

Edexcel GCSE in  
Business & Communication Systems  
(1504)  
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Authorised by Sue Parker

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# Contents

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<b>Introduction</b>	<b>1</b>
Rationale	1
Key features	1
Summary of the specification content	1
Summary of scheme of assessment	2
Availability of external assessment	2
Progression and prior learning	2
Forbidden combinations and links with other subjects	3
<b>Specification aims and assessment objectives</b>	<b>4</b>
National Qualifications Framework criteria	4
Aims	4
Knowledge, skills and understanding	4
Assessment objectives	5
<b>Scheme of assessment</b>	<b>6</b>
Entry tiers	6
Relationship of assessment objectives to scheme of assessment	7
Internal assessment moderation procedures	7
Quality of written communication	7
Awarding, reporting and equivalence	7
Language of assessment	8
Students with particular requirements	8
Private candidates	8
<b>Specification content</b>	<b>9</b>
1 Communication systems	9
2 Data gathering, recording and presentation systems	11
3 Money transfer systems	13
4 Constraints and influences on systems	14
<b>Internal assessment</b>	<b>16</b>
Coursework guidance	16
Aims	16
Instructions to centres	16

Coursework options	17
Marking criteria for coursework	21
Quality of written communication	22
<b>Grade descriptions</b>	<b>23</b>
<b>The wider curriculum</b>	<b>24</b>
Key skills	24
Spiritual, moral, ethical, social and cultural issues	24
Education for citizenship	25
Information and communication technology	25
Environmental education, health and safety education and the European dimension	26
<b>Textbooks and other teaching resources</b>	<b>27</b>
<b>Support and training</b>	<b>29</b>
Training	29
Website	29
Edexcel publications	29
Regional offices and Customer Response Centre	29
<b>Appendices</b>	<b>31</b>
Appendix 1 – Key skills	33
Appendix 2 – Procedures for moderation of internal assessment	45

# Introduction

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## Rationale

The Edexcel GCSE Business & Communication Systems specification is distinctive. The focus of this forward-looking specification is on the application of skills, knowledge and understanding of up-to-date systems and it allows for higher level candidates to push the boundaries of their learning. The GCSE subject criteria for both Business Studies and Information Communication Technology (ICT) have been used in the preparation of this specification to allow the content to abut, not duplicate, the knowledge, skills and understanding. Some content is included from both sets of criteria but the emphasis is on the application of systems in a variety of business contexts. It covers the Key Stage 4 ICT programme of study with some minor exceptions.

It aims to produce students or employees who have a sound knowledge and understanding of business and communication systems, including software, hardware, data, communications, systems and people, and who have the ability to use their knowledge, skills and understanding appropriately. Students draw their knowledge and understanding from four main sources of information – electronic, organisations, paper and people. The use of ICT as a tool in real business contexts is encouraged. It is intended that where possible, students should be able to use systems for themselves. If not, they should be able to produce evidence showing their knowledge and understanding of the way the systems work. All aspects of the specification are compulsory which ensures that students have a full and balanced overview of the subject.

## Key features

- Builds on and embraces the good practices of current Information Studies syllabuses.
- Detailed, clear specification.
- The use of ICT as a tool in real business contexts.
- A pre-issued researched context (issued in the autumn term) based on a real business provides teachers with an interesting framework for examination preparation with candidates.
- Full regional INSET and teacher support material.

## Summary of the specification content

1	<b>Communication systems</b>	The focus is on the process of communication in the four areas of electronic, organisations, paper and people.
2	<b>Data gathering, recording and presentation systems</b>	The focus is on manual and electronic systems.
3	<b>Money transfer systems</b>	The focus is on different payment systems, the documents used in a business transaction and remuneration systems.
4	<b>Constraints and influences on systems</b>	The focus is on legislation, health and safety, security of equipment and data and operational issues.

## Summary of scheme of assessment

The scheme of assessment is in two tiers. Foundation Tier candidates take Papers 1F and 3F and submit one piece of coursework (Paper 5). This tier is targeted at grades C to G. Higher Tier candidates take Papers 2H and 4H and submit one piece of coursework (Paper 5). This tier is targeted at grades A\* to D.

Paper	Mode of assessment	Weighting	Length
1F or 2H	Practical examination (Foundation or Higher)	35%	1½ hours
3F or 4H	Written examination (Foundation or Higher) (context issued in autumn term)	40%	1 hour
5	Coursework	25%	one piece

## Availability of external assessment

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

## Progression and prior learning

This specification builds on the knowledge, understanding and skills established by the National Curriculum in ICT at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including Advanced Subsidiary and Advanced GCEs, and Advanced Subsidiary and Advanced VCEs.

Achievement of this GCSE supports progression to:

- Advanced Subsidiary and Advanced GCE Business Studies
- Advanced Subsidiary and Advanced GCE Information and Communications Technology
- GNVQ Intermediate and Advanced Vocational Certificate of Education in Information Technology
- Employment in Business and Administration
- NVQ Administration, Business Information
- other vocational training in banking, distribution and retailing.

## **Forbidden combinations and links with other subjects**

Every specification is assigned to a national classification code indicating the subject area to which it belongs. The classification code for this specification is 7460.

Centres should be aware that students 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.

Candidates entering for this specification may not, in the same series of examinations, enter for any other specification with the title ICT at this level. There are some links to GCSE Business Studies and GCSE Information Communication Technology but Business & Communication Systems is focused primarily on the application of skills and techniques in a business context. The specification also has some links with the Part 1 Intermediate Edexcel GNVQ in Information Communication Technology and the Part 1 Intermediate Edexcel GNVQ in Business, but the degree of content overlap with the GNVQs is limited.

# Specification aims and assessment objectives

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## National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies.

### Aims

This specification gives students opportunities to:

- draw knowledge from the following four main sources of information –
  - 1 Communication systems
  - 2 Data gathering, recording and presentation systems
  - 3 Money transfer systems
  - 4 Constraints and influence on systems
- use skills and techniques to apply the knowledge in the business environment
- apply their knowledge and critical understanding to issues and problems in a range of appropriate contexts and make informed judgements
- make effective use of appropriate principles and techniques.

