

**OCR GCSE IN BUSINESS STUDIES A 1951**

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

**KEY SKILLS GUIDANCE**


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# OCR GCSE IN BUSINESS STUDIES A (1951) AND BUSINESS STUDIES A (SHORT COURSE) (1051)

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## Introduction

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Key Skills are central to successful employment and underpin future 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 C of the specification. 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 for at least some coverage of the relevant Key Skills Unit exist within Business Studies A.

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

This document offers detailed guidance on the Key Skills evidence that a candidate might produce during the course. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing the work for assessment as evidence of C2.1a (Contribute to a discussion about a straightforward subject) a candidate is required to:

- Make clear and relevant contributions in a way that suits their purpose and situation.
- Listen and respond appropriately to what others say.
- Help to move the discussion forward.

The Key Skills and Evidence Requirements on the following tables are quoted from Part B of the QCA Key Skills specification and, as such, are addressed to the candidate. The Opportunities for Development provide guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>C1.1</b>	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion.</li> <li>• Speak clearly in a way that suits the situation.</li> <li>• Listen and respond appropriately to what others say.</li> </ul>	There are opportunities throughout the teaching of the specification for classroom discussion. Candidates may also prepare and conduct interviews with people outside the classroom. Relating the Common Core to these interviews could be with business owners about the structure of the business (5.1.2), market research (5.1.3), job studies or mock job interviews (5.1.4). A simulated, union-management dispute provides an opportunity for both a one-to-one or a group discussion (5.1.4). The discussions could also be simulated or real discussions during a work placement with customers (5.1.3). Candidates could take part in group discussions to plan and review a production simulation exercise (5.1.3) or as part of a mini-enterprise activity (wide coverage of specification). Some of these opportunities will also arise in the teaching of the Business and Change option. In the teaching of the Marketing and e-commerce option, candidates may interview workers about the technology that they used and how it may have affected them.
<b>C1.2</b>	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> <li>• Read relevant material.</li> <li>• Identify accurately the main points and ideas in material.</li> <li>• Use the information to suit your purpose.</li> </ul>	Candidates may read and summarise sections of a textbook. Business documents that may be read and summarised include classifications of organisations by sector (5.1.1), straightforward organisation charts (5.1.2), advertisements (product [5.1.3] and job [5.1.4]), job descriptions, training manuals and staff handbooks (5.1.4), material publicising a geographical area to attract new business (5.1.5). In the teaching of the Marketing and e-commerce option, candidates may be asked to access the web-sites of firms in order to read and summarise the information contained (including promotional materials). Consumer advice documents may also provide opportunities.

<p><b>C1.3</b></p>	<p>Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.</p>	<ul style="list-style-type: none"> <li>• Present relevant information in a form that suits your purpose.</li> <li>• Ensure text is legible.</li> <li>• Make sure that spelling, punctuation and grammar are accurate so your meaning is clear.</li> </ul>	<p>Candidates may write a report about the changes in the importance of the different market sectors using a straightforward chart (5.1.1), a summary of the organisational structure of a business including a straightforward organisation chart (5.1.2), promotional materials for a product or firm (5.1.3), an interpretation or evaluation of a simplified profit and loss account or balance sheet (5.1.3), a job application form, letter of application and a CV (5.1.4). The coursework is an opportunity for writing a document that contains images. In the teaching of the Marketing and e-commerce option, a straightforward report including demand, supply and price diagrams would also be an opportunity. In the teaching of the Business and Change option a report including straightforward graphs about changes in UK trading patterns would be an opportunity.</p>
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# COMMUNICATION LEVELS 1 & 2 GCSE BUSINESS STUDIES A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>C2.1a</b>	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits your purpose and situation.</li> <li>• Listen and respond appropriately to what others say.</li> <li>• Help to move the discussion forward.</li> </ul>	The opportunities that are sign-posted for Level 1 Communication are also opportunities at Level 2 though the discussions would deal with more complex matters. These should include more detailed data about the sectors of the economy, more complex organisational charts and fuller profit and loss accounts and balance sheets.
<b>C2.1b</b>	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> <li>• Speak clearly in a way that suits your subject, purpose and situation.</li> <li>• Keep to the subject and structure your talk to help listeners follow what you are saying.</li> <li>• Use an image to clearly illustrate your main points.</li> </ul>	Candidates may give talks about any aspect of business studies. The talk may be based on secondary data or on information found through conducting an investigation or participating in a mini-enterprise activity. In the teaching of the Common Core, examples of topics include: communications in a business (5.1.2), the marketing of a product (5.1.3), how production in a factory takes place (5.1.3), a description of a training activity (5.1.4), the benefits of a new business to the local community (5.1.1). In the teaching of the Marketing and e-commerce option, candidates could give a talk about how the use of new technology has affected a business, the benefits and problems of buying using the internet, a comparison of credit cards and store cards, illustrations of consumer protection issues and so on. In the teaching of the Business and Change option, candidates could give talks about their local area as a place to locate businesses, how patterns of trade have changed, or illustrate the benefits and problems of a particular type of market form.
<b>C2.2</b>	Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> <li>• Select and read relevant material.</li> <li>• Identify accurately the lines of reasoning and main points from text and images.</li> <li>• Summarise the information to suit your purpose.</li> </ul>	Similar but longer and more complex documentation than suggested for Level 1 Communication will provide opportunities for Level 2 Communication.
<b>C2.3</b>	Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form.</li> <li>• Use a structure and style of writing to suit your purpose.</li> <li>• Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear.</li> </ul>	The opportunities sign-posted under Level 1 Communication also apply to Level 2, though the student would be expected to write longer, structured documents. The Coursework is a major opportunity for writing a document of some length that contains images.8.2.

