

**OCR GCSE IN BUSINESS STUDIES B (MODULAR)**

**1952**

**Key Features**

- A new and exciting approach to Business Studies encouraging candidates to investigate businesses in their local area and factors affecting them.
- Units offered in January and June, allowing candidates to be assessed throughout the course, with chance to re-sit units.
- A clear progression route to the revised OCR modular GCE Business Studies specifications.
- Only modular GCSE Business Studies specification available.
- Candidates take three written units and a coursework unit.

**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 B (MODULAR) (1952)

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## SECTION A: SPECIFICATION SUMMARY

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### 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\*.

Units 2321, 2323 and 2324 have papers at both the Foundation Tier and the Higher Tier. It is not obligatory for candidates to enter units 2321, 2323 and 2324 at the same tier.

At certification there are no specific tiers of entry. A candidate's overall grade is determined by the uniform mark scores achieved for the units.

### UNITS

Unit	Unit Code	Options	Title	Duration	Weighting	Availability
1	2321	F	Business Organisation: Foundation Tier	1 hour 15 mins	25%	Jan, June
		H	Business Organisation: Higher Tier	1 hour 15 mins	25%	Jan, June
2	2322		Business Studies: Coursework		25%	Jan, June
3	2323	F	Business in its Environment: Foundation Tier	1 hour 15 mins	25%	June
		H	Business in its Environment: Higher Tier	1 hour 15 mins	25%	June
4	2324	F	Business Processes: Higher Tier	1 hour 15 mins	25%	June
		H	Business Processes: Higher Tier	1 hour 15 mins	25%	June

All candidates will take four units.

Units 3 and 4 must be taken in the terminal session.

## **Re – sit Rules**

Candidates may re-sit any unit once only prior to certification. The better score will be used in the aggregation. Individual unit results will have a shelf-life limited only by that of the specification.

## **QUESTION PAPERS**

The question paper for Unit 1 (Business Organisation) will consist of four questions. It will use business scenarios as a stimulus upon which questions are based. The paper will be marked out of 60 marks.

The question paper for Unit 3 (The Business in its Environment) will consist of two questions. It will use business scenarios as a stimulus upon which questions are based. The paper will be marked out of 60 marks.

The question paper for Unit 4 (Business Processes) will consist of three questions based on a pre-seen Case Study of a business scenario. It will provide a synoptic assessment of the content of Units 1, 2 and 3, within the context of the processes involved in making a business decision.

The paper will be marked out of 60 marks.

## **INTERNAL ASSESSMENT**

Candidates will submit an assignment on an investigation into a business situation. The work should be approximately 2500 words in length and should represent approximately 10 hours of work. The title of the coursework is not prescribed.

The assignment should be based on the subject content for Units 1 and 2. This assignment 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.

Coursework will be marked out of 60 marks.

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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 to provide a modular approach to Business Studies which makes use of local business situations and the way in which these businesses operate in a modern day mixed economy.

The specification content has been designed to provide a stimulating, challenging, practical and investigative approach to GCSE Business Studies.

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 B.

#### **1.3 LEVEL OF QUALIFICATION**

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

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

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

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

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

#### **1.4 RECOMMENDED PRIOR LEARNING**

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

## 1.5 PROGRESSION

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

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

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

## 1.6 OVERLAP WITH OTHER QUALIFICATIONS

OCR offers a linear Full and Short Course GCSE in Business Studies, which have some links with the content of Business Studies B. The coursework requirements for both full course specifications are the same. The coursework requirements for the Short Course are based on those for the Full Courses. The coursework for all three specifications will be marked against the same assessment criteria. However, the approach and methods of external assessment for the specifications are significantly different.

At time of publication, OCR is developing an Entry Level Certificate in Business Studies, the content of which has some links with Business Studies B.

There are also some links between Business Studies B and 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 B 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 B Subject Content</b>	<b>Part One Foundation GNVQ and Foundation GNVQ Business</b>		<b>Part One Intermediate GNVQ and Intermediate GNVQ Business</b>	
5.1.1 The Nature of Business	Unit 1	Reasons for business activity	Unit 1	Reasons for business activity
	Unit 2	Stakeholders	Unit 2	Types of business activity, Stakeholders
5.1.2 Structure and Organisation	Unit 1	Communication	Unit 1	Communication
	Units 1 and 2	Types of organisation	Units 1 and 2	Types of organisation
			Unit 2	Structures of organisations
5.1.3 Accounting and Finance	Unit 3	Finance; Costs	Unit 3	Finance; Costs; Control and analysis
5.1.4 Marketing			Unit 7	Markets and consumers; Promotional methods
5.1.5 Production	Unit 2	Location of production	Unit 2	Location of production
5.1.6 People in Organisations	Unit 6	Management; Recruitment; Training; pay and benefits	Unit 6	Management; Motivation; Recruitment; Training
5.2.1 Context of Business	Unit 2	Public and private enterprise; competition	Unit 2	Public and private enterprise; competition
			Unit 13	Introduction to international markets
5.2.2 Business and the Economy	Unit 2	Economic change	Unit 2	Employment patterns; Economic change
			Unit 13	Introduction to international markets