It should be noted that not all of the above aims are necessarily subject to formal assessment.

### Knowledge, skills and understanding

It is important for the student to demonstrate knowledge, skills and understanding of the following:

- current issues that affect business and communication systems and their efficiency
- current practice in the business world
- real business examples whenever possible
- the importance of seeing problems and situations through different perspectives
- that business and communication systems are essential and affect all functional areas of business; that the efficient use of information communication technology depends upon the establishment of effective IT-based management information systems
- the importance of identifying problems, planning appropriate investigations into such problems, and making justifiable decisions consistent with their analysis of primary and/or secondary material in order to suggest solutions to those problems.



## Assessment objectives

The objectives of the assessment are to enable candidates to:

<b>AO1</b>	demonstrate knowledge and understanding of the specified subject content
<b>AO2</b>	apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues
<b>AO3</b>	select, organise, interpret and use information from various sources to analyse problems and issues
<b>AO4</b>	evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

# Scheme of assessment

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## Entry tiers

The scheme of assessment is designed to ensure that candidates across the ability range are provided with the opportunity to show what they know, understand and can do. To allow awards to be made across grades A\* to G the terminal examination will offer two tiers of assessment and requires a choice to be made from differentiated papers. Differentiation, between candidates across the ability range, will occur by means of task, process, outcome, response and tier of entry.

Candidates for this qualification must be entered for one of two tiers. The Higher Tier is targeted at grades A\* to D, and the Foundation Tier is targeted at grades C to G. A safety net is provided for candidates entered for the Higher Tier in this specification, and an allowed Grade E can be awarded on the Higher Tier. Candidates failing to achieve Grade E on the Higher Tier will be reported as Unclassified.

Candidates will take two externally assessed terminal examinations consisting of a practical paper weighted at 35% of the total marks and a theory paper weighted at 40%. They will also submit one piece of internally assessed coursework, weighted at 25%.

The papers are based on a scenario in a pre-issued context sent to centres in the autumn term of the year of the examination. For the practical paper candidates will need sole access to a computer. The practical paper can be taken over a number of consecutive days that will be specified by Edexcel.

The terminal examinations will be in two tiers.

<b>Foundation Tier</b>	Question 1		
(Paper 1F 3F)	Question 2		
	Question 3*	<b>Higher Tier</b>	Question 1*
		(Paper 2H 4H)	Question 2
			Question 3
*Denotes common question at both Foundation and Higher Tier			

The types of questions for each tier of the practical paper will be tasks using software applications.

The types of questions for each tier of the theory paper will be as follows:

- **Foundation Tier** – multiple choice/short answer/structured questions
- **Higher Tier** – structured and open-ended questions.

Coursework will differentiate by outcome; the assessment of the folder will be related to marking criteria designed to award positive achievement and should be submitted as hard copy. The coursework is linked to the four sections in this specification as listed below:

- 1 Communication systems
- 2 Data gathering, recording and presentation systems
- 3 Money transfer systems
- 4 Constraints and influences on systems.

## Relationship of assessment objectives to scheme of assessment

Assessment objective	Papers 1F or 2H	Papers 3F or 4H	Coursework Paper 5	Overall
AO1	8 – 10%	8 – 10%	6.25%	22 – 27%
AO2	15 – 17%	6 – 8%	6.25%	27 – 32%
AO3	8 – 10%	8 – 10%	6.25%	22 – 27%
AO4		14 – 16%	6.25%	20 – 23%
Weighting	35%	40%	25%	100%

## Internal assessment moderation procedures

To assist centres and provide all the information required within this document, detailed internal assessment moderation procedures are given in *Appendix 2*. If it proves necessary to amend these procedures in any way in the future, centres will receive separate notification.

## Quality of written communication

The quality of written communication will be assessed in papers 3F and 4H, and in the coursework, through all four assessment objectives. The criteria for assessment of quality of written communication are as follows:

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing.

## Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A\* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

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

## **Language of assessment**

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## **Students with particular requirements**

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN

## **Private candidates**

This specification is not available to private candidates.

# Specification content

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## 1 Communication systems

This section focuses on the process of communication through the four areas of paper, organisations, electronic, and people.

Content	Explanation of content
<b>1.1 Process of communication</b>	<p><b>In both Foundation and Higher Tiers candidates' levels of performance will be measured by the way in which they demonstrate and understand the specified knowledge, apply that knowledge, analyse and evaluate situations, suggesting improvements and solutions for the following:</b></p> <ul style="list-style-type: none"><li>• the purpose of communication – exchange of information between one group or person and another such as collecting and presenting financial information, communications with customers eg advertising, selling, customer care: seeking information eg from suppliers, customer feedback: preparation for and minutes of meetings, correspondence</li><li>• the process of communication – sender, message, channel (formal, informal, vertical, horizontal), medium, receiver, feedback</li><li>• the benefits of good communication – co-ordinates, motivates, clarifies, enables feedback, easily accessible, up-to-date, rapport, cost-effective, contribution to good customer service</li><li>• the effects of poor communication – relationships, image, client dissatisfaction, loss of business or opportunities, employee demotivation, employer frustration, misinterpretation</li><li>• the barriers to communication – lack of training, lack of information, personal relationships, faulty systems.</li></ul>
<b>1.2 Paper</b>	<ul style="list-style-type: none"><li>• the creation and use of newsletters, reports, letters (using standard business layout of fully blocked style and open punctuation), memoranda, notices</li><li>• the completion of pre-printed forms</li><li>• the use of notice of meeting, agenda, minutes, itineraries, schedules</li><li>• basic flowcharts and operating systems</li></ul>
<b>1.3 Organisations</b>	<ul style="list-style-type: none"><li>• internal systems – organisational charts/structure, hierarchy, chain of command, span of control</li><li>• external systems and stakeholders suppliers – community, (all external groups), distributors, competitors, financial institutions, shareholders, employees</li></ul>

