework activities. It is advisable to plan a suitable exercise prior to the start of the assignment work.
- Advice may be required on how and where to obtain data and the amount required. Presentation methods should be covered in class exercises, with choice of methods used in the assignment being left to the candidate.
- Teachers involved in the planning, delivery and marking of assignments should be fully aware of the rationale behind each assessment criterion. This will allow suitable guidance to be given at the planning stage, and correct standards to be applied when finally marking the work.
- Candidates should understand what the teacher is looking for in an assignment, in order to achieve their full potential when their work is marked.

Amplification of the six assessment criteria is given below. Further guidance on the marking of Coursework is given in section 8.3.

It is vital that both teachers and candidates understand the various assessment criteria which will be used to mark the completed work. The following guidance indicates the rationale behind each criterion.

Criterion 1 (4 marks)

Setting of an aim appropriate to the investigation

Candidates should ensure that the aims of their investigation are clearly stated at the outset of the work.

An explanation of the methodology to be used to achieve the aim should also be given, e.g. how and where data will be collected, which aspects and techniques of Business Studies work are to be used and how data will be presented.

Criterion 2 (11 marks)

Collection of information

Sufficient information should be presented to achieve the stated aims of the assignment. Consideration should be given to both width and depth. In a marketing assignment based on the 4 Ps, it would clearly be inappropriate to only cover 3 Ps. When considering pricing, thought should be given to the number of pricing strategies that should be included in the study. This will depend on the business situation under investigation, with larger organisations often using a variety of strategies.

When conducting primary research in the form of interviews or questionnaires, candidates should collect enough information to allow reasoned analysis and recommendations to be made. The number of questionnaires to be used cannot be prescribed, though clearly a candidate should not suggest sweeping changes to a business based on the results from 10 interviews.

Candidates can jointly gather data in order to obtain a wider, and more meaningful database (as used in the supported assignment). Subsequent analysis and evaluation must be on an individual basis.

The guidance figures of 1250 words and five hours for the assignment should also be an on-going consideration. Candidates should not feel under pressure to produce volumes of information in order to succeed at the higher mark levels. Concise and relevant information is required, rather than, for example, large amounts of business produced literature.

Criterion 3 (7 marks)

Presentation of information

Business studies students should be able to communicate information in a variety of ways, maintaining a clear, logical approach to their work.

There are a number of ways in which information can be effectively presented. Choice of methods will be influenced by the context of the investigation, and may include the following:

Text The obvious choice for the majority of information which is being presented.

Maps When investigating location in any context, maps are essential. They may show the site and the wider area surrounding the business. Annotation of maps to highlight the importance of various features would also be beneficial.

Photographs These can be used to present a lot of information for which text may be unsuitable, e.g. indicating competitors around a particular business, showing the layout of a business. In all cases, suitable annotation should be used to indicate which aspects of the assignment the photograph is presenting.

Graphs Graphs are clearly suitable for the presentation of numerical data. The style of graph used should be chosen carefully, in order to ensure data is presented clearly. Computer generated graphs are clear and precise, though hand drawn examples will not be penalised, providing they display the relevant data clearly.

Charts and diagrams These can often show information more clearly than text. Organisation charts and flow diagrams indicating a sequence of events can be used to good effect.

Business generated material This should be used sparingly. Including, for example, entire sales brochures in an assignment should be avoided. Candidates should be encouraged to carefully select parts of the material which illustrate the point they wish to make.

Criterion 4 (11 marks)**Use of business language, techniques and concepts**

Candidates should use business language throughout their assignment, displaying understanding and the ability to apply techniques and concepts in the context of the study.

The language used will be governed by the assignment title. For example, marketing based work will require use of concepts such as the product life cycle, segmentation, market research techniques, promotion methods etc. In all cases, candidates should ensure that the language, techniques and concepts are applied to the business under investigation, and not simply described.

Criterion 5 (12 marks)**Analysis and interpretation of data**

Within an assignment, candidates should fully analyse the data collected, recognising the importance of the results in the context of the study. When using graphs as part of the analysis, candidates should not simply repeat in words that which the graph has already shown.

Figures, and percentages where appropriate, should be used to add clarity to the analysis. Vague statements such as ‘a lot of people said...’ should be avoided.

The results of the analysis should provide the basis for the later recommendations in the assignment.

Criterion 6 (11 marks)**Evaluation and recommendations**

This section would normally appear at the end of an assignment, bringing together the data collected and its analysis, in an organised and justified argument.

Figures should once again be used to add clarity to the work, and to give weight to the recommendations being made. It is of little help to suggest that a business should reduce its prices without offering evidence from the data which supports such a view.

Evaluation and recommendations should be balanced, taking into account the width of the information collected, and not just a particular section which suits the writer.

Quality of Written Communication (4 marks)

Candidates should be made aware that their work will be given a mark based on the quality of their written communication. The need for checks on the clarity of expression, spelling, punctuation and grammar should be emphasised, especially where business terminology is used.