GCSE Business Studies B Subject Content	Part One Foundation GNVQ and Foundation GNVQ		Part One Intermediate GNVQ and Intermediate GNVQ	
5.2.3 External Factors	Unit 5	Consumer protection	Unit 1	The impact of technology on business
	Unit 7	The impact of business on the environment	Unit 5	Consumer protection
			Unit 6	The role of Trade Unions
			Unit 9	The impact of technology on business
5.3 Business Processes			Unit 10	Setting objectives; Information gathering; decision-making; developing a plan; implementation and evaluation

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

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 how the main types of business organisation are organised, staffed, financed, controlled and operated.
- Use terminology, concepts and methods in acquiring a critical understanding of business behaviour with particular reference to the businesses studied.
- Perceive business behaviour within the social, economic, ethical, political and legal environment which constrains and supports that behaviour.
- Demonstrate flexibility of thought and judgement which promotes an understanding of change, including change brought about by new technologies, and ability to cope with it.
- Use appropriately skills of numeracy, data handling, investigation, selection, presentation, interpretation, analysis and evaluation.

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

Throughout the delivery of this specification, emphasis should be placed on the *local* business environment.

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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\*.

The specification permits staged assessment and operationally uses a modular model.

Units 2321, 2323 and 2324 have papers at both the Foundation Tier and the Higher Tier. It is not obligatory for candidates to enter units 2321, 2323 and 2324 at the same tier.

At certification there are no specific tiers of entry. A candidate's overall grade is determined by the uniform mark scores achieved for the units.

## 4.2 UNITS

Unit Code	Options	Title	Duration	Weighting
2321	F	Business Organisation: Foundation Tier	1 hour 15 mins	25%
	H	Business Organisation: Higher Tier	1 hour 15 mins	25%
2322		Business Studies: Coursework	-	25%
2323	F	Business in its Environment: Foundation Tier	1 hour 15 mins	25%
	H	Business in its Environment: Higher Tier	1 hour 15 mins	25%
2324	F	Business Processes: Foundation Tier	1 hour 15 mins	25%
	H	Business Processes: Higher Tier	1 hour 15 mins	25%

### Unit Entry Options

All candidates for units 2321, 2323 and 2324 must select a single option and be entered under the relevant option code. Candidates must also be entered for Unit 2322 (Coursework).

Entry Code	Option Code	Components to be Taken	
2321	F	01	Business Organisation Foundation Tier
	H	02	Business Organisation Higher Tier
2323	F	01	Business in its Environment Foundation Tier
	H	02	Business in its Environment Higher Tier
2324	F	01	Business Processes Foundation Tier
	H	02	Business Processes Higher Tier

### Re-sit Rules

Candidates may re-sit any unit or option within a unit once only prior to certification. The better score will be used in the aggregation. Individual unit results will have a shelf-life limited only by that of the specification.

### 4.3 QUESTION PAPERS

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

The question paper for Unit 1 (Business Organisation) will consist of four questions. It will use business scenarios as a stimulus upon which questions are based. The paper will be marked out of 60 marks, two of which will be awarded for the Quality of Written Communication.

The question paper for Unit 3 (The Business in its Environment) will consist of two questions. It will use business scenarios as a stimulus upon which questions are based. The paper will be marked out of 60 marks, two of which will be awarded for the Quality of Written Communication.

The question paper for Unit 4 (Business Processes) will consist of three questions based on a pre-seen Case Study of a business scenario. It will provide a synoptic assessment of the content of Units 1, 2 and 3, within the context of the processes involved in making a business decision. 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 question paper. The paper will be marked out of 60 marks, four of which will be awarded for Quality of Written Communication.

### 4.4 UNIFORM MARKS

The specification will be graded on a uniform mark scale out of 400. The uniform mark thresholds for each of the units are shown below:

Units	2321 / F	2321 / H	2322	2323 / F	2323 / H	2324 / F	2324 / H
Max. mark available	69	100	100	69	100	69	100
A	N/A	80	80	N/A	80	N/A	80
B	N/A	70	70	N/A	70	N/A	70
C	60	60	60	60	60	60	60
D	50	50	50	50	50	50	50
E	40	N/A	40	40	N/A	40	N/A
F	30	N/A	30	30	N/A	30	N/A
G	20	N/A	20	20	N/A	20	N/A

Note: A\* is not awarded at component level.

