

**OCR GCSE IN BUSINESS STUDIES A**

**1951**

**Key Features**

- A clear progression route to the revised OCR AS/A Level Business Studies specification.
- Considerable flexibility, allowing Centres to adapt to the needs of their students.
- Choice between coursework and written paper, based on a pre-released business scenario.
- Choice of subject content for the option paper, allowing focus on a particular area of business studies.
- Short course also available, co-teachable with full course.
- Certificate of Achievement currently being developed to be co-teachable with full and short course.
- Offers continuity from current Business Studies A specification.
- 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

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# OCR GCSE IN BUSINESS STUDIES A (1951)

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## SECTION A: SPECIFICATION SUMMARY

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### **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 a minimum of two papers – a core paper and an option paper.

In addition, candidates will either complete a coursework investigation or a paper based on a pre-seen Case Study.

### **QUESTION PAPERS**

The core paper will concentrate on that part of the specification which all candidates have followed. The option paper will assess the option which has been studied plus elements of the core.

Questions in the Case Study paper will be based on a pre-seen business scenario.

### **ENTRY OPTIONS**

All candidates must take the core paper. Candidates must be entered for either the Business and Change option or the Business Communication and Marketing option. They must also enter for either the Coursework option or the Case Study option. Tiered papers will be available for all externally assessed components.

### **INTERNAL ASSESSMENT**

Coursework will be internally assessed and externally moderated by post.



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## **SECTION B: GENERAL INFORMATION**

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### **1 Introduction**

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#### **1.1 RATIONALE**

The specification has been developed so that it provides a challenging and yet rewarding learning experience at GCSE level. 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 in Business Studies A.

#### **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 offer a GCSE Short Course in Business Studies and at time of publication are developing a Certificate of Achievement in Business Studies. Both specifications have been designed to be co-teachable with GCSE Business Studies A. The core section of the specification content of Business Studies A forms the basis of the content of the Short Course and Certificate of Achievement. 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 offer a Modular full course GCSE in Business Studies, specification B, which has some links with the content of specification A. The coursework requirements for the specifications are the same and the work will be marked against the same assessment criteria. However, the approach and methods of external assessment for the two specifications are significantly different.

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

GCSE Business Studies A 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.

<b>GCSE Business Studies A Subject Content</b>	<b>Part One Foundation GNVQ and Foundation GNVQ Business</b>		<b>Part One Intermediate GNVQ and Intermediate GNVQ Business</b>	
<b>CORE</b>				
5.1.1 External Environment of the Business	Unit 2	Stakeholders, types of ownership.	Unit 1	Business objectives.
			Unit 2	Stakeholders, types of ownership.
			Unit 13	International markets.
5.1.2 Business Structure, Organisation and Control	Unit 1 and 2	Types of business organisation; communication; business objectives.	Unit 1	Internal organisation; communication.
	Unit 3	Use and management of finance.	Unit 2	Ownership; types of organisation; limited and unlimited liability.
			Unit 3	Use and management of finance.
5.1.3 Business Behaviour	Unit 3	Finance – profit and loss, break-even analysis.	Unit 3	Finance – profit and loss, break-even analysis.
			Unit 7	Division of markets; promotion and promotional strategy.
5.1.4 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;
5.1.5 Aiding and controlling Business Activity	Unit 2	Location of a business.	Unit 2	Location of a business.
	Unit 5	Consumer protection.	Unit 5	Consumer protection.
	Unit 7	The impact of business activity on the environment.	Unit 6	Trade unions; resolving conflict; health and safety; employment protection.

OPTION				
5.2.1 Business and Change	Unit 2	Types of competition; government influence and intervention.	Unit 2	Types of competition; location of business.
	Unit 3	Costs and output; break-even; gross and net profit.	Unit 3	Costs and output; break-even; cash flow; gross and net profit.
	Unit 6	Changes in working patterns.	Unit 6	Changes in working patterns.
5.2.2 Business Communication and Marketing			Unit 1	Methods of Business Communication.

NB For Part One awards, unit 1 is equivalent to unit A, unit 2 is equivalent to unit B etc.

## 1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE 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 **may** however also enter for any GNVQ specification with the certification title Business in the same examination series. They may also enter for any Entry Level Certificate or 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 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).

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## **2 Specification Aims**

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This course aims to give candidates an understanding of the dynamics of business activity. The understanding must also 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:

- Make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used.
- Apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.
- Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.
- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.
- 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.
- Develop awareness of the nature and significance of innovation and change within the context of business.