8 Regulations for Internal Assessment

8.1 SUPERVISION AND AUTHENTICATION OF COURSEWORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre e.g. research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

8.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
 - Centre number
 - Centre name
 - candidate number
 - candidate name
 - specification code and title
 - assignment title.
- All work submitted for moderation must be kept in a flat card file (not a ring binder).

8.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Criterion 1	A clear aim appropriate to the investigation	Max 4
	A clear aim is stated, with appropriate understanding of methodology to achieve the aim.	3-4
	An aim is stated with some appreciation of methodology.	1-2
Criterion 2	Collection of Information	Max 11
	Detailed primary/secondary information showing clear understanding of the aims. The information is sufficient to pursue the investigation.	9-11
	Information gathered is clearly relevant to the investigation.	6-8
	Information collected has relevance to the investigation but is insufficient in some respects.	3-5
	Some primary/secondary information has been collected showing limited understanding of the aim.	1-2
Criterion 3	Presentation of Information	Max 7
	Information is presented in an accurate, effective and logical manner in relation to its nature and the aims of the investigation.	7
	Information is presented well but in some ways it lacks accuracy, logic, effectiveness or relevance to the investigation.	5-6
	The information presented shows weaknesses in accuracy and effectiveness.	3-4
	The presentation is at times inappropriate but there is evidence of attempts to present the data.	1-2
Criterion 4	Use of business language, techniques and concepts	Max 11
	Clear use and application of language, techniques and concepts appropriate to the investigation.	9-11
	Some gaps in use and application of language, techniques or concepts or limited understanding in some cases within an otherwise good approach.	6-8
	Language, techniques and concepts are not always understood or applied to the investigation.	3-5
	Use and application of business language is inappropriate and/or absent.	1-2

Criterion 5	Analysis and interpretation of information	Max 12
	Good organisation, interpretation and analysis of the information in the light of the investigation, the information collected and subject content.	10-12
	The analysis or interpretation is good but incomplete in the light of the investigation, information collected and subject content.	7-9
	There are significant weaknesses in the analysis and interpretation but there is evidence of understanding.	4-6
	There is an attempt to organise and analyse the data.	1-3
Criterion 6	Evaluation and recommendations	Max 11
	The work consistently shows evidence of effective evaluation and reasoning in line with the investigation.	9-11
	Evaluation is good but incomplete or not in line with the aims of the investigation.	6-8
	The evaluation or reasoning is sufficient in some respects but incomplete or inaccurate in others.	3-5
	There is some evidence of evaluation or reasoning in the work.	1-2
Quality of Written Communication		Max 4
	Ideas are expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar.	3-4
	Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer.	1-2
	Candidate fails to reach the threshold standard in all respects.	0
	TOTAL	60

8.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 8.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the project should be used. A copy of the cover sheet which may be photocopied is given in the Coursework guidance materials.

Centres must complete and send the Coursework assessment form to the moderator by the date specified on the Examinations Timetable. Separate arrangements will be made for the collection of marks by OCR. A copy of the Coursework Assessment form is given in the Coursework guidance materials.

8.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should be clear evidence that work has been attempted and some work produced.



If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

SECTION E: FURTHER INFORMATION

9 Opportunities for Teaching

9.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Business Studies.

The following sections offer guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section C by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

9.1.1 ICT through the Specification Content

ICT Application/Development	Opportunities for Using ICT During the Course
Word Processing	There are many general opportunities that teachers may use including writing business reports (including the coursework). Specific opportunities exist in Section 5.4. Candidates may learn about letters of application, application forms and CVs by word processing their own documents.
Spreadsheets and Graphs	Section 5.3(a) - when processing responses to market research questionnaires. Section 5.3(b) – examining and exploring the classification and behaviour of costs, economies and dis-economies of scale and break-even analysis. Section 5.3(c) – when examining and exploring changes relating to cash flow, profit and loss accounts and balance sheets. Section 5.4(a) – when examining the pay of workers including calculations of commission for groups of workers.
Databases	Section 5.3(a) – may be used to analyse market data. Section 5.1(a) – may be created to make an analysis of businesses in an area.

Graphics	<p>Section 5.2(a) – may be used to create organisation charts.</p> <p>Section 5.3(a) – may be used to create promotional materials.</p> <p>Section 5.4(a) – may be used to create job advertisements.</p>
Internet Web-sites	<p>There are many web-sites that may be accessed to gather information about business objectives and performance. These sites may relate to specific businesses or markets. There are many educational sites that contain useful, business-related materials. Government web-sites are a source of information about policy relating to business issues.</p>

9.1.2 ICT through Coursework


The following section provides examples of the opportunities for the use of ICT for candidates following the Coursework option. Candidates who do not use ICT when completing coursework will not be penalised. However, ICT provides an efficient way of working when completing a coursework assignment.