# APPLICATION OF NUMBER      LEVELS 1 & 2      GCSE BUSINESS STUDIES A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>N1.1</b>	Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.	<ul style="list-style-type: none"> <li>Obtain the information you need to meet the purpose of your task.</li> <li>Identify suitable calculations to get the results you need.</li> </ul>	<p>There are many instances in Business Studies when information is used in the form of tabular or graphical form or contained within text. From the Common Core, likely examples include information showing the relative importance of the different sectors of the economy (5.1.1), types of taxation (5.1.1), business objectives (5.1.2), types of business organisations (5.1.2) and the shares of markets held by different firms/products (5.1.3). Information about production costs, prices and revenues, break-even charts (5.1.3), pay slips (5.1.4), simplified profit and loss accounts, balance sheets and cash flow forecasts (5.1.3) all provide opportunities for interpreting data. The candidates may also generate their own data, for example, from straightforward market research activities (5.1.3). In the teaching of the Business and Change option there is an opportunity for interpreting data about the relative importance of businesses of different sizes in terms of output and employment and numbers. In the teaching of Marketing and e-commerce option, data about the difference in costs in buying on credit compared to paying cash could be compared.</p>
<b>N1.2</b>	Carry out straightforward calculations to do with: <ol style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics.</li> </ol>	<ul style="list-style-type: none"> <li>Carry out calculations to the levels of accuracy you have been given.</li> <li>Check your results make sense.</li> </ul>	<p>The types of data suggested for N1.1 often provide opportunities for carrying out straightforward calculations. For example, in the Common Core and also in the Business and Change option, candidates could add together fixed and variable costs to calculate total costs, multiply price by sales to calculate revenues, calculate gross and net profit in a simplified profit and loss account (5.1.3).</p> <p>The actual value of the share of a market could be calculated from a pie chart showing the total value of sales and the sales of individual firms/products (5.1.3). The area of selling space available in a shop may be calculated (5.1.3). For candidates involved in a production simulation exercise, they may record and then calculate the costs of the materials that they use (5.1.3). Primary market research data will provide one opportunity for handling statistics (5.1.3 and the Marketing and e-commerce option). Cash flow calculations (5.1.3 and the Business and Change option) also present an opportunity for meeting this aspect of the key skill specifications.</p>

<p><b>N1.3</b></p>	<p>Interpret the results of your calculations and present your findings. You must use one chart and one diagram.</p>	<ul style="list-style-type: none"> <li>• Choose suitable ways to present your findings.</li> <li>• Present your findings clearly.</li> <li>• Describe how the results of your calculations meet the purpose of your task.</li> </ul>	<p>Candidates should be encouraged to present data using the established business formats such as simple profit and loss accounts and balance sheets (5.1.3 and Business and Change option) or pay slips (5.1.4). Candidates may complete tables containing revenue and cost information and construct charts and/or graphs from it (5.1.3 and Business and Change option). Market research data that candidates collect may be presented using pie charts, histograms and line-graphs (5.1.3 and the Marketing and e-commerce option).</p>
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# APPLICATION OF NUMBER      LEVELS 1 & 2      GCSE BUSINESS STUDIES A