The overall uniform mark grade thresholds are as follows:

Max	A*	A	B	C	D	E	F	G	U
400	360	320	280	240	200	160	120	80	0

## 4.5 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid, which applies to both Foundation and Higher Tiers.

Unit	AO3.1	AO3.2	AO3.3	AO3.4	Total
1	9	7	4	5	25
2	-	5	13	7	25
3	9	7	4	5	25
4	7	6	4	8	25
<b>Overall</b>	25	25	25	25	<b>100</b>

## 4.6 INTERNAL ASSESSMENT (COURSEWORK)

Candidates will submit an assignment on an investigation into a business situation. The work should be approximately 2500 words in length and should represent approximately 10 hours work. The title of the coursework is not prescribed.

The assignment should be based on the subject content for Units 1 and 2. The assignment 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.

Coursework will be marked out of 60 marks, four of which will be awarded for Quality of Written Communication.

Examples of appropriate tasks are given in Section 6.3.

Full details of internal assessment can be found in Section 7.

## 4.7 UNIT AVAILABILITY

There are two assessment sessions in each year, January and June.

The availability of units is shown below.

Entry Code	Title	June 2002	January 2003	June 2003
2321	Business Organisation	Y	Y	Y
2322	Business Studies: Coursework		Y	Y
2323	Business in its Environment			Y
2324	Business Processes			Y

The availability in subsequent years will be the same as in 2003.

Candidates can aggregate in the June session only.

## **4.8 CERTIFICATION**

Candidates must be entered for certification code 1952 to claim their overall grade.

### **Rules of Combination**

Candidates take all four units.

Candidates are not required to take papers of the same tier in units 2321, 2323 and 2324.

### **Terminal Rules**

**Candidates must take units 2323 and 2324 in the terminal session.**

## **4.9 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 units. 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.

## **4.10 DIFFERENTIATION**

Differentiation will be achieved by tiered papers in Units 1, 3 and 4 and by outcome in Unit 2.

## **4.11 AWARDING OF GRADES**

The written papers will have a total weighting of 75% and internal assessment a weighting of 25%.

The candidate's mark for each of the components taken will be converted into a uniform mark. The candidate's grade will be determined by the total number of uniform marks. (At Foundation Tier, a maximum of 69 uniform marks will be available per unit.)



## **4.12 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 UNITS 1 AND 2 - BUSINESS ORGANISATION

The combined content section for these units is based on Business Organisation in the context of the local environment.

##### 5.1.1 The Nature of Business

 **C1.1 - 1.3, N1.1, 1.2**

 **1e, 1h**

Reasons for Business Activity	Needs and Wants. Opportunity Cost. Factors of Production.
Types of Business Activity	Public Sector. Private Sector. Primary, Secondary, Tertiary.
Interdependence	Chain of Production.
Stakeholders	Owners, Shareholders, Employees, Customers, Community, Government, Other Businesses.
Objectives of Business	Survival, profit, growth. Non profit making organisations. Criteria for success and failure.



##### 5.1.2 Structure and Organisation

 **C1.1 - 2.3**

 **1e**

Types of Organisation	Sole Trader, Partnership, Private Limited Company, Public Limited Company, Public Enterprise.
Structure of Organisations	Hierarchies and Chains of Command. Organisation Charts and Spans of Control. Roles and Relationships within organisations.
Communication	Reasons for Communication. Types and Methods of Communication. Problems with Communication.

### 5.1.3 Accounting and Finance

  N1.1-2.3, LP1.1 - 1.3

 1e

Finance	Uses of Finance. Sources of Finance (Internal and External). Criteria for Choice.
Costs	Fixed and Variable Costs. Break-even Analysis.
Control and Analysis	Budgets. Cashflow. Final Accounts (trading, profit and loss account; balance sheet).

The emphasis will be on the use of accounting and financial information as an aid to decision making.


### 5.1.4 Marketing

  C1.1-1.3, N1.1-2.3, IT1.1-2.3, WO1.1-2.2, PS1.1-2.3

 1e, 1f, 1h

Markets and Consumers	Satisfying customer needs. Consumer and Industrial Markets. Segmentation.
Market Research	Primary and Secondary Research. Methods of Research. Data presentation and data analysis.
Marketing Techniques	Marketing Mix, Franchises, Pricing Techniques, Promotional Methods, Distribution Methods.
Research and Development	Product Development, Product Life Cycle.