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

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### 3 Assessment Objectives

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- 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.
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### 4 Scheme of Assessment

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#### 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 2 <b>and 4 or 6</b> <b>and 8 or 9</b>
A		
B		
C	Candidates take Components 1 <b>and 3 or 5</b> <b>and 7 or 9</b>	
D		
E		
F		
G		

## 4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 – Foundation Common Core	1 hour 45 mins	50%
2	Paper 2 – Higher Common Core	1 hour 45 mins	50%
3	Paper 3 – Foundation Business and Change	1 hour	25%
4	Paper 4 – Higher Business and Change	1 hour	25%
5	Paper 5 – Foundation Business Communication and Marketing	1 hour	25%
6	Paper 6 – Higher Business Communication and Marketing	1 hour	25%
7	Paper 7 – Foundation Case Study	1 hour 30 mins	25%
8	Paper 8 – Higher Case Study	1 hour 30 mins	25%
9	Coursework	-	25%
89	Coursework Carried Forward		25%

## 4.3 QUESTION PAPERS

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

Common core papers 1 and 2 will consist of up to five compulsory questions based on brief business scenarios. The paper will be marked out of 120 marks, four of which will be awarded for quality of written communication. There will be one question paper for each tier.

Option papers 3 to 6 will consist of two questions based on brief business scenarios. The papers will be marked out of 60. Two marks will be awarded for the quality of written communication. There will be one question paper for each tier.

The Case Study papers 7 and 8 will consist of up to seven 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. The papers will be marked out of 120 marks, eight of which will be awarded for quality of written communication. The Case Study papers will be externally marked. There will be one question paper for each tier.

#### 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

	<b>AO3.1</b>	<b>AO3.2</b>	<b>AO3.3</b>	<b>AO3.4</b>	<b>Total</b>
<b>Paper 1</b>	18	12	8	12	<b>50</b>
<b>Papers 3 &amp; 5</b>	7	8	4	6	<b>25</b>
<b>Case Study and Coursework</b>	-	5	13	7	<b>25</b>
<b>Overall</b>	25	25	25	25	<b>100</b>

##### Higher Tier

	<b>AO3.1</b>	<b>AO3.2</b>	<b>AO3.3</b>	<b>AO3.4</b>	<b>Total</b>
<b>Paper 2</b>	18	12	8	12	<b>50</b>
<b>Papers 4 &amp; 6</b>	7	8	4	6	<b>25</b>
<b>Case Study and Coursework</b>	-	5	13	7	<b>25</b>
<b>Overall</b>	25	25	25	25	<b>100</b>

#### 4.5 ENTRY OPTIONS

All candidates should be entered for 1951 with one of the following option codes

<b>Option Code</b>	<b>Title</b>	<b>Components</b>
FA	Foundation Business and Change with Coursework	1, 3, 9
FB	Foundation Business Communication and Marketing with Coursework	1, 5, 9
FC	Foundation Business and Change with Case Study	1, 3, 7
FD	Foundation Business Communication and Marketing with Case Study	1, 5, 7
HA	Higher Business and Change with Coursework	2, 4, 9
HB	Higher Business Communication and Marketing with Coursework	2, 6, 9
HC	Higher Business and Change with Case Study	2, 4, 8
HD	Higher Business Communication and Marketing with Case Study	2, 6, 8

FE	Foundation Business and Change with Coursework Carried Forward	1, 3, 89
FF	Foundation Business Communication and Marketing with Coursework Carried Forward	1, 5, 89
HE	Higher Business and Change with Coursework Carried Forward	2, 4, 89
HF	Higher Business Communication and Marketing with Coursework Carried Forward	2, 6, 89

Options FE, FF, HE, HF 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 will submit an assignment on an investigation into a business situation. Coursework titles are given in Section 7.1. The work should be approximately 2500 words in length and should represent approximately 10 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.

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## SECTION C: SPECIFICATION CONTENT

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### 5 Specification Content

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#### 5.1 COMMON CORE

The following content should be taught in the context of the assessment objectives, and in particular, the 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.

##### 5.1.1 External Environment of the Business

 **C1.2, 2.1a, 2.1b, N1.1, IT1.1-2.3, WO1.1-2.3**

 **1e, 1f, 1g, 1i, 1j**

###### (a) Business Activity

- Business activity as a means of adding value and meeting customer needs in a competitive environment.
- Classification of local or national firms into primary, secondary and tertiary sectors.
- Key features of the structure of the UK economy.

###### (b) The Organisation

- Major business objectives and their importance.
- Stakeholders, business ethics and the environment - producers/consumers, owners/employees, government/tax payers, the community, competitors.
- Differing aims of private and public enterprise.

###### (c) The Changing Business Environment

- Government influence on decisions - local, national and international.
- Different ways of measuring the size of a business, and their appropriateness.
- Ways in which business responds to market forces.
- The impact of technology on business.
- Global opportunities for and constraints on business activity including the effects on UK business of membership of the EU.