Content	Explanation of content
<p><b>1.4 Electronic</b></p>	<ul style="list-style-type: none"> <li>telecommunication systems – telephones, fax, pagers, internet service provider (ISP), internet, intranet, E-mail, video-conferencing, e-commerce</li> <li>public messaging systems, eg airports, shops, schools</li> <li>the use of networks – LAN (intranet), WAN (Internet), bus, star and ring networks; identify hardware components – input and output devices.</li> </ul> <p>The use of systems software:</p> <ul style="list-style-type: none"> <li>word processing – enter (text, number, tables, graphs, images), insert and overwrite, edit and amend, move and copy, find and replace, merge files, mail merge (principles only), formats (fonts, paper orientation, justification), templates, pagination, headers and footers, spell check and grammar check to proof and correct</li> <li>spreadsheets – enter (text, number, formula), format (column, cells, rows and fonts), cell referencing, four basic operands in formula (addition, subtraction, multiplication and division), entered data to select and prepare appropriate graphs, modelling ‘What if’ scenarios</li> <li>database – structure, field types (text, number, date, currency), create file, add, edit, remove, sort (ascending, descending), search (simple, complex), report</li> <li>desktop publishing – integration of text and graphics, files from different sources, templates, style sheets, cropping presentational techniques – slides that can combine text with clip art, photos, sound, video and animated special effects.</li> </ul> <p><i>(Candidates will not be required to use presentational software in the terminal examination).</i></p> <p><b>1.5 People</b></p> <p>The different methods of communication between people:</p> <ul style="list-style-type: none"> <li>meetings – informal, formal; groups – team building, ice-breaking</li> <li>discussions; presentations; interviews; face to face</li> <li>their use in different business situations, in particular the customer/client relationship.</li> </ul>

## 2 Data gathering, recording and presentation systems

This section focuses on manual and electronic systems.

Content	Explanation of content
2.1 Data gathering and storage	<p><b>In both Foundation and Higher Tiers candidates' levels of performance will be measured by the way in which they demonstrate and understand the specified knowledge, apply that knowledge, analyse and evaluate situations, suggesting improvements and solutions for the following:</b></p> <p>The gathering and storage of data using manual systems – questionnaires, interviews, surveys.</p> <p>The concept of long-term and short-term record storage and protection:</p> <ul style="list-style-type: none"> <li>• revision control (release of documents numbered, dated, coded)</li> <li>• paper systems – filing (alphabetical, numerical, chronological), collating, sequencing, accessing.</li> </ul> <p>How data is captured electronically:</p> <ul style="list-style-type: none"> <li>• optical mark reader (OMR) – schools, examination boards</li> <li>• optical character reader (OCR) – publishers, Post Office</li> <li>• magnetic ink character recognition (MICR) – banks, building societies</li> <li>• scanning – supermarkets, libraries</li> <li>• magnetic stripes – retailers, security services.</li> </ul> <p>Back-up and protection of data and their importance in maintaining security – fire safe, microfilm, data imaging, electronic systems (document management, back-up, optical storage, read only, read/write, magnetic media, mirroring, data protection, file formats, folder structure).</p> <p>Electronic systems – electronic point of sale (EPOS) barcodes, scanning, product file, price file, display, stock file, electronic fund transfer at point of sale (EFTPOS) debit card, (magnetic stripe), direct transfer of money from buyer's bank to seller's bank via computer link.</p> <p>Appropriateness of systems in different business situations.</p>
2.2 Recording	<p>How data recording methods are used within business systems:</p> <ul style="list-style-type: none"> <li>• the creation and use of manual methods – tally charts, data capture sheets in the context of market research</li> <li>• the use of word-processing software to create standard business formats – letters, memoranda, reports, tables and notices</li> <li>• the use of spreadsheet software to create tables, graphs and charts</li> <li>• the use of database software to create tables, reports (results of sorts/searches)</li> <li>• the use of desktop publishing to create flow charts, diagrams, notices, transparencies and handouts, leaflets and worksheets</li> </ul>

Content	Explanation of content
2.3 Presentation	<ul style="list-style-type: none"> <li>the use of presentational techniques – slides, transparencies, handouts.</li> </ul> <p><i>(Candidates will not be required to produce transparencies or colour prints but should produce a black and white paper final draft explaining what they would use in presentation).</i></p> <p>Application of different types of presentation – written, numerical, oral, visual.</p> <p>The importance of matching presentational style to audience needs – age, gender, topic, subject matter, status.</p> <p>The purpose – information giving, obtaining information, expressing opinions, exchanging ideas, presenting arguments.</p> <p>The importance and impact of the presentation – spelling, punctuation, grammar, clarity, quality of outcome, effectiveness.</p>



### 3 Money transfer systems

This section focuses on different payment systems, the documents used in a business transaction and remuneration systems.

Content	Explanation of content
3.1 Payment systems	<p><b>In both Foundation and Higher Tiers candidates' levels of performance will be measured by the way in which they demonstrate and understand the specified knowledge, apply that knowledge, analyse and evaluate situations, suggesting improvements and solutions for the following:</b></p> <p>Different payment systems:</p> <ul style="list-style-type: none"> <li>• cheque – order in writing to pay from payer's to payee's account (account number, sort code, amount); analysis of the impact of errors</li> <li>• Bankers Automated Clearing System (BACS) – employer informs bank of amount to be transferred into each employee's account (electronic system to transfer money from one bank account to another)</li> <li>• Electronic Data Interchange (EDI) – provides data relating to invoices and orders (system uses telephone lines, computers and E-mail)</li> <li>• credit transfers – a system for making payments without the need for a personal bank account (form – usually a tear-off slip)</li> <li>• standing orders – payment system for fixed sums of money at regular intervals</li> <li>• direct debits – payment system for regular bills of varying amounts</li> <li>• tele-banking – instructions via telephone for all banking facilities</li> <li>• internet banking – 24-hour personal banking service</li> <li>• e-commerce – shopping basket, online, electronic money.</li> </ul>
3.2 Documents	<p>The process of a business transaction through the creation and use of business documents:</p> <ul style="list-style-type: none"> <li>• catalogue, price list, quotation, order, delivery note, invoice, cheque, credit note, receipt, statement of account, remittance advice.</li> </ul>
3.3 Wages and salaries	<p>Remuneration systems:</p> <ul style="list-style-type: none"> <li>• time rate, piece rate, commission, salary.</li> </ul> <p>Documents:</p> <ul style="list-style-type: none"> <li>• recording hours/quantity, PAYE and NI tables, pay slip.</li> </ul> <p>Transfer:</p> <ul style="list-style-type: none"> <li>• cash, cheque, BACS.</li> </ul> <p><i>(Candidates will not be required to use PAYE and NI tables.)</i></p>

## 4 Constraints and influences on systems

This section focuses on legislation, health and safety, security of equipment and data and operational issues.