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
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You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3

<p><b>N2.1</b></p> <p>Interpret information from two different sources, including material containing a graph.</p>	<ul style="list-style-type: none"> <li>• Choose how to obtain the information needed to meet the purpose of your activity.</li> <li>• Obtain the relevant information.</li> <li>• Select appropriate methods to get the results you need.</li> </ul>	<p>The opportunities identified in relation to Level 1 Application of Number are relevant to Level 2. However, the data will be more complex and the student should be able to work more independently. For example, they should be able to choose for themselves the appropriate methods to get the results that they need. Examples of substantial activities that require tasks for N1, N2 and N3 include the following:</p> <ul style="list-style-type: none"> <li>• The collection, processing, presentation and interpretation of statistical questionnaire data collected to complete a market research activity (5.1.3 and the Marketing and e-commerce option).</li> <li>• The interpretation of revenue and cost information from two different sources on which calculations are performed, with the results presented in the form of a break-even chart or as a profit and loss account, and the results being appropriately interpreted. This activity could be part of a mini-enterprise or production simulation activity. The information would need the use of formulae such as those used in ratio analysis (5.1.3 and the Business and Change option).</li> <li>• The collection of data about alternative methods of buying goods (by a business or consumer) and calculations to produce data that can be used to identify the advantages and disadvantages of each method (the Marketing and e-commerce option).</li> <li>• The use of data to calculate and present a cash flow forecast that candidates must use to identify any problems that the firm may face (5.1.3 and the Business and Change option).</li> <li>• A comparison of the advantages and disadvantages of different ways of paying workers (5.1.4).</li> <li>• The collection and use of data to design packaging for a product that is to be sold as part of a mini-enterprise activity. The candidate would need to perform volume calculations and, possibly, area calculations to work out how many packages could be displayed on a particular space (5.1.3).</li> </ul>
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<b>N2.2</b>	Carry out calculations to do with: a) amounts and sizes; b) scales and proportion; c) handling statistics; d) using formulae.	<ul style="list-style-type: none"> <li>• Carry out calculations, clearly showing your methods and levels of accuracy.</li> <li>• Check your methods to identify and correct any errors, and make sure your results make sense.</li> </ul>	See N2.1.
<b>N2.3</b>	Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> <li>• Select effective ways to present your findings.</li> <li>• Present your findings clearly and describe your methods.</li> <li>• Explain how the results of your calculations meet the purpose of your activity.</li> </ul>	See N2.1.

INFORMATION TECHNOLOGY		LEVELS 1 & 2	GCSE BUSINESS STUDIES A
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>IT1.1</b>	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> <li>• Find and select relevant information.</li> <li>• Enter and bring in information, using formats that help development.</li> <li>• Explore and develop information to meet your purpose.</li> </ul>	<p>Opportunities include:</p> <ul style="list-style-type: none"> <li>• Using information to word process a CV or a letter of application (using a template if it helps) for a job (5.1.4).</li> <li>• Putting data into a spreadsheet that has formulae already entered so that it will calculate the pay owing to different workers. Using the spreadsheet to calculate the effect of, for example, changes to hourly rates/hours worked/commission rates/sales achieved and so on (5.1.4).</li> <li>• Creating an advertisement for a product or a job. This may involve scanning material or finding, copying and pasting/importing from a CD-ROM or file on disk (5.1.4).</li> <li>• Finding information from a database of clients for information about marketing a product (5.1.3).</li> <li>• Finding the prices of materials from a database as part of a cost exercise or a production simulation activity (5.1.3).</li> <li>• Using business or educational web-sites to find information that may be helpful to the study of the subject. For example, in the teaching of Marketing and e-commerce option candidates may access web sites to examine the nature of e-commerce.</li> <li>• Identifying information and entering it into a spreadsheet to create demand and supply diagrams (The Marketing and e-commerce option).</li> <li>• Using software applications to help with the completion of the coursework.</li> </ul>
<b>IT1.2</b>	Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way.</li> <li>• Develop the presentation so it is accurate, clear and meets your purpose.</li> <li>• Save information so it can be found easily.</li> </ul>	The activities identified in IT 1.1 may be developed to meet the requirements of IT 1.2.