## 5.1.2 Business Structure, Organisation and Control

 C1.1-2.3, N1.1



 1e

### (a) Ownership and Internal Organisation

- Relationship between business objectives, potential for growth and business organisation.
- Types of business organisation - sole trader, partnership, limited company, public corporation, holding company.
- The importance and growth of multi-national companies.
- Control and responsibility - objectives, control, sources of finance, distribution of profits.
- Limited and unlimited liability.
- Business activity undertaken by the government, and through government agencies.
- Internal organisation and communication – roles and relationships of personnel in business.

### (b) Financing Business Activity

- Use and management of finance.
- Short and long term needs of the business.
- Main internal and external sources of finance for both public and private sector organisations.
- Factors affecting the methods of finance chosen.

## 5.1.3 Business Behaviour

 C1.1-2.3, N1.1-2.3, IT1.1-2.3, WO1.1-2.3, LP1.1, PS1.1-2.1



 1e, 1f

### (a) Marketing

- Identify and research markets, using primary and secondary research to identify customer needs.
- Presentation and use of market research results.
- Division of markets into segments using size, socio-economic grouping, location, price, quality or purpose and deciding at which segments to aim.
- Franchises.
- The main elements of the marketing mix.
- Product - design, name, range, packaging, the product life-cycle.
- Price - methods and strategies.
- Placement - channels of distribution.
- Promotion - advertising, media selection and point-of-sale promotion.
- How these elements are combined into a marketing strategy.

**(b) Production**

- Using and managing resources to produce goods and services.
- Methods of production - job, batch, process, flow.
- Large and small scale production, economies of scale and dis-economies of scale.
- Costs incurred in production.
- Classifying costs - fixed and variable, direct and indirect.
- Simple models of break-even analysis, their use and limitations.
- Quality assurance, meaning, methods and importance.

**(c) Financial Information and Decision-Making**

- Importance of cash flow and cash flow forecasts.
- Importance of profit.
- The purposes and main elements of profit and loss account - gross and net profit calculations.
- Purposes and main elements of the Balance Sheet.
- Using accounts to aid decision-making.
- Working capital - definition, measurement, importance.

### 5.1.4 People in Organisations

 C1.1-2.3, N1.1, IT1.1, 1.2, WO1.1-2.3



 1e

**(a) Human Needs and Rewards**

- Role of work in satisfying human needs.
- Payment systems.
- Pay slip.
- Managing and motivating workers, the benefits of and the methods of motivation and leadership styles.

**(b) Management and Recruitment**

- Stages in recruitment and selection.
- The documents of recruitment and selection including the job description, person specification, advertisement, application forms and CVs.

**(c) Training and Staff Development**

- The purposes of training – the maintenance and development of people in organisations.
- Types of training.

## 5.1.5 Aiding and Controlling Business Activity

 C1.1-1.3, W01.1-2.3

 1e, 1f, 1h, 1i

### (a) Reasons for Regulating Business Activity

- Supporting and controlling the impact of business activity on people, the economy and the environment.

### (b) Influences on Business Activity

- Location and development - grants, planning control, enterprise zones, infrastructure.
- The workforce - trade unions, types of industrial action and resolving conflict.
- Health and safety, contract of employment, employment protection, equal opportunities, the national minimum wage.
- The consumer - consumer protection.

## 5.2 OPTIONAL AREAS

Although the two optional areas of the Specification are presented as discreet sections, they should be regarded as extensions of certain aspects of the Core Specification. This will allow Centres and candidates to specialise and develop specific areas of Business Studies. As a result, elements of the Core Specification may be examined in the Option assessment component.

### 5.2.1 Business and Change (Components 3 and 4)

 C1.1-2.3, N1.1-2.3, IT1.1-2.3, LP1.1



 1e, 1f, 1i, 1j

#### (a) Economic Environment

- Market and mixed economies.
- Types of competition.
- International trade.
- Government influence and intervention.

#### (b) Business Environment

- Recent trends in ownership and trading patterns.
- Factors affecting choice and decision of location of business.
- Changes in labour costs.
- Changes in working patterns.
- The impact of the Single European currency.

**(c) The Business**

- Changes in size of business - reasons, methods, choices.
- Types of integration and growth.
- Rationalisation.
- The main features of organisational structure.
- Different methods of internal organisation.
- Centralisation.

**(d) Finance and Change**

- Costs and output.
- Types of economies and diseconomies.
- Break-even analysis.
- Social costs and benefits.
- Analysis and management of cash flow.
- Budgets.
- Gross and net profit.
- Identification and interpretation of change through accounting data using ratio analysis and other appropriate techniques.
- Classification of assets/liabilities.
- Types of capital.