Content	Explanation of content
4.1 Legislation	<p><b>In both Foundation and Higher Tiers candidates' levels of performance will be measured by the way in which they demonstrate and understand the specified knowledge, apply that knowledge, analyse and evaluate situations, suggesting improvements and solutions for the following:</b></p> <p>The influence of:</p> <ul style="list-style-type: none"> <li>• equal opportunities – equal pay, sex discrimination, race discrimination</li> <li>• Data Protection Act (1998) – controls collection, storage and use of personal data, confidentiality</li> <li>• Computer Misuse Act (1990) – elimination of unauthorised access, planting viruses, illegal file copying, damage to data, hacking</li> <li>• Copyright Designs and Patents Act (1989) – prevention of software piracy, non-licensed use</li> <li>• other recent, relevant legislation.</li> </ul> <p>Failure to comply with the relevant legislation.</p>
4.2 Health and Safety	<p>The importance of a safe working environment:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act (HASAWA) (1974) – employer and employee rights and responsibilities</li> <li>• personal effects on employees – repetitive strain injury (RSI), eye strain, posture, risk of accident</li> <li>• employer's decisions – equipment, installation, maintenance, training, design of working environment</li> <li>• other recent, relevant legislation, eg EU Directives.</li> </ul> <p>Failure to comply with the relevant legislation.</p>
4.3 Security of equipment	<p>The importance of security and confidentiality:</p> <ul style="list-style-type: none"> <li>• equipment – locking rooms, locking disks/keyboards, UV marking</li> <li>• data and files – damage, user identity, passwords, access levels, anti-virus software, back-up, encryption</li> <li>• networks – system management.</li> </ul> <p>Breach of security.</p>
4.4 Data and Operational Issues	<p>The efficient operation of systems can be affected by:</p> <ul style="list-style-type: none"> <li>• effects on personnel – redundancy, job change, resistance to change, training systems (to follow set instructions and procedures at operational level), demotivation, job security/insecurity, anxiety, information flow, working conditions</li> </ul>

Content	Explanation of content
	<ul style="list-style-type: none"> <li>• work patterns – working from home (tele-working), job share, shift systems, flexible working</li> <li>• equipment – cost of installation, maintenance, upgrades, replacements, profitability</li> <li>• environmental issues – waste, recycling</li> <li>• market conditions – competition, new technologies.</li> </ul>

# Internal assessment

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## Coursework guidance

Students are required to submit ONE coursework assignment.

The assignment, an investigation, will be chosen from one of the four on pages 17 – 20 which cover the following areas:

- 1 Communication systems
- 2 Data gathering, recording and presentation systems
- 3 Money transfer systems
- 4 Constraints and influences on systems.

Teachers are strongly advised to integrate the assessment criteria into the planning and delivery of coursework.

Coursework is assessed by the centre using the criteria on page 21 and is externally moderated by Edexcel.

## Aims

Coursework should not be limited to tasks that can be completed by desk research alone. Students should be encouraged to:

- be aware of business and communication activities through local studies
- display evidence of careful observation and originality
- collect, select and use knowledge in ways which are appropriate to the piece
- demonstrate an awareness of the variety of solutions to problems and the need to draw appropriate and accurate judgements and conclusions and to communicate these effectively.

## Instructions to centres

Findings should be presented as instructed. The length of the coursework should be between 1000 and 1500 words and must show evidence of use of ICT.

The title and number of the assignment, candidate name and candidate number must all be clearly shown at the beginning of the assignment.

Materials collected for background research, such as leaflets or other materials, **should not** be included.

The assignment is assessed by the teacher using the record sheet (which is provided in the *Teachers' Guide*) and the assessment criteria.

Internal standardisation must take place where there is more than one teacher for the subject.

## Coursework options

The options are given below. Teachers should try to use similar scenarios and examples if they choose to devise their own assignment. Teachers should ensure that businesses chosen are suitable for the collection of evidence required for the tasks. The length of the coursework should be between 1000-1500 words.

### STUDENTS CHOOSE ONE FROM THE FOLLOWING FOUR AREAS

#### 1 Communication systems

Candidates will be required to demonstrate their ability to investigate and report on two systems of communication.

##### EXAMPLE

##### PROBLEM

You have to choose an existing business and investigate two systems of communication that are in place:

- internally with management and employees
- externally with organisations and people.

##### ACTIVITY

Prepare a report using the sections below:

- a outline the purpose of the report
- b explain the research system, ie how you collected and recorded the data you needed
- c state your findings using at least one table and one graph
- d compare the systems and draw conclusions based on an analysis of your research
- e make recommendations for any improvements you think could be made and indicate the implications for a business and its employees.

## **2 Data gathering, recording and presentation systems**

Candidates will be required to demonstrate their ability to investigate and report on two systems of data gathering, recording and presentation.

### **EXAMPLE**

#### **PROBLEM**

You have to choose an existing business and investigate and report on two data gathering, recording and presentation systems:

- a computer-based system
- a paper-based system.

#### **ACTIVITY**

Prepare a report using the sections below:

- a outline the purpose of the report
- b explain your research system, ie how you collected and recorded the data you needed
- c state your findings using at least one table and one graph
- d compare the systems and draw conclusions based on an analysis of the data you have collected
- e make recommendations for the improvements that you think are needed and indicate the implications for a business and its employees.