Software	Example of application to Coursework Activities
Word Processing	<p>The use of a word processor makes the writing and the editing of the coursework easier. It aids the presentation of the work by, for example, facilitating the insertion of graphics, scanned materials and spreadsheets and graphs and so on.</p> <p>Word processing facilities may also aid in the organisation of the work, for example, the facility to generate a Table of Contents. Letters written to seek assistance from firms may be better received if they have been word processed.</p>

Spreadsheets	Candidates may wish to use spreadsheets to record the data generated from questionnaires and use this to generate graphs. Spreadsheets may also be used to test hypotheses, for example to use market research data to test the effect of a rise in price on the demand for a product. For those candidates involved in mini-enterprise activities, spreadsheets may be used for maintaining accounts and presenting final accounts. Those candidates completing the OCR supported coursework will have the opportunity to filter and sort data collected from questionnaires that have been completed by respondents across the UK.
Databases	Information about people or firms stored on database may be interrogated to provide information that is useful for marketing purposes. The data may be existing data or may have been generated by the candidates.
Graphics	Candidates may wish to use graphics packages to generate promotional materials, for example for the mini-enterprise or as a possible alternative (based on the views of questionnaire respondents) to that currently used by a firm. For candidates considering the use of a vacant site, the software could be used to draw diagrams of a that site and/or of the area around the site.
Internet	Candidates may wish to access web-sites in order to get information about products, firms or markets. They may wish to evaluate the effectiveness of marketing a product using the internet. Section 11 (Reading list) contains a list of useful web sites.
CAD/CAM	Candidates involved in mini-enterprise activities may have the opportunity to employ these packages to help to design and make the product that they intend to sell.
Combining Information	The coursework activities represent opportunities for merging information of the same and different types.

9.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section 5 by a  symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship during the Course
1 e) How the economy functions, including the role of business and the financial services.	The entire specification covers this element.
1 f) The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.	There are opportunities to cover this element in 5.1(a) by looking at stakeholders, ethical issues and the environment and in Section 5.3(a) by examining the how marketing techniques can be employed to bring about change.
1 h) The rights and responsibilities of consumers, employers and employees.	There are opportunities to focus on rights and responsibilities in Section 5.1(a) when considering stakeholders and the impact of technology in 5.1(b) and in Section 5.4 People in Organisations.
1 i) The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations.	The major opportunity for the study of this element occurs in Section 5.1(b) dealing with global issues concerning business and UK membership of the European Union.
1 j) The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.	The major opportunity for the study of this element is provided in Section 5.1(b), which deals with global issues.

9.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The specification has been designed in such a way as to include, where appropriate, the spiritual, moral, ethical and social and cultural dimensions of Business Studies.

Business ethics may be considered in Section 5.1 in relation to the stakeholders in business. There is also an opportunity to look at the moral, ethical and social and cultural implications of the way in which international trade is conducted in this section. These issues may be addressed when teaching the Marketing element in Section 5.3 and also in teaching Section 5.4 looking at the employment of workers.

9.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Awareness of health, safety and environmental issues is an integral part of this specification. Specific opportunities to focus on teaching environmental issues appear in section 5.1(b).

9.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Awareness of the European Dimension and the way in which membership of the EU affects individuals and business is an integral part of the specification. Specific reference to the EU is made in section 5.1(b).

10 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a 'key symbol' in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities to produce evidence exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills co-ordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

11 Reading List

At the time of the publication of this specification a GCSE Business Studies textbook is being prepared to accompany this course. It will be endorsed by OCR, for use with this specification subject to OCR's quality assurance procedure before final publication. For further details, please contact the Business and Commerce team at OCR Birmingham Office.

Kennerdell P, Williams A and Schofield M	Business Studies for OCR GCSE	Hodder ISBN (pending)
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The following list of suggested titles is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised GCSE specifications in Business Studies may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

Anderton A	GCSE Business Studies	Causeway Press ISBN 1873929846
Borrington K and Stimpson P	Business Studies Now! for GCSE	John Murray ISBN 0719572223
Butler D	GCSE Business Studies	Oxford ISBN 0198327978
Chambers I et al	Business Studies	Longman ISBN 0582309026
Huggett R	Business Studies for GCSE	Collins ISBN 0003273881
Jenkins A	GCSE A to Z Business Studies Handbook	Hodder & Stoughton ISBN 034068366X
Needham D and Dransfield R	Business Studies for You	Stanley Thornes ISBN 0748724907
	The Times 100 Case Studies	Times Newspapers
Whitcomb A	Comprehensive Business Studies	Longman ISBN 0582337755
Whitcomb A and Bowen B	Essential Business Studies	Hodder & Stoughton ISBN 0340697741

Web Sites

www.bized.ac.uk	General business studies information
www.ebea.org.uk	Economics and Business Association
www.ftse.com	Stock Market information
www.open.gov.uk	Government information service
www.telegraph.co.uk	Daily Telegraph – current affairs
www.sundaytimes.co.uk	Sunday Times – current affairs

12 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

13 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available.

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870-870-6622, fax 0870-870-6621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870-870-6622, fax 0870-870-6621).
- Coursework guidance materials.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.