### 5.1.5 Production

 C1.1-2.3, IT1.1, 1.2, WO1.1 - 1.3, PS1.1-2.3

 1e

Location of Production	Factors affecting location.
Management of Production	Economies of Scale, Dis-economies of Scale. Specialisation, Division of Labour. Job Production, Batch Production, Flow Production.
Production Technology	Computer Aided Design; Computer Aided Manufacture; Computer Integrated Manufacture.
Quality of Production	Quality Control; Total Quality Management.
Management of Resources	Stock Control Methods (Just in Time; Just in Case) Stock Control Charts.

## 5.1.6 People in Organisations

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

 **1e**

Management	Role of Managers. Management of Change. Achievement of Objectives.
Motivation	Why people work. Motivation Methods. Financial and Non Financial Rewards.
Recruitment	Job Description, Person Specification, Job Advertisements, Selection Methods, Equal Opportunities.
Training	Objectives of Training, Induction, Training. Methods of Training.

Throughout all areas of this unit the emphasis should be on the local environment: the types of business; how they are structured and issues of finance, marketing, production and people. Appropriate use should be made of the local business context.

## 5.2 UNIT 3 - THE BUSINESS IN ITS ENVIRONMENT

The content for this unit covers the external factors impacting on local business.


### 5.2.1 Context of Business

 **C1.1, 1.2**

 **1e, 1i, 1j**

The Mixed Economy	Public and private enterprise. The State as an employer.
The Competitive Environment	The operation of local, national and global markets and their impact on business. The European Union as a market. The effect of change and competition within these markets.


### 5.2.2 Business and the Economy


 **C1.1, 1.2, N1.1 - 1.3**

 **1e**

Economic Factors	The impact on businesses of: employment patterns, the business cycle.
Economic Change	The effect on business of changes in interest rates, taxation and exchange rates.

### 5.2.3 External Factors


 C1.1-2.3, WO1.1-2.3

 1e, 1f, 1h

Social	The effect on business of local population structure and changes. The impact of ethical considerations on business decisions.
Environmental	Waste management and recycling. Social costs and benefits. The impact of environmental considerations on business decisions.
Technical	The impact of changing technology on business. The role of ICT within business. The impact of the internet on business.
Legal	The effect of legal constraints relating to employment, production and consumer protection.
Agencies	The effect of pressure groups on business decisions. The role of Trade Unions.

The emphasis throughout this unit should be on understanding how the business environment impacts on business and business decisions and, where appropriate, use should be made of local businesses and local contexts.

### 5.3 UNIT 4 - BUSINESS PROCESSES

 C1.1-2.3, N1.1-2.3, IT1.1-2.2, WO1.1-2.3, PS1.1-2.3

The synoptic nature of this unit means that not only will the content of previous units be presumed to have been studied, but also that this content will provide the context onto which the business decision making processes can be applied.

The content of this unit consists of five business decision making processes.

Setting Objectives	Types of processes involved, resolving conflict.
Information gathering and interpretation	Methods, appropriateness, use of.
Decision making	Identifying the problem, gathering information, making a decision.
Developing a plan (including external influences)	Identifying relevant factors, developing alternatives.
Implementation and evaluation	Implementation, monitoring, adjusting and evaluating a plan of action.

The emphasis of this unit should be on developing an understanding of how businesses make decisions based on a set of objectives and relevant information. Candidates will also need to be able to demonstrate understanding of how plans are developed and implemented. Appropriate use should be made of local business decision making activities.

## 5.4 NOTES FOR GUIDANCE ON THE SPECIFICATION CONTENT

These notes for guidance provide more detail on the specification content with the intention of helping teachers to identify the boundaries of what is required, **but not with the intention of providing a complete list.**

Whilst the units should be taught in the order listed, the order in which the specification content is presented does not imply a proposed teaching order.

Business Studies should not be taught in isolation from the real world of business and the community at large. Wherever possible, candidates should have contact with local businesses as a means of enriching each unit. In many respects, the school 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. They should also be encouraged to provide examples of these in the written assignment.

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

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

### 5.4.1 Units 1 and 2 - Business Organisation

Each section of the notes for guidance relates to a corresponding section of the Unit 1 and 2 specification (section 5.1). Coursework assignments should be based on an issue or issues from this section of specification content.

#### The Nature of Business

- Show an understanding of what are consumer needs and what are consumer wants and apply to business situations.
- Explain the concept of opportunity cost and apply to consumer and producer decisions.
- Show knowledge of the factors of production i.e. land, labour and capital.
- Distinguish between the types of business activity and recognise how they are linked through a chain of production.
- State and explain the main stakeholders in an organisation and be able to consider decisions from different stakeholders’ points of view.
- Show an understanding of the main objectives of an organisation and be able to consider them from a business point of view.

- Show an awareness of how businesses can measure success or failure and how this relates to objectives and business planning.