Prepare a presentation of your main findings using presentational software.

### **3 Money transfer systems**

Candidates will be required to demonstrate their ability to investigate and report on two systems of money transfer.

#### **EXAMPLE**

##### **PROBLEM**

You have to look at an existing business and investigate two money transfer systems that are in place for:

- payment of wages and salaries
- ordering of and payment for goods and services.

##### **ACTIVITY**

Prepare a report using the sections below:

- a outline the purpose of the report
- b explain your research system, ie how you collected and recorded the data you needed
- c state your findings using at least one table and one graph
- d compare the systems and draw conclusions based on an analysis of your research
- e make recommendations for any improvements you think could be made and indicate the implications for a business and its employees.

## 4 Constraints and influences on systems

Candidates will be required to investigate constraints and influences on any systems and produce a report with recommendations for improvements.

### EXAMPLE

#### PROBLEM

You have to look at an existing business and investigate the security systems that are in place for:

- valuable equipment
- data files
- access to the workplace
- access to computer systems.

#### ACTIVITY

Prepare a report using the sections below:

- a outline the purpose of the report
- b explain your research system, ie how you collected and recorded the data you needed
- c state what you found out about how the business secures and protects equipment, data and access
- d compare the systems and draw conclusions based on an analysis of your research
- e make recommendations for any improvements you would make immediately and in the long-term to improve the present levels of security, and indicate the implications for a business and its employees.



## Marking criteria for coursework

For assessment purposes the marks will be allocated as indicated below. A range of marks is available within each level. Their allocation will reflect the degree of achievement within that level.

**Within each assessment objective there are 9 marks available, with a maximum total of 36 marks.**

	Marks
<b>AO1 Demonstrate knowledge and understanding of the specified subject content (9 marks total)</b>	
Shows evidence of sound knowledge, critical understanding and consideration of alternatives	7 – 9
Shows evidence of using knowledge to recognise constraints or differences and consideration of influences	4 – 6
Shows evidence of basic knowledge, identifies sources and states aims or objectives.	1 – 3
<b>AO2 Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues (9 marks total)</b>	
Shows evidence of applying knowledge to recognise strengths and limitations of ideas used, makes decisions and effectively addresses the problem	7 – 9
Shows evidence of considering issues, applying methods relevant to topic and developing an action plan	4 – 6
Shows evidence of basic terms/concepts/theories, use of basic methods and a simple action plan	1 – 3
<b>AO3 Select, organise, interpret and use information from various sources to analyse problems and issues (9 marks total)</b>	
Shows evidence of systematic gathering and using of information, analysing problems and issues and making valid suggestions	7 – 9
Shows evidence of reviewing/interpreting and analysing information and consideration of alternatives	4 – 6
Shows evidence of selecting, recording and collating information.	1 – 3
<b>AO4 Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately (9 marks total)</b>	
Shows evidence of detailed evaluation of outcomes, with suggested improvements justified, linking financial, social or environmental effects to suggestions	7 – 9
Shows evidence of making limited attempts at analysis and conclusions, distinguishing between facts and opinions and considering financial, social or environmental effects	4 – 6
Shows evidence of making basic judgements, relating conclusions to task and making basic reference to financial, social or environmental effects.	1 – 3

## Quality of written communication

The following marking criteria will be used to assess each candidate's performance in quality of written communication in the coursework. A total of 4 marks will be available as follows:

Level 3 performance	4 marks
Level 2 performance	2-3 marks
Level 1 performance	1 marks
Below Level 1 performance	0 marks
Level 3 performance	Very good to excellent written communication. Candidates present relevant information legibly and in a form that is completely suitable for purpose. It will feature almost faultless spelling, punctuation and grammar and an excellent style and structure of writing.
Level 2 performance	Fair to good quality of written communication. Candidates present information in a form reasonably suitable for purpose. It will include occasional errors in spelling, punctuation and grammar and a fair style and structure of writing.
Level 1 performance	A poor quality of written communication. Candidates present information indifferently, with a number of errors in spelling, punctuation and grammar. The style and structure of writing will not be entirely appropriate.

# Grade descriptions

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

## Grade F

Students 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, analyse and interpret simple information from a variety of sources. They also make judgements and present simple conclusions that are sometimes supported by evidence.

## Grade C

Students 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, analyse and interpret information from a variety of sources. They also make reasoned judgements and present conclusions that are supported by evidence.

## Grade A

Students 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 analyse and interpret this information effectively. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately.

# The wider curriculum

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## Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, information technology, application of number, improving own learning and performance, working with others and problem solving.

These opportunities are indicated in the key skills mapping grid and are detailed more fully in the key skills signposting (*Appendix 1*).

## Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of moral, ethical, social and cultural issues.

The specification gives students the opportunity to examine issues from a broader standpoint than that of a single discipline. It allows them to gain an understanding of moral and cultural issues in relation to the whole area of business and communication systems.

The specification requires students to consider a wide range of business and communication systems matters in the context of the UK. The specification includes several references to the importance of the environment in business matters.

Issue	Supporting evidence
<b>Spiritual, moral and ethical</b> reaching an ethical judgement and expressing personal views.	<b>Unit 4.4:</b> Operational – class discussions and case – study work where students are required to make decisions and/or judgements on: <ul style="list-style-type: none"><li>• operations</li><li>• social effects on personnel.</li></ul>
<b>Social</b> Encouraging consideration of the values and attitudes that prevail in society and social groups.	<b>Unit 4.4:</b> Operational – work patterns.
<b>Cultural</b> Encouraging consideration of group identity, belonging and behaviour. Appreciating and relating to other cultures. Encouraging respect and tolerance for people of different cultures.	All three are addressed by: <ul style="list-style-type: none"><li>• <b>Unit 1.5:</b> People</li><li>• <b>Unit 1.3:</b> Organisations.</li></ul>

## Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship. In particular it gives students opportunities to develop their knowledge, skills and understanding of business and communication systems issues, enabling them to plan an effective role as informed citizens in society at local, national and international levels.