**INFORMATION TECHNOLOGY      LEVELS 1 & 2      GCSE BUSINESS STUDIES A**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>IT2.1</b>	Search for and select information for two different purposes.	<ul style="list-style-type: none"> <li>• Identify the information you need and suitable sources.</li> <li>• Carry out effective searches.</li> <li>• Select information that is relevant to your purpose.</li> </ul>	<p>The opportunities identified for Level 1 IT may also present opportunities for Level 2 IT.</p> <p>The coursework assignment presents an opportunity for work that requires the use of IT 2.1, 2.2 and 2.3. For example, candidates who complete the marketing coursework title may access information about a market or firm from a web-site or they may scan promotional materials currently used by the firm on which they are focusing. They may use a spreadsheet to process the information collected as a result of using questionnaires and then produce graphs using this data. The information may be combined into one document. Those candidates who use the OCR supported coursework will have the opportunity of helping to generate and then use the electronically stored data.</p> <p>This illustration refers to section 5.1.3 of the Common Core and to parts of the Marketing and e-commerce option. The other coursework titles also offer opportunities for IT Key Skill work relating to other parts of the specification – recruitment (5.1.4), fast food restaurant (5.1.3 and 5.1.5) and developing a vacant site (5.1.3 and 5.1.5).</p> <p>Another opportunity for an activity that involves all three aspects of IT is to write a report about the financial performance of a business. Candidates may create a spreadsheet and use it to process data about, for example, break-even or profit and loss or balance sheet figures. The effects of changes, for example, to prices or costs, can be explored using the spreadsheet. Appropriate graphs may be generated and incorporated into a report on the financial performance of the business (5.1.3 and the Business and Change option).</p> <p>Information may be collected about organisations in a local area, including their size (in terms of employment and output), what they produce (5.1.1), the sector of the economy to which they belong [private/public and primary/secondary/tertiary] (5.1.1), the legal structure of the business (5.1.2) and so on. The candidate could create a database to record this information. The database could be interrogated to analyse, for example, the relative importance of the different sectors of the economy in the local area. Query information could be included in a word processed report on economic activity in the local area.</p>

<b>IT2.2</b>	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> <li>• Enter and bring together information using formats that help development.</li> <li>• Explore information as needed for your purpose.</li> <li>• Develop information and derive new information as appropriate.</li> </ul>	See IT2.1.
<b>IT2.3</b>	Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>• Select and use appropriate layouts for presenting combined information in a consistent way.</li> <li>• Develop the presentation to suit your purpose and the types of information.</li> <li>• Ensure your work is accurate, clear and saved appropriately.</li> </ul>	See IT2.1

WORKING WITH OTHERS		LEVELS 1 & 2	GCSE BUSINESS STUDIES A
KEY SKILL	EVIDENCE REQUIREMENTS		OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>			
<p><b>WO1.1</b></p>	<p>Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> <li>• Check that you clearly understand the objectives you have been given for working together.</li> <li>• Identify what needs to be done to achieve these objectives and suggest ways you could help.</li> <li>• Make sure that you are clear about your responsibilities and working arrangements.</li> </ul>	<p>A mini-enterprise activity or a production simulation exercise is an opportunity for candidates to work in groups. An individual candidate may take responsibility for one part of the activity, for example, for designing promotional materials or keeping financial records. Meetings of the group would identify the group's objectives and the responsibilities of the individuals (all areas of the Common Core as well as aspects of the options).</p> <p>Two or more candidates may work together to conduct some market research (5.1.3 and Marketing and e-commerce option).</p> <p>A pair or group may carry out research into recruitment and selection procedures used in different work places. The pair or group could design a questionnaire. Individuals may then take responsibility for carrying out the interviews in selected work places (for example, wherever they undertake a work placement). The presentation of the information into a report may be divided between the pair or the group members (5.1.4).</p> <p>A group or pair may find and present information to promote a geographical area as a place to invest (5.1.5).</p> <p>A group or pair may collect information about different types of technology used in different work places and compare how people feel about using the technology (5.1.1 and the [Marketing and e-commerce option]).</p>
<p><b>WO1.2</b></p>	<p>Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> <li>• Carry out tasks to meet your responsibilities.</li> <li>• Work safely, and accurately follow the working methods you have been given.</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>	<p>In the activities outlined in WO1.1, the individuals would need to carry out their allotted tasks.</p>