**5.2.2 Business Communication and Marketing (Components 5 and 6)**

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



 1e

**(a) Communication in Business Activity**

- Types of communication within different organisations.
- The importance of effective business communication.
- Barriers to effective communication.
- The changing nature of communication within and between businesses.
- The impact of changes in ICT on the nature and location of the workplace.
- The link between developments in business communication and patterns of employment.

**(b) The Impact of e-commerce on Business Activity**

- The nature of e-commerce.
- Pressures for the adoption of e-commerce.
- Difficulties in the development of e-commerce as a means of trade.
- The benefits of e-commerce to business and the consumer.
- Consumer protection in relation to e-commerce.
- Issues of security and confidentiality in e-commerce.

**(c) Marketing and the Business Environment**

- The aims and importance of marketing.
- The link between marketing and e-commerce.
- Niche, mass and test markets.
- The use of socio-economic groups and sampling methods in market research.
- The use of SWOT analysis.
- The link between demand and supply and marketing.
- Price elasticity of demand – meaning, calculation and importance.
- Enterprise and innovation in marketing.
- Ethical issues in marketing activity.

**(d) Marketing: Developments and Constraints**

- Technological developments in the marketing context.
- The use of electronic information in targeting markets.
- The use of credit as a means of marketing.
- The role of consumer protection in marketing.
- The control of advertising.

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## 6 Notes for Guidance on Subject Content

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In these notes for guidance, the specification content is expressed in terms of what candidates 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, **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 their work on the assignment. In many respects, the centre itself can be treated usefully 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 pre fixed with the stem 'candidates should be able to...'

### 6.1 COMMON CORE

#### 6.1.1 External Environment of the Business

##### (a) Business Activity

- Demonstrate understanding of business activity in adding value and helping to satisfy the needs of customers in a changing competitive environment.
- Classify firms into primary, secondary and tertiary sectors.
- Show understanding of the changing importance of each of these categories, and particularly the growth of the tertiary sector and its implications for the structure of business in the UK.
- Identify the key features of the structure of the UK economy.

- Show awareness of the main ways in which the role of the UK within the EU will affect the environment within which business operates, and the decisions that are made.
- Explain the importance of the single European market.

**(b) The Organisation**

- Identify and demonstrate understanding of the importance of clear business objectives (growth, profitability, wealth creation, market share and survival) and their inter-relationship.
- Show how the business environment provides opportunities and imposes constraints upon the pursuit of business objectives.
- Explain the roles of the different groups involved in business: owners, producers, consumers, employees, government, tax payers.
- Show an awareness of ethical considerations in business activity.
- Demonstrate an understanding of the impact of business activity on the environment.
- Explain the differing aims of private and public sector organisations in the UK.
- Demonstrate awareness of the changes which have taken place.
- Identify and give examples of recent changes in private and public ownership.

**(c) The Changing Business Environment**

- State the role of Government in influencing decisions within local, national and international contexts and explain how business may react.
- Know the main kinds and forms of taxation and explain how changes in these may affect organisations.
- Know how interest rates affect businesses.
- Explain the different ways of measuring the size of business and select and justify appropriate measures of size in given circumstances.
- Describe and explain ways in which business responds to both the needs of consumers and the actions of competitors.
- Show awareness of the ways business can respond to the needs of the community and the environment.
- Explain the ways in which technology, such as information technology and e-commerce, has an impact on business.
- Show awareness of the main advantages and disadvantages of a single European currency.
- Explain how increased world trade can influence the UK economy creating opportunities for growth, increased competition and changes in the structure of the economy.

## **6.1.2 Business Structure, Organisation and Control**

**(a) Ownership and Internal Organisation**

- Explain or discuss the appropriateness of the legal and internal structures a firm adopts to its objectives and to potential for growth.
- Describe the main features and give examples of sole traders, partnerships, limited companies, holding companies and public corporations.

- Identify reasons for the importance and growth of multi-national businesses.
- Explain in terms of objectives, control, sources of finance and distribution of profits the differences between these business organisations.
- Demonstrate understanding of the role of government in business activity and of the agencies through which it undertakes such activity.
- Draw, explain and interpret simple organisation charts demonstrating an understanding of the roles, responsibilities and inter-relationships of people within organisations including span of control, departments, delegation, communication.

N.B. Detailed knowledge of the legal procedures followed in setting up and running a business will **not** be required.

### **(b) Financing Business Activity**

- Understand the use and management of finance (capitalisation, balance sheet analysis, cash flow forecasting).
- Show an appreciation of the difference between, and the need for, short and long term finance.
- Identify internal and external sources of finance for both private and public sector organisations.
- Explain the factors which affect the methods of finance chosen by a particular business, nature of business and project, size of business, cost of finance, the length of time required and the risk involved.