Issue	Supporting evidence
Developing knowledge and understanding of rights, responsibilities, legal and democratic issues and processes, issues of diversity, roles of voluntary and other bodies in conflict resolution, economic development and environmental issues.	When students are studying: <ul style="list-style-type: none"> <li><b>Unit 4.1:</b> Legislation, eg equal opportunities</li> <li><b>Unit 4.2:</b> Rights and responsibilities of employers and employees</li> </ul> they consider the effects of the above and what their responsibilities are as citizens.
Promoting the skill of enquiry, communication of topical, political and other issues.	Students carry out market research, data collection and investigation of real business systems through their coursework and Section 2 of the specification.
Encouraging the skills of participation and responsible action in the life of educational establishments and/or communities.	<ul style="list-style-type: none"> <li><b>Unit 1.5:</b> People – communication between people</li> <li><b>Unit 4.4:</b> Operational.</li> </ul>

## Information and communication technology

The specification gives students opportunities to develop and apply their ICT capabilities through market research, data collection and investigations of real business systems required for classwork, homework and through coursework completion. ICT capability is also achieved through the development of students' presentational skills inherent in all aspects of the specification.

Opportunities to use ICT in this specification are extensive. As well as using a wide range of software application packages, the use of E-mail and the internet as a means of communicating with others is desirable, as is the use of a school-wide intranet. Modern presentational technology could be used for group presentations, as could the use of video conferencing.

Students can compare the range of software and hardware by visiting vendors' websites. If students do not have access to a management information system (MIS) they can visit the schools information management system (SIMS) site and review the various modules on offer. Legislation covered in the specification can be investigated online. Some banks and building societies now offer online banking. Some companies, such as Egg, offer only some of their services online and students can use the internet to investigate them.

## **Environmental education, health and safety education and the European dimension**

Environmental education and the European dimension are addressed directly through Section 4 of the specification content – Constraints and influences on systems – and Section 1 – Communication systems. Health and safety considerations are addressed throughout the specification and in particular in Section 4.2 – Health and safety.

# Textbooks and other teaching resources

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## Texts

Most of the following texts cover the topics found in the specification.

Anderton A – *GCSE Business Studies* – (causeway pren, 1998) ISBN 1 873929 84 6

Borrington K, Stimpson, P – *Business Studies for GCSE* (John Murray, 1999)  
ISBN 0 7195 72223

Butler D – *Business Studies* (Oxford University Press, 1996) ISBN 0 19 832797 8

Cambridge Training and Development Ltd (CTAD) – *Intermediate Information Technology*  
(Oxford University Press, 1996) ISBN 0 19 833542 3

Chambers I, Hall L and Squires S – *Business Studies (GCSE)* (Longman, 1994) ISBN 0 582 244838

Clarke Ed P – *GCSE Bitesize Revision Business Studies 2000* (BBC Educational Publishing)  
ISBN 0 563 464 13 5

Collins GEM – *Basic Facts – Business Studies* (Harper Collins) ISBN 0 004 701739 9

Doyle S – *Information Systems For You* (Nelson/Thornes, 2000) ISBN 0 7487 53168

Floyd D – *Revise GCSE: Business Studies* (Letts Educational Ltd, 1999) ISBN 85 8054214

*Longman GCSE Study Guide: Business Studies* (Longman Higher Education Division, 1997)  
ISBN 0582315387

Huggett R – *Business Studies For GCSE* – 3rd Ed (Harper Collins, 1997) ISBN 0 003 273881

Crowford R – *Longman GCSE Study Guide: Information Technology* (Longman, 1997)  
ISBN 0 582 304946

*Information Technology* (Letts) ISBN 1 85758 585 2

Ithurrald I and Raamkaran A – *This Is IT* (Hodder and Stoughton, 1995) ISBN 0 340 61104 9

Ithurrald and Raamkaran – *This Is IS* (Hodder and Stoughton) ISBN 0 340 61103 9

Jenkins A – *GCSE A-Z Business Studies Handbook* (Hodder and Stoughton, 1997)  
ISBN 0 340 68366 X

Moynihan D and Titley B – *GNVQ Intermediate Business* (Oxford University Press, 1996)  
ISBN 0 19 833553 9

Needham and Dransfield – *Business Studies In Practice* (McGraw-Hill) ISBN 0 070 84798 1

Owens B – *GCSE Office Applications* (Hodder and Stoughton, 1999) ISBN 0 340 73014 5

Pass, Lowes, Pendleton and Chadwick – *Collins Dictionary Of Business* (Harper Collins, 1995)  
ISBN 0 00 470803 2

Robinson P – *Information Technology For Enterprise GNVQs* (Harper Collins, 1996)  
ISBN 0 00 32001 75

*RSA 1 CLAIT Using Microsoft Office for Windows95* (Heinemann, 1997) ISBN 0952909812

Samways B and Byrne-Jones T – *Computer Basic Facts* (Harper Collins, 1995)  
ISBN 0 00 4708423

Sinclair – *Dictionary Of Personal Computing* (Collins, 1997) ISBN 0 00 720113

Turner D – *GNVQ Core Skills In Information Technology Level 2* (Nelson Thornes, 1994)  
ISBN 0 7487 1764 1

Whitcomb A – *Comprehensive Business Studies* (Longman, 1994) ISBN 0 273 60477 5

Williams G – *Information Technology Student Handbook* (Pearson Publishing, 1999)  
ISBN 1 85749 610 8

## **Websites**

### *Business Education*

- [www.bized.ac.uk](http://www.bized.ac.uk)

### *The Enterprise Zone*

- [www.enterprisezone.org.uk](http://www.enterprisezone.org.uk)



# Support and training

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## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN  
  
Tel: 020 7758 5620  
Fax: 020 7758 5950  
020 7758 5951 (second fax number)  
E-mail: [inset@edexcel.org.uk](mailto:inset@edexcel.org.uk)

## Website

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Please visit the Edexcel website, where you will find further information about training and support for all qualifications, including this GCSE.