### **Structure and Organisation**

- Show knowledge of different types of organisations and explain the differences in structure, together with the strengths and weaknesses of each in different circumstances.
- Select an appropriate type of organisation in a given situation.
- Draw and comment on an organisation chart in terms of hierarchy, chain of command and spans of control.
- Show an understanding of different roles within an organisation and be able to comment on their effectiveness in a particular situation.
- Explain the need for effective relationships within an organisation and how this applies to different organisational structures.
- Show understanding of the main reasons for businesses to communicate internally and externally.
- Explain the main methods of communication and select which to use in given circumstances.
- Show an awareness of why communication problems arise and be able to suggest improvements.

### **Accounting and Finance**

- Explain why finance is needed.
- Show an awareness of the main sources of internal and external finance.
- Show an understanding of the criteria for choosing the source of finance and be able to apply to a given situation.
- Define and distinguish between fixed and variable costs.
- Show an understanding of the concept of break even and be able to demonstrate its achievement graphically and through calculation in a given situation.
- Explain the importance of budgets and financial forecasting.
- Draw up or modify a cashflow forecast and comment on it in a given situation.
- Explain and comment on final accounts (trading, profit and loss and balance sheet).
- Modify and complete accounts and make simple comparative calculations in given circumstances.

N.B. formal ratio analysis will not be required.

### **Marketing**

- Explain the function of marketing and its possible objectives in given circumstances.
- Define and explain the difference between consumer and industrial markets and its significance for marketing strategies.
- Explain market segmentation, the ways in which it can be undertaken and its use in devising a marketing strategy.



- Explain the need for market information and be able to suggest and design appropriate market research strategies in a given situation.
- Distinguish between primary and secondary research methods and select appropriately in a given situation.
- Present market research data using appropriate methods and comment, interpret and analyse the results.
- Define and explain the marketing mix and the elements of which it is composed (the "4Ps").
- Define franchising and explain its role in the marketing process.
- Explain the main methods of determining price and be able to select and justify an appropriate method in a given situation.
- Define promotion and explain and comment on the methods available.
- Explain the method by which a product might be distributed and select appropriately in given circumstances.
- Show understanding of the product development process and be able to draw, interpret and comment on the product life cycle and its associated strategies.

### **Operations Management**

- State and explain the main factors determining the location of an organisation and select the important ones in a given situation.
- Explain the features of large scale production and comment on its advantages and disadvantages in a given situation.
- Define and explain the principle of division of labour and comment on its advantages and disadvantages to the firm, the worker and the customer.
- Distinguish between job, batch and flow methods of production and comment on their appropriateness in a given situation.
- Explain the benefits obtainable through using production technology and comment on its suitability in given circumstances.
- Show understanding of the meaning of quality in different circumstances and ways in which a firm might try to ensure it through quality controls and quality assurance.
- Explain the idea of total quality management and how quality circles could be used in a given situation.
- Explain why stock levels need to be controlled and distinguish between the suitability of just in time and just in case methods in a given situation.
- Comment on stock control charts and make appropriate suggestions for improvements in a given situation.

### **People in Organisations**

- Define and explain the role and functions of managers and their relationship with the setting and achieving of business objectives.
- Explain the reasons why change might be difficult to implement and how it can be achieved more easily.
- Explain the main reasons why people work, what their objectives tend to be and how these can be satisfied in the workplace.

- Explain why management seeks to motivate workers and the main financial and non-financial methods used.
- Show an understanding of a job description and a job specification and their appropriateness in a given situation.
- Show understanding of the recruitment process and comment on the most suitable methods of advertising and selecting in given circumstances.
- Explain how equal opportunities affects the recruitment process in a given situation.
- Define, explain and show the value of different types of training.
- Show an understanding of different training methods and comment on their suitability in a given situation.

### **Use of Local Contexts**

It is expected that teachers will make substantial use of their local context when teaching this unit. Questions will be asked in the examination that will allow candidates to draw from their local knowledge but these will not be so specific that they disadvantage candidates through geographical location.

## **5.4.2 Unit 3 - The Business in its Environment**

It is assumed that a candidate studying this unit will know and be able to apply all the knowledge gained in Units 1 and 2.

### **Context of Business**

#### **The Mixed Economy**

- Describe and exemplify areas of business activity in which the State is an employer or stakeholder.
- Explain why the State is an employer in these areas.
- Distinguish between public and private enterprise, give examples and explanations.
- Explain the objectives of the State.
- Explain how the State attempts to control the economy and the effect it has on business activity.

#### **The Competitive Environment**

- Explain the idea of a market in local, national and global terms.
- Explain why the EU provides both a larger market for British goods and competition within the British market.
- Explain the opportunities and threats that this larger market provides.
- Assess the impact of change within the EU and the effect on business activity.
- Assess the effect of competition on business activity.