## **6.1.3 Business Behaviour**

### **(a) Marketing**

- Show how a business finds out about markets for its product(s) using primary and secondary research.
- Conduct field and desk research using appropriate methods.
- 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.
- Demonstrate understanding of the product life cycle.
- Identify, explain and give examples of the four main elements of the marketing mix:
  - product (design, brand-name, range and packaging)
  - price (methods and strategies)
  - placement (channels of distribution)
  - promotion (advertising, media selection and point-of-sale promotion).
- Know the stages of the product life-cycle and explain their significance in relation to the marketing of the product.
- Show understanding of the importance of these different elements and the ways in which they can be used separately or together to influence consumer purchasing.

**(b) Production**

- Show an understanding of how resources can be used and managed to help organisations 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 economies of scale and dis-economies of scale and give examples.
- Demonstrate understanding of advantages and disadvantages associated with the scale of production.
- State and explain the costs a business might incur in production.
- Classify costs and show understanding of fixed and variable costs, direct and indirect costs.
- Explain, interpret and use simple break-even models and demonstrate an understanding of the limitations of the data contained in and used to calculate break-even outputs.
- Explain what is meant by quality assurance, the methods by which it can be achieved and why it is important to businesses in a competitive environment.

**(c) Financial Information and Decision-Making**

- Show understanding of the importance of cash flow and cash flow forecasting.
- Draft, explain and use cash flow forecasts.
- Define profit.
- Demonstrate an understanding of the main elements of profit and loss accounts.
- Calculate gross and net profit.
- Use profit and loss accounts to aid decision-making.
- Explain the importance of profit as a reward for enterprise and risk-taking, financing further investment and indicating business performance.
- Demonstrate understanding of the main elements of the Balance Sheet.
- Use the Balance Sheet to aid decision-making.
- Identify and calculate working capital.

### **6.1.4 People in Organisations**

**(a) Human Needs and Rewards**

- Explain the role of work in satisfying human needs.
- Explain different payment systems: time rate, piece rate, salaried, bonus systems, profit sharing, fringe benefits and non-financial rewards.
- Evaluate the merits of these in different situations.
- Interpret and make calculations from pay slips: gross and net pay, compulsory and voluntary deductions, tax code.
- Examine the importance of the role of managers in motivating workers, and the pay and non-pay methods of motivation that they can use, showing how these relate to human needs.

- Explain the benefits to a business of motivating workers.
- Show knowledge of different leadership styles that managers may have or can use and when they might be appropriate.

**(b) Management and Recruitment**

- Show an understanding of the main stages in the recruitment and selection of workers – identifying needs, advertising, receiving applications and selection methods.

**(c) Training and Staff Development**

- Describe and explain the importance of induction, training and development.
- Describe the alternatives of internal and external training.
- Show awareness of the importance of maintaining the quality and effectiveness of the workforce through continual training and staff development and communication.

### **6.1.5 Aiding and Controlling Business Activity**

**(a) Reasons for Regulating Business Activity**

- Give examples of intervention both to support and control the impact of business activity on people, the economy and the environment.
- Explain why such intervention may be necessary.
- Show awareness of the main methods of intervention: legislation, EU regulation, government policy, influence from other agencies (trade unions and pressure groups).

N.B: Detailed knowledge of acts of parliament, EU regulations, the organisation of government departments, trade unions or pressure groups is NOT required.

**(b) Influences on Business Activity**

- Describe and explain the main methods of regulating business.
- Demonstrate an understanding of the effects of grants, enterprise zones, planning regulations and infrastructure on the location and development of business.
- Describe the work of trade unions, types of industrial action and main methods of resolving conflict.
- Demonstrate an understanding of the importance of health and safety requirements and how they affect business.
- Describe the main features of contracts of employment, employment protection and equal opportunities legislation.
- Demonstrate an understanding of the effects of minimum pay legislation on businesses and their competitiveness, and on workers.
- Demonstrate an understanding of the ways in which consumer protection affects business decisions.

## 6.2 OPTIONAL AREAS

### 6.2.1 Business and Change

#### (a) Economic Environment

- Describe and give examples of market and mixed economies.
- Describe different types of competition: perfect competition, oligopoly and monopoly.
- Explain how and why government may need to intervene to control monopolies/oligopolies.
- Identify the reasons for international trade.
- Describe the factors influencing the level of international trade.
- Explain the effects of fluctuating exchange rates on businesses.
- Identify types of financial and trade support which government offers to business.
- Explain the impact of taxation on business.
- Explain the impact of changing interest rates on business.
- Explain how government may intervene to control external costs – congestion, pollution, loss of amenity.

#### (b) Business Environment

- Identify recent changes in the UK economy, including the continual decline of UK manufacturing; the increase in the service sector and the relative importance of these changes.
- Identify the factors which influence the location of businesses.
- Make decisions about location in given circumstances.
- Explain the possible effect on business of changes in labour costs.
- Explain changes in working patterns – labour flexibility; part-time employment; tele-working; out-sourcing.
- Describe the possible effects on UK business following the introduction of the Single European Currency.