The website is updated regularly, and an increasing amount of support material and information will become available through it.

## Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN  
  
Tel: 01623 467467  
Fax: 01623 450481  
E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)

The following support materials will be available from spring 2001:

- specimen papers
- coursework and teachers' guide.

## Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.



# Appendices

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Appendix 1 – Key skills	33
Appendix 2 – Procedures for moderation of internal assessment	45



# Appendix 1 – Key skills

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The GCSE in Business & Communication Systems offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolios.

In particular, the following key skills can be developed and assessed through this specification at level 2:

- application of number
- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- **Part A: What you need to know** –  
this identifies the underpinning knowledge and skills required of the student
- **Part B: What you must do** –  
this identifies the evidence that students must produce for their portfolios
- **Part C: Guidance** –  
this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 1/2 key skills units.

For those students working at level 1 these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skill specifications.

The evidence generated through this GCSE will be internally assessed and will contribute to the student's key skills portfolio. In order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications, as some candidates may be exempt from part or all of the assessment of a specific key skill.

Each section within the GCSE in Business & Communication Systems will provide opportunities for the development of all six of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation that can be ordered from Edexcel Publications.

# Mapping of key skills: summary table

Key skills (level 1/2)	Section 1	Section 2	Section 3	Section 4
<b>Application of number</b>				
N1.1 and N2.1		✓		
N1.2 and N2.2			✓	
N1.3 and N2.3			✓	
<b>Communication</b>				
C1.1 and C2.1a	✓			✓
C2.1b	✓	✓		
C1.2 and C2.2			✓	✓
C1.3 and C2.3				✓
<b>Information technology</b>				
IT1.1 and IT2.1	✓			
IT1.2 and IT2.2		✓		
IT1.3 and IT2.3	✓	✓	✓	
<b>Improving own learning and performance</b>				
LP1.1 and LP2.1		✓		
LP1.2 and LP2.2		✓		✓
LP1.3 and LP2.3		✓		
<b>Problem solving</b>				
PS1.1 and PS2.1		✓		
PS1.2 and PS2.2		✓		
PS1.3 and PS2.3		✓		✓
<b>Working with others</b>				
WO1.1 and WO2.1		✓		
WO1.2 and WO2.2	✓			
WO1.3 and WO2.3		✓		

## Application of number – level 2

The GCSE in Business & Communication Systems provides opportunities for students to both develop the key skill of application of number and generate evidence for their portfolio. As well as undertaking tasks related to the three areas of evidence required, students must also undertake a substantial activity that includes straightforward tasks. This will involve students obtaining and interpreting information, using this information when carrying out calculations and interpreting and presenting the results of the calculations.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<b>N2.1</b> Interpret information from <b>two</b> different sources, including material containing a graph.	2	Students are required to obtain and use the necessary information by selecting appropriate methods to get the results.  Eg the conducting of a market survey (students could work in groups to ensure that they collect a large enough set of data). Students could then individually analyse the results to identify key information and trends (coursework).
<b>N2.2</b> Carry out calculations to do with: a amounts and sizes b scales and proportions c handling statistics d using formulae.	3	Students must carry out their calculations, which could relate to volumes, ratios, averages, formulae, etc, and show their methods of working. They must show how they have checked results and corrected their work as necessary.  Eg use spreadsheet to calculate wages.  Analyse the information obtained from market research survey (coursework).
<b>N2.3</b> Interpret the results of your calculations and present your findings. You must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram.	3	Based on their findings, students must select effective methods of presentation, using as appropriate charts, diagrams, and tables. Students should explain how the results of their calculations meet the purpose of their activity.  Eg comparison of wages and salaries.  Results of market research findings and presentation of these results graphically (coursework).

## Evidence

Student evidence for application of number could include:

- description of the substantial activity
- copies of source materials
- records of calculations showing methods used
- descriptions of findings.

## Communication – level 2

For the communication key skill students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<b>C2.1a</b> Contribute to a discussion about a straightforward subject.	4 1	Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject students have often met in their studies and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward. Eg implications of working from home. Advantages and disadvantages of networks.
<b>C2.1b</b> Give a short talk about a straightforward subject, using an image.	2 1	Following a period of research students could be given the opportunity to give a short talk to the rest of their group. During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to clearly illustrate main points. Images could include charts and diagrams, pictures or models and maps. Eg results of any market research used to collect data for a spreadsheet/graph. Communication methods used in business.
<b>C2.2</b> Read and summarise information from <b>two</b> extended documents about a straightforward subject.  One of the documents should include at least <b>one</b> image.	4 3	Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE. Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information. Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose – eg for a talk, discussion or essay. Eg health and safety. Most suitable methods of payment.



Key skill portfolio evidence requirement		GCSE <i>section</i>	Opportunities for development or internal assessment
<b>C2.3</b>	Write <b>two</b> different types of documents about straightforward subjects.  One piece of writing should be an extended document and include at least <b>one</b> image.	4	Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.  The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings and paragraphs.  Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.  Eg how technological change affects people.

### Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

## Information technology – level 2

When producing work for their GCSE in Business & Communication Systems students will have numerous opportunities to use information technology. The internet, CD ROM, etc which could be used to collect information. Documents can be produced using relevant software and images which may be incorporated in those documents. Early drafts of documents could be e-mailed to tutors for initial comments and feedback.