<b>WO1.3</b>	Identify progress and suggest ways of improving work with others to help achieve given objectives.	<ul style="list-style-type: none"> <li>• Identify what has gone well in working with others.</li> <li>• Report any difficulties in meeting your responsibilities and say what you did about them.</li> <li>• Suggest ways of improving work with others to help achieve the objectives.</li> </ul>	In the activities outlined in WO1.1, the individuals would have to present information on progress to group/pair meetings as well as making suggestions about how to improve the overall work of the group/pair.
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# WORKING WITH OTHERS      LEVELS 1 & 2      GCSE BUSINESS STUDIES A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>			
<b>WO2.1</b>	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	<ul style="list-style-type: none"> <li>Identify the objectives of working together and what needs to be done to achieve these objectives.</li> <li>Exchange relevant information to clarify responsibilities.</li> <li>Confirm working arrangements with those involved.</li> </ul>	<p>The activities outlined in WO1.1 provide opportunities for candidates to work at Level 2.</p> <p>Candidates may work together to prepare and deliver the talks that are a part of Communications Level 2.1b. Possible topics are indicated in that part of the sign-posting section.</p>
<b>WO2.2</b>	Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	<ul style="list-style-type: none"> <li>Organise your own tasks so you can be effective in meeting your responsibilities.</li> <li>Carry out tasks accurately and safely, using appropriate working methods.</li> <li>Support cooperative ways of working, seeking advice from an appropriate person when needed.</li> </ul>	See WO2.1
<b>WO2.3</b>	Exchange information on progress and agree ways of improving work with others to help achieve objectives.	<ul style="list-style-type: none"> <li>Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work.</li> <li>Listen and respond appropriately to progress reports from others.</li> <li>Agree ways of improving work with others to help achieve the objectives.</li> </ul>	See WO2.1

# IMPROVING OWN LEARNING AND PERFORMANCE

## LEVELS 1 & 2

## GCSE BUSINESS STUDIES A

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.</p>		
<p><b>LP1.1</b></p>	<p>Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> <li>• Make sure targets clearly show what you want to achieve.</li> <li>• Identify clear action points and deadlines for each target.</li> <li>• Identify how to get the support you need and the arrangements for reviewing your progress.</li> </ul>
<p>The coursework activity provides an opportunity for the candidate to work to targets set by the teacher. Revision plans consisting of short-term targets may be set by teachers to help candidates to prepare, for example, for mock examinations or for the external examination.</p> <p>Short-term targets may be set in relation to particular tasks or types of work. For example, a candidate may be set a target of using IT to produce a short report about revenue and cost figures. The target may be broken down into action points – finding the information, entering the information into a spreadsheet, creating a graph, saving and printing the data, writing a short interpretation of the data etc (5.1.3 and Business and Change option).</p> <p>In the teaching of the Marketing and e-commerce option, a plan may be agreed for producing a display about buying on credit. The action points could include visiting different shops or writing to different credit suppliers to get information leaflets, reading the information in the leaflets, cutting relevant information from the leaflets, writing labels and pasting these on to a display card.</p>		
<p><b>LP1.2</b></p>	<p>Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Work through your action points to complete tasks on time.</li> <li>• Use support given by others to help you meet targets.</li> <li>• Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.</li> </ul>
<p>The candidate may follow through a plan for any of the activities outlined in LP1.1.</p>		



<b>LP1.3</b>	Review your progress and achievements in meeting targets, with an appropriate person.	<ul style="list-style-type: none"> <li>• Say what you learned and how you learned, including what has gone well and what has gone less well.</li> <li>• Identify targets you have met and your achievements.</li> <li>• Check what you need to do to improve your performance.</li> </ul>	The candidate may review progress in relation to the activities outlined in LP1.1 with a teacher or a mentor.
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# IMPROVING OWN LEARNING AND PERFORMANCE