#### (c) The Business

- Describe the structure of business organisations in terms of their ownership and financial structure and the ways in which they may change.
- Describe the appropriateness of each major form of organisation for given objectives.
- Understand and explain the different types of integration – horizontal, vertical, lateral and conglomerate.
- Explain the reasons why businesses seek to integrate.
- Explain and understand the difference between mergers and acquisitions.
- Explain the effects of rationalisation on both the business and its customers.
- Describe the internal organisation of a business and the ways in which it might change with growth.

- Explain the effects of changes in the span of control, chain of command, degree of centralisation as the business develops.
- Identify communications problems associated with growth.

**(d) Finance and Change**

- Explain and illustrate how costs change with output.
- Explain the types of economies (Internal/External) and diseconomies of scale and their impact on business.
- Draw and use a break-even chart.
- Identify social costs and benefits of business behaviour.
- Analyse and comment on simple cash flow forecasts.
- Explain why firms budget.
- Identify the sources from which a business might decide to obtain finance, and explain their appropriateness to different forms of business.
- Explain the use of gross and net profit.
- Identify, interpret and comment upon changes in business revealed by financial data contained in Trading, Profit and Loss Accounts and Balance Sheets using ratios, comparisons and trends.
- Classify and give examples of fixed and current asset; current and long term liability.
- Classify and give examples of types of capital used in business organisations.

## 6.2.2 Business Communication and Marketing

**(a) Business Communication and Marketing**

- Explain the meaning and use of different types of communication (documentary, verbal, text and images, one way and two way communication).
- Understand the role that effective communication plays in the success of a business.
- Identify a range of factors which act as barriers to effective communication (timing, clarity, method used, attitude of receiver and sender, appropriateness of feedback).
- Explain how internal/external and formal/informal feedback takes place within and between businesses (e-mail, text messages, letters, reports, leaflets, mail-shots, face to-face, telephone, voice mail, tele/video-conferencing, fax).
- Identify the influence of developments in business communication on the nature and location of the workplace (teleworking, remote office, call centres).
- Comment on the ways in which ICT developments (electronic data transmission, stock control systems) impact on business and recruitment (development of regional distribution centres, on-line ordering) and changes in employment patterns, e.g. closure and job losses in high street banks and the introduction of internet and telephone banking.

**(b) The Impact of e-commerce on Business Activity**

- Define and explain the nature of e-commerce in a business context.
- Identify the pressures on businesses to adopt e-commerce (competition, productivity, profitability, political and technical factors).

- Understand the difficulties in developing e-commerce as a means of trade (costs, training, staff expertise, response/preference of customers).
- Evaluate the benefits and threats to both customers and businesses when using e-commerce.
- Explain the need to provide protection for consumers and businesses when using e-commerce.
- Understand the need for security and confidentiality in the use of e-commerce (encryption, security ID).

**(c) Marketing and the Business Environment**

- Describe the importance of marketing to the survival and growth of a firm in a changing business environment.
- Understand and explain the way in which businesses use e-commerce to promote their business activity (on line services, web-sites, on-line booking discounts).
- Understand and explain the way in which 'dot-com' organisations use advertising to develop a marketable brand.
- Distinguish between different types of market (niche, mass, test).
- Understand the use of differing models of data sampling (random, quota, stratified).
- Understand the use made of socio-economic groups in a marketing context.
- Understand the meaning and use of SWOT (strengths, weaknesses, opportunities, threats) analysis in a marketing context.
- Identify and demonstrate a basic understanding of the way in which demand and supply analysis is used in a marketing context.
- Draw and interpret graphs showing the changing relationship between demand, supply and price.

**NB:** Candidates will **only** be expected to demonstrate an understanding of a change in demand caused by advertising, consumer income or price of substitutes.

- Understand the importance of price elasticity of demand in a marketing context.
- Calculate price elasticity of demand from simple data.

**NB:** Recall of the formula will not be required.

- Understand the need for and types of innovation in the marketing of a product.
- Devise a strategy for marketing a product in given circumstances.
- Understand the meaning and importance of ethical considerations in marketing for:- product development (safety features, animal testing, use of non-toxic materials)  
packaging (the pressure for re-cycling, problems of waste disposal)  
public relations (child labour, sweat shops, advertising campaigns designed to shock).