## **Business and the Economy**

### **Economic Factors**

- Explain the business cycle.
- Explain how a firm needs to be aware of the operation of the business cycle.
- Explain patterns of employment.
- Assess the effect on business of changing patterns of employment.

### **Economic Change**

- Describe and explain main changes in the local and national economy and offer reasons for these changes.
- Explain the effects of changes in interest rates on businesses and their customers.
- Explain the effects of changes in taxation on businesses and their customers.
- State, explain and use business decision situations involving changes in interest rates and taxation.
- Explain the effects of changes in exchange rates.

### **External Factors**

#### **Social**

- Show understanding of local population structure.
- Consider the changes in the local population structure and the effect this has on business activity.
- Explain, in a business context, what ethical behaviour means.
- Exemplify behaviour that is ethical and unethical.
- Explain why ethical behaviour is important in a business context.

#### **Environmental**

- Explain the idea of waste management and recycling.
- Explain our responsibilities to the environment, and the role of customers, the community, businesses and the State in protecting it.
- Explain and illustrate the influences of environmental concern on business and consumer behaviour.

#### **Technical**

- Explain and exemplify the use of technology in a broad range of business situations.
- Discuss business situations in which technology is involved.
- Explain the impact of changing technology on business to include email, e-commerce, and teleworking.
- Explain the role of ICT within business.
- State and explain the uses of the Internet for businesses.

## **Legal**

- Explain why the law is used to regulate business activity.
- Explain how and why the law attempts to ensure that responsibilities are met.
- Explain, in simple terms, how the law protects employees in various ways, including in relation to redundancy, health and safety, recruitment, and dismissal.
- Explain, in simple terms, how the law protects the consumer.
- Consider how businesses respond to the protection offered to these groups.

NB. Knowledge of specific Acts is not required.

## **Agencies**

- Explain the role of different pressure groups as a constraint on business activity.
- Explain and comment upon the role of trade unions in protecting the interests of members both in the workplace and outside it.
- Examine how business and pressure groups/trade unions work together.
- Examine how their objectives may conflict and how such conflict may be resolved.

The emphasis throughout this unit should be on understanding how the business environment impacts on business and business decisions and, where appropriate, use should be made of local businesses and local contexts.

### **5.4.3 Unit 4 - Business Processes**

The synoptic nature of this unit means that not only will the content of previous units be presumed, but also that this content will provide the context onto which the business processes can be applied.

Having studied this unit a candidate should be able to understand the processes involved in making a business decision and explain the processes by relating them to a given business situation.

Teachers are strongly advised to use actual examples of real life business decision making activities as the means by which to deliver the content of this unit. Content covered in previous units should be highlighted and applied to each of the decision making themes as and where appropriate.

Each of the following statements is expressed in terms of what the candidates should be able to do having studied the processes involved in making a business decisions.

#### **Setting Objectives**

- Consider how and why objectives are set and why objectives may differ from organisation to organisation.
- Examine how objectives influence the way decisions are made.

- Consider how some objectives may conflict and how business attempts to resolve these conflicts.

### **Information Gathering and Interpretation**

- Understand the different methods by which data can be gathered.
- Make decisions about the appropriateness of data presentation in given situations.
- Demonstrate understanding of the different methods of presenting numerical and non-numerical data.
- Explain, summarise, interpret and evaluate a range of data, both numerical and non-numerical.

### **Decision Making**

- Understand how to define and explain a problem.
- Understand how to direct information towards a range of possible solutions to a problem.
- Make a decision in a given situation based on information provided.

### **Developing a Plan (including External Influences)**

- Understand how to consider the factors that may make up a plan of action.
- Understand how external constraints may impact upon a plan of action.
- Develop alternative plans of action to solve a business problem.
- Decide on an ideal plan of action to solve a business problem.

### **Implementation and Evaluation**

- Explain how to implement various stages of a plan of action.
- Explain how to monitor the implementation of a decision and a course of action.
- Explain why adjustments may need to be made to the plan of action following monitoring.
- Evaluate the effectiveness of a course of action.
- Evaluate the decisions made and the processes involved.



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## SECTION D: COURSEWORK

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### 6 Coursework Tasks

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#### 6.1 COURSEWORK TITLES

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

1. Developing a Centre/candidate based title.
2. Following the supported Coursework assignment.

##### 6.1.1 Centre/Candidate Based Title

There are no prescribed titles in this specification. Centres are free to develop their own titles, which may be the same for all candidates within a Centre, or unique to each candidate. Where possible it should be centred on the local area.

In developing a suitable title, care should be taken to ensure that:

- The title directs the candidate to an investigative and not descriptive assignment.
- There is sufficient scope to produce a piece of work of approximately 2500 words, taking no more than 10 hours to complete.
- The area of investigation is not too wide, and does not involve unnecessary work which may be outside the limits of the specification content of Units 1 and 2.
- The work can be marked using the assessment criteria listed in section 7.3.