## LEVELS 1 & 2

## GCSE BUSINESS STUDIES A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.			
<b>LP2.1</b>	<p>Help set short-term targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for what you want to achieve.</li> <li>• Identify clear action points for each target.</li> <li>• Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress.</li> </ul>	<p>The activities outlined in LP1.1 provide opportunities for working at Level 2 of Improving Own Learning and Performance as long as the candidate is involved in the process of negotiating the targets that are set and planning for themselves how they will use their time.</p>
<b>LP2.2</b>	<p>Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use your action points to help manage your time well and complete tasks, revising your plan when needed.</li> <li>• Identify when you need support and use this effectively to help you meet targets.</li> <li>• Select and use different ways of learning to improve your performance, working for short periods without close supervision.</li> </ul>	<p>The activities outlined in WO1.1 provide opportunities for study-based and practical activity-based learning. The candidate needs to carry through their plans taking responsibility for their own learning to meet the requirements of this key skill.</p>
<b>LP2.3</b>	<p>Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.</p>	<ul style="list-style-type: none"> <li>• Identify what and how you learned, including what has gone well and what has gone less well.</li> <li>• Identify targets you have met and evidence of your achievements.</li> <li>• Identify ways to further improve your performance.</li> </ul>	<p>A review of the activities outlined in WO1.1 provides an opportunity to meet the requirements of LP2.3.</p>

# PROBLEM SOLVING LEVELS 1 & 2

# GCSE BUSINESS STUDIES A

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.</p>		
<p><b>PS1.1</b></p>	<p>Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.</p>	<ul style="list-style-type: none"> <li>• Check that you are clear about the problem you have been given and how to show success in solving it.</li> <li>• Identify different ways of tackling the problem.</li> <li>• Decide, with help, which options are most likely to be successful.</li> </ul>
<p><b>PS1.2</b></p>	<p>Plan and try out at least one option for solving the problem, using advice and support given by others.</p>	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option you will try for solving the problem.</li> <li>• Plan how to carry out this option.</li> <li>• Follow through your plan, making use of advice and support given by others.</li> </ul>
<p><b>PS1.3</b></p>	<p>Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.</p>	<ul style="list-style-type: none"> <li>• Check if the problem has been solved by accurately following the methods you have been given.</li> <li>• Describe clearly the results of tackling the problem.</li> <li>• Identify ways of improving your approach to problem solving.</li> </ul>
<p>A mini-enterprise or production simulation exercise provides an opportunity to present the candidate with a problem. In this case it may concern the appropriate method of production to use, job, batch or flow (5.1.3) for producing the product or service. The production options may be reviewed and a decision made as to which is the best one to use.</p> <p>The candidate may be presented with the problem of designing an advertisement for a product or service that has to appeal to a particular audience (5.1.3 and the Marketing and e-commerce option). The candidate may consider alternatives and then decide on the criteria that the advertisement must meet.</p> <p>The coursework titles provide an opportunities for problem solving. Given the title, aims and objectives can be set and the information required identified. Alternative methods of collecting the information may be considered and one method chosen.</p>	<p>The problems outlined in PS1.1 provide opportunities for meeting the requirements of PS1.2.</p>	<p>The candidate may try out the solutions to the problems outlined in PS1.1. The solutions may be evaluated by, for example, measuring the costs/time/output involved in the production decision or the views of people in the target audience for the advertisement or the useful of the information collected evaluated.</p>

# PROBLEM SOLVING LEVELS 1 & 2

# GCSE BUSINESS STUDIES A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.			
<b>PS2.1</b>	Identify a problem and come up with two options for solving it.	<ul style="list-style-type: none"> <li>Identify the problem, accurately describing its main features, and how to show success in solving it.</li> <li>Come up with different ways of tackling the problem.</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	The opportunities outlined under LP1.1 also provide opportunities for working at Level 2 Problem Solving.
<b>PS2.2</b>	Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out.</li> <li>Use your plan, organising the relevant tasks and making changes to your plan when needed.</li> <li>Obtain and effectively use any support needed.</li> </ul>	See WO1.1
<b>PS2.3</b>	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	<ul style="list-style-type: none"> <li>Check if the problem has been solved by accurately applying the methods you have been given.</li> <li>Describe clearly the results, and explain the decisions you took at each stage of tackling the problem.</li> <li>Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem.</li> </ul>	See WO1.1