**(d) Marketing: Developments and Constraints**

- Show awareness of how technology, used in a marketing context, is changing business.
- Explain the advantages for the business of using electronic information to assist with the targeting of a particular market (use of databases, loyalty cards, use of direct mail marketing).
- Identify and understand the main characteristics of, and differences between, different forms of credit, and their use in marketing (hire purchase, credit cards, charge cards).
- Show an awareness of, and an understanding of the need for legislation used in consumer protection and show how this impacts upon the marketing of a product.
- Explain how the control of advertising is used to protect the consumer from possible inappropriate or dishonest advertisements (watershed, false claims, comparative advertising, banned products).
- Understand the role which key organisations play in monitoring advertising (Advertising Standards Authority (ASA), Independent Television Commission (ITC)).



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## SECTION D: COURSEWORK

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### 7 Coursework Tasks

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#### 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 title.

##### 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?
4. Choose a vacant local business site. Make recommendations on how it may be developed for business purposes.

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

Candidates may 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 width and depth to the assignment.

##### 7.1.2 Developing a Centre Based Title

Centres may develop their own coursework title, which should relate to a business situation or decision. The subject matter can be taken from the core specification or the core and option.

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

- If the title chosen for is, for example, to investigate the pricing strategy of a sole trader, this could lead to an informative but very short piece of work. An investigation based on how the sole trader's marketing strategy 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 has 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 10 hours. A suggested topic area may be too big for investigation and may need to be reduced.
- Some of the 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 businesses do produce 'student packs' which may be of some general use, though these will need to be supplemented by individual primary research.

Centres wishing to develop their own title should 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 Title**

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

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.

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

## **7.2 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 time scale of when particular sections should be completed. The collection, analysis and evaluation of data can be practised on a minor scale in the usual course of classroom/home work 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 to use 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 assignment 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.

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 cover only 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 gather data jointly 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 2500 words and 10 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 certainly 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 a 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, for example, on the clarity of expression, spelling, punctuation and grammar should be emphasised, especially where business terminology is used.

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## 8 Regulations for Internal Assessment

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### 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

<b>Criterion 1</b>	<b>A clear aim appropriate to the investigation</b>	<b>Max 4</b>
	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
<b>Criterion 2</b>	<b>Collection of information</b>	<b>Max 11</b>
	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
<b>Criterion 3</b>	<b>Presentation of information</b>	<b>Max 7</b>
	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
<b>Criterion 4</b>	<b>Use of business language, techniques and concepts</b>	<b>Max 11</b>
	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

<b>Criterion 5</b>	<b>Analysis and interpretation of information</b>	<b>Max 12</b>
	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
<b>Criterion 6</b>	<b>Evaluation and recommendations</b>	<b>Max 11</b>
	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
<b>Quality of Written Communication</b>		<b>Max 4</b>
	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
<b>TOTAL</b>		<b>60</b>

## 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.

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 material.

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 material.

## **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.



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## SECTION E: FURTHER INFORMATION

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### 9 Opportunities for Teaching

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#### 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 when delivering the course content and through the Coursework option. 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

The following section offers guidance on opportunities for using ICT through the delivery of the course.

ICT Application/Development	Opportunities for Using ICT During the Course
Word Processing	There are many general opportunities that teachers may use when writing business reports (including the coursework). Specific opportunities exist in Common Core Section 5.1.4. Candidates may learn about letters of application, application forms and CVs by word processing their own documents.

Spreadsheets and Graphs	<p>Common Core Section 5.1.3 (a) and Business Communication and Marketing option (c) - when processing responses to market research questionnaires.</p> <p>Common Core Section 5.1.3 (b) and Business and Change Option 5.2.2 (d) – examining and exploring the classification and behaviour of costs, economies and dis-economies of scale and break-even analysis.</p> <p>Common Core Section 5.1.3 (c) and Business and Change Option (d) – when examining and exploring changes relating to cash flow, profit and loss accounts and balance sheets.</p> <p>Common Core Section 5.1.4 (a) – when examining the pay of workers including calculations of commission for groups of workers.</p> <p>Business Communication and Marketing Section (c) provides an opportunity for analysing and graphing demand, supply and price information.</p>
Databases	<p>Common Core Section 5.1.3 (a) – may be used to analyse market data.</p> <p>Common Core Section 5.1.3 (a) and (c) - analysing firms in a local area.</p>
Graphics	<p>Common Core Section 5.1.2 (a) and Business and Change Option 5.2.2 (c) – may be used to create organisation charts.</p> <p>Common Core Section 5.1.3 (a) Business Communication and Marketing (c) – may be used to create promotional materials.</p> <p>Common Core Section 5.1.4 (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. See Section 11, Reading list, for a list of useful sites.</p> <p>Business Communication and Marketing Section 5.2.2 is an opportunity for exploring the nature of e-commerce by accessing commercial sites.</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.

<b>Software</b>	<b>Example of application to Coursework Activities</b>
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 etc.</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	<p>Candidates may wish to use spreadsheets to record the data generated from questionnaires and use this to create 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 assignment will have the opportunity to filter and sort data collected from questionnaires that have been completed by respondents across the UK.</p>
Databases	<p>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.</p>
Graphics	<p>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.</p>

Internet web sites	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.
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 all 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.