##### 6.1.2 Following the Supported Coursework Assignment

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.

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

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

Further guidance on coursework is given in the following section.

## **6.2 THE NATURE OF COURSEWORK**

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

### **6.2.1 The Teacher's Role**

Candidates should be given guidance in the following areas:

#### **Choice of Title**

- Candidates may feel it would be suitable, for example, to investigate a local sole trader. A title based on the pricing strategy of the sole trader could well lead to an informative, but very short, piece of work. An investigation based on how marketing as a whole may be changed would be more appropriate. If a narrow area of the specification is chosen, compensation could be made by investigating a number of different businesses. This will give the opportunity of analysing and evaluating a greater variety of data.
- A title based on why a decision has been made may be descriptive. However, a title based on a decision which is yet to be made will enable candidates to gather a variety of evidence and make appropriate recommendations.
- The title should be within the capability of the candidate, who should be able to complete the assignment within the recommended 10 hours. A suggested topic area may be too big for investigation and may need to be reduced.
- Some investigations may require sensitive and/or confidential information for completion (e.g. marketing strategies). Care should be taken to ensure that, wherever possible, sufficient information is available to the candidate for the successful completion of the work. A number of larger businesses do produce 'student packs' which may be of some general use, though these will need to be supplemented by individual primary research.

#### **Method of Study**

- Candidates will require guidance on assignment writing. This may be in the form of a general plan of approach, together with a timescale of when particular sections should be completed. The collection, analysis and evaluation of data can be practiced on a minor scale in the usual course of classroom/homework activities. It is advisable to plan a suitable exercise prior to the start of the assignment work.
- Advice may be required on how and where to obtain data and the amount required. Presentation methods should be covered in class exercises, with choice of methods to use in the assignment being left to the candidate.



## Understanding the Assessment Criteria

- Teachers involved in the planning, delivery and marking of assignments should be fully aware of the rationale behind each assessment criterion. This will allow suitable guidance to be given at the planning stage, and correct standards to be applied when finally marking the work.
- Candidates should understand what the teacher is looking for in an assignment, in order to achieve their full potential when their work is marked.

### 6.2.2 Amplification of the Assessment Criteria

Amplification of the six assessment criteria is given below. Further guidance on the marking of Coursework is given in section 7.3.

#### Criterion 1 (4 marks)

##### Setting of an aim appropriate to the investigation

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

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

#### Criterion 2 (11 marks)

##### Collection of information

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

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

Candidates can 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 that 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 etc. in an assignment should be avoided. Candidates should be encouraged to select carefully 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. In all cases, candidates should ensure that the language, techniques and concepts are applied to the business under investigation, and not simply described.

### **Criterion 5 (12 marks)**

#### **Analysis and interpretation of data**

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

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

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

### **Criterion 6 (11 marks)**

#### **Evaluation and recommendations**

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

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

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

#### **Quality of Written Communication (4 marks)**

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

## **6.3 EXEMPLAR COURSEWORK TASKS**

The following titles are for guidance only. They may not suit all centres or all candidates in a particular Centre.

Wherever possible, investigations should be rooted in the candidate’s local area, drawing on experiences and work completed for Unit 1.

Further advice on the suitability of a title can be obtained from the OCR Birmingham Office. If advice is required, an outline of the proposed work should be submitted at least four weeks before starting the work.

## General titles

- How should local businesses react to the introduction of a large supermarket in the local area?
- Would the local area provide a suitable location for (suitable business)?
- How and why do the objectives of businesses in the local area vary?
- How might (suitable business) increase its market share?
- How might (suitable product or service) be made more profitable?
- What recommendations would you make to (suitable businesses) regarding their training programmes?
- Should (suitable businesses) modify their production methods in any way?

In all cases, it is important that there is sufficient material available for the candidate to complete an assignment of 2500 words and meet the necessary assessment criteria.

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## 7 Regulations for Internal Assessment

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### 7.1 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.

## 7.2 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).

## 7.3 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 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>

## 7.4 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 7.3.

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

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

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

## 7.5 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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### 8 Opportunities for Teaching

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#### 8.1 ICT

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

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

#### 8.1.1 ICT through the Specification Content

ICT Application/ Development	Opportunities for Using ICT During the Course
Word Processing	There are many general opportunities that teachers may use when writing business reports, including the coursework. Specific opportunities exist in Units 1&2 (5.1.6). Candidates may learn about letters of application, application forms and CVs by word processing their own documents.
Spreadsheets and Graphs	Units 1 and 2 (5.1.4) – when processing responses to market research questionnaires. Units 1 and 2 (5.1.3) – examining and exploring the classification and behaviour of costs, economies and dis-economies of scale and break-even analysis. Units 1 and 2 (5.1.3) when examining and exploring changes relating to cash flow, profit and loss accounts and balance sheets. Units 1 and 2 (5.1.6) – when examining the pay of workers, including calculations of commission for groups of workers.
Databases	Units 1 and 2 (5.1.4) – may be used to analyse market data. Units 1 and 2 (5.1.1) – may be created to make an analysis of businesses in a local area.

Graphics	<p>Units 1 and 2 (5.1.1) – drawing a flow chart to show the chain of production for a product.</p> <p>Units 1 and 2 (5.1.2) – may be used to create organisation charts.</p> <p>Units 1 and 2 (5.1.4) – may be used to create promotional materials.</p> <p>Units 1 and 2 (5.1.6) – 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. Section 8 (Reading list) contains a list of useful web sites.</p>
Combining Information	<p>Report writing activities based on investigations into business activity in the local area represent opportunities for merging information of the same and different types.</p>

### 8.1.2 ICT through Coursework


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

Software	Example of Application to Coursework Activities
Word Processing	<p>The use of a word processor makes the writing and the editing of the coursework easier. It aids the presentation of the work by, for example, facilitating the insertion of graphics, scanned materials and spreadsheets and graphs.</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 generate graphs. Spreadsheets may also be used to test hypotheses, for example to use market research data to test the effect of a rise in price on the demand for a product. For those candidates involved in mini-enterprise activities, spreadsheets may be used for maintaining accounts and presenting final accounts. Those candidates completing the OCR supported coursework will have the opportunity to filter and sort data collected from questionnaires that have been completed by respondents across the UK.</p>

Databases	Information about people or firms stored on database may be interrogated to provide information that is useful for marketing purposes. The data may be existing data or may have been generated by the candidates.
Graphics	Candidates may wish to use graphics packages to generate promotional materials, for example for the mini-enterprise or as a possible alternative (based on the views of questionnaire respondents) to that currently used by a firm. For candidates considering the use of a vacant site, the software could be used to draw diagrams of a that site and/or of the area around the site.
Internet	Candidates may wish to access web-sites in order to get information about products, firms or markets. They may wish to evaluate the effectiveness of marketing a product using the internet.
CAD/CAM	Candidates involved in mini-enterprise activities may have the opportunity to employ these packages to help to design and make the product that they intend to sell.
Combining Information	The coursework activities represent opportunities for merging information of the same and different types.

## 8.2 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 covers this element.
1 f) The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.	There are opportunities to cover this element in Units 1 and 2 (5.1.1) by looking at stakeholders, and Unit 3 (5.2.3) by dealing with the environment and ethical issues, Units 1 and 2 (5.1.4) by examining the how marketing techniques can be employed to bring about change and Unit 3 (5.2.3) by examining how planning decisions can be influenced, the work of trade unions and looking at government influence and intervention.

1 h) The rights and responsibilities of consumers, employers and employees.	There are opportunities to focus on rights and responsibilities in Unit 1.1 when studying stakeholders and business ethics, Units 1 and 2 (5.1.4) dealing with People in Organisations and Unit 3 (5.2.3) when considering environmental issues. There are also opportunities in Unit 3 when dealing with the legal constraints on employers and employees, including equal opportunities issues and the minimum wage and when studying consumer protection. Opportunities also exist in this unit when examining the impact of changing technology.
1 i) The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations.	The major opportunity for the study of this element occurs in Unit 3 (5.2.1) dealing with global issues concerning business.
1 j) The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.	The major opportunity for the study of this element is provided in Unit 3 (5.2.1) which deals with global issues.

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

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

Business ethics are considered in Unit 3 (5.2.3). 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 Units 1 and 2 (5.1.4) and also in teaching Units 1 and 2 (5.1.6) looking at the employment of workers. The teaching of Unit 3 (5.2.3) provides an opportunity for looking at how the government needs to consider these issues when aiding and controlling business activity and creating a legal framework.

### 8.4 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.

There are opportunities for teaching about environmental issues Unit 3 (5.2.3). The Unit also requires an understanding of the Health and Safety issues as they affect the work force and how trade unions may represent the interests of workers in respect of these issues.

## 8.5 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 Unit 3. Specific reference to the EU is made in section 5.2.1.

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## 9 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 coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

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## 10 Reading List

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

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

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

At the time of the publication of this specification Hodder and Stoughton are preparing a GCSE Business Studies textbook to accompany the OCR Business Studies A course. It will be endorsed by OCR for use with the 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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### Web sites

<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	-General business studies 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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## 11 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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## 12 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 program 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.