<b>Citizenship Programme of Study</b>	<b>Opportunities for Teaching Citizenship during the Course</b>
1 e) How the economy functions, including the role of business and the financial services.	The entire specification content (Common Core and Options) covers this element.
1 f) The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.	In the Common Core there are opportunities to cover this element in 5.1.1 (b) by looking at stakeholders, ethical issues and the environment, Section 5.1.3 (a) by examining how marketing techniques can be employed to bring about change and Section 5.1.5 (b) by examining how planning decisions can be influenced and the work of trade unions.  In Business and Change there are opportunities in Section 5.2.2 (a) in looking at government influence and intervention.

<p>1 h) The rights and responsibilities of consumers, employers and employees.</p>	<p>In the Common Core, there are opportunities to focus on rights and responsibilities in Section 5.1.1 (b) when studying stakeholders, business ethics and the environment, Section 5.1.4 People in Organisations and Section 5.1.5 Aiding and Controlling Business.</p> <p>In the Business and Change option, this element may be studied in 5.2.2 (b) looking at the impact of the national minimum wage, and (c) dealing with the impact of changing technology.</p> <p>In the Business Communication and Marketing option, there are opportunities in Sections (a) dealing with the impact of technology on the workforce and (b) dealing with Consumer Protection.</p>
<p>1 i) The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations.</p>	<p>In the Common Core, the major opportunity for the study of this element occurs in Section 5.1.1 (c), dealing with global issues concerning business and Section 5.1.5 (a) dealing with the role of government.</p> <p>In the Business and Change option there are opportunities in Section 5.2.2 (a) looking at trading patterns.</p>
<p>1 j) The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.</p>	<p>In the Common Core, the major opportunity for the study of this element is provided in Section 5.1.1 (c) which deals with global issues.</p> <p>In the Business and Change option there are opportunities in Section 5.2.2 (a) looking at trading patterns.</p> <p>In the Business Communication and Marketing option, this may be dealt with in Section (a), looking at the global nature of business activity and the impact of technology on this.</p>

### 9.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The specification has been designed in a way that includes, where appropriate, the spiritual, moral, ethical and social and cultural dimensions of Business Studies.

Business ethics are considered in Section 5.1.1. 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 5.1.3 and also in teaching Section 5.1.4 looking at the employment of workers.

The teaching of Section 5.1.5 provides an opportunity for looking at how the government needs to consider these issues when aiding and controlling business activity.

The Business and Change option provides an opportunity to focus on change in business in response to both internal and external forces, showing how these are constrained by moral, ethical and social and cultural influences.

The Business Communication and Marketing option provides an opportunity to look at the issues as they affect marketing behaviour and how technological development challenges current understanding and practices.

## **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.

There are opportunities for teaching about environmental issues in the Common Core section 5.1.1(b). Section 5.1.5 requires an understanding of the Health and Safety issues as they affect the work force.

## **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 5.1.1 (c).

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## 10 Key Skills

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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 web site. 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.

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## 11 Reading List

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At the time of the publication of this specification Hodder and Stoughton are preparing a GCSE Business Studies textbook 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 1 8739 2984 6
Borrington K and Stimpson P	Business Studies Now! for GCSE	John Murray ISBN 0 7195 7222 3
Butler D	GCSE Business Studies	Oxford ISBN 01983 2797 8
Chambers I et al	Business Studies	Longman ISBN 0 5823 0902 6
Huggett R	Business Studies for GCSE	Collins ISBN 0 0032 7388 1
Jenkins A	GCSE A to Z Business Studies Handbook	Hodder & Stoughton ISBN 0 3406 836 6x
Needham D and Dransfield R	Business Studies for You	Stanley Thornes ISBN 0 7487 2490 7
Whitcomb A	The Times 100 Case Studies Comprehensive Business Studies	Times Newspapers Longman ISBN 0 5823 3775 5
Whitcomb A and Bowen B	Essential Business Studies	Hodder & Stoughton ISBN 0 3406 9774 1

## Web sites

<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	General business information
<a href="http://www.ebea.org.uk">www.ebea.org.uk</a>	Economics and Business Education Association
<a href="http://www.ftse.com">www.ftse.com</a>	Stock Market information
<a href="http://www.open.gov.uk">www.open.gov.uk</a>	Government information service
<a href="http://www.telegraph.co.uk">www.telegraph.co.uk</a>	Daily Telegraph – current affairs
<a href="http://www.sundaytimes.co.uk">www.sundaytimes.co.uk</a>	Sunday Times – current affairs

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## 12 Arrangements for Candidates with Special Needs

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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.

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## 13 Support and In-service Training for Teachers

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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.