If students undertaking coursework as part of their GCSE in Business & Communication Systems use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their Business & Communication Systems programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<b>IT2.1</b> Search for and select information for <b>two</b> different purposes.	1	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Students should interpret information selected and decide what is relevant for their purpose. Eg vehicle/materials database on school network. An investigation into the websites.
<b>IT2.2</b> Explore and develop information, and derive new information, for <b>two</b> different purposes.	2	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. Eg the use of a spreadsheet to produce charts and graphs. The creation of a database.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p><b>IT2.3</b> Present combined information for <b>two</b> different purposes.</p> <p>Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.</p>	All	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and should have been proofread.</p> <p>Eg in presenting the information, students will need to develop a structure that may involve the application of page numbers, dates, etc. Teachers may provide early feedback on layout, content and style that will result in formatting changes. The information collected for IT2.2 could be presented in different ways. One way might be the use of presentation methods suitable for an audience and the other might be a written response. Each would need to use appropriate techniques suitable for the audience.</p>

### Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

## Improving own learning and performance – level 2

Within GCSE in Business & Communication Systems programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. Evidence for learning through a practical activity may come from other GCSEs in the student's programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the duration of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<b>LP2.1</b> Help set short-term targets with an appropriate person and plan how these will be met.	2	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built in to the plan.  Eg students use an action plan that contains tasks, dates, resources, review dates and alternative courses of action (coursework).
<b>LP2.2</b> Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> <li>studying a straightforward subject</li> <li>learning through a straightforward practical activity.</li> </ul>	2  4	The plan should be implemented with performance reviews and should include working for short periods without close supervision.  Eg students will have developed a plan for tackling their coursework portfolio. They will need to show they can adapt their plan if things do not happen as they expected, for instance they may not gain enough information from one avenue of enquiry and may therefore have to pursue another one (coursework).

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p><b>LP2.3</b> Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.</p>	2	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify action for improving their performance with, for example, their tutor.</p> <p>Eg students could review their progress and the quality of their learning and performance; they should identify targets met, provide evidence from relevant sources; they should identify with others, eg their teacher, action for improving their performance.</p> <p>Students may provide evidence of their research to show that they have met an action plan of their portfolio. They should be able to recognise what they have achieved and also be able to recognise, with or without help, where there are development points. This may be the need for more information, a change to the structure of their plan or development of their written work. Whatever the case may be, students should, together with their teacher, develop an action plan for the work (coursework).</p>

### Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

## Problem solving – level 2

To achieve this key skill students will need to provide at least **two** examples of meeting the standard required. They need to show that they can identify problems, plan and try out options and check whether the problem has been solved. For this GCSE students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<b>PS2.1</b> Identify a problem and come up with <b>two</b> options for solving it.		Students will need to identify the problem and describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of identifying success. They should use the help of others, for example their tutor, as appropriate. Eg collection of market research data, which gives skewed results, students explain how they would do this again and what their chances of success are.
<b>PS2.2</b> Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to your plan when needed.	2	Students should confirm with, for example, their tutor their chosen option and how they will implement it. Upon implementation relevant tasks should be organised and changes made as necessary. Support should be obtained when needed. Eg ways of collecting information (questionnaire/interview), prepare an action plan, monitor and revise it and obtain support where needed.
<b>PS2.3</b> Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	2 4	Students should check whether the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken. The student should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem. Eg on completion the outcomes need to be checked against the standards identified at the start. The results of this should be recorded and the approach taken reviewed.

## Evidence

Student evidence for problem solving could include:

- description of the problem
- tutor records and agreement of standards and approaches
- annotated action plans
- records of discussions
- descriptions of options
- records of reviews.

## Working with others – level 2

To achieve this key skill students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement	GCSE section	Opportunities for development or internal assessment
<p><b>WO2.1</b> Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p>	2	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking own and others' responsibilities. The group need to confirm responsibilities and working arrangements.</p> <p>Eg students should be encouraged to reinforce their learning by investigating businesses in their locality. An excellent opportunity would be for students to share information from work experience, from visits to companies or from research into companies by sending requests for information. For instance:</p> <ul style="list-style-type: none"> <li>• students could divide up the tasks of finding how technological change has affected business and communication systems and then agree to share their results</li> <li>• students could agree to share the research from their work experience placements regarding business and communication systems.</li> </ul>
<p><b>WO2.2</b> Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p>	1	<p>Students will need to organise tasks so that responsibilities can be met. For example, obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported throughout, for example anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc, should be sought when needed.</p> <p>Eg when working towards their own task students could work in pairs with each pair taking a specific perspective(s), eg the different network systems used by individual organisations. Students will need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.</p> <p>Students could approach companies in pairs when investigating network systems.</p>

Key skill portfolio evidence requirement		GCSE <i>section</i>	Opportunities for development or internal assessment
<b>WO2.3</b>	Exchange information on progress and agree ways of improving work with others to help achieve objectives.	2	Once completed, the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.  Eg students could review how well they have presented the information they have gathered, recorded and presented from work experience placements.

### Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.



## Appendix 2 – Procedures for moderation of internal assessment

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All centres will receive optically-read teacher examiner mark sheets (OPTEMS) for each coursework component.

Centres will have the option of:

### **EITHER**

- recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

### **OR**

- recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply to whichever option is selected and provide information about the coursework record sheets and the sample of work required for moderation.

### **1 Centres using OPTEMS**

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an optical mark reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm, flat surface and that figures written in the marks box go through to the second and third copies.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the coursework record sheet, then transfer the **total mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).
- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20, etc and the leading zero for single figures, as shown.

- 1.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.
- 1.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.
- 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work.
  - ABS in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
  - W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

## Exemplar

### Encoded section

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

- 1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.
- 1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.**

- 1.12 Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:
- a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**
  - b **second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately
  - c **third copy** to be retained by the centre.

## 2 Centres using EDI

- 2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- S** – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate's previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected (see Section 4).

### 2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
- W – withdrawn
- \* – sampled candidate
- ✓ – additional sampled candidates.

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

*‘I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate’s own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.’*

Signed ..... Date .....

Centres are advised to retain a copy of the annotated printout.

### 3 Coursework record sheets

An example of the coursework record sheet is provided in the *Coursework/Teachers’ Guide*. A coursework record sheet should be completed for each candidate, providing details for the moderator of how each candidate’s total mark has been reached. It is the teacher’s responsibility to ensure that:

- all marks are recorded accurately and that the arithmetic is correct
- the overall total mark is transferred correctly on to the OPTEMS or via EDI
- any required authentication statement is signed by the candidate and/or teacher as appropriate.

**Where a candidate’s work is included in the sample the coursework record sheets should be attached to the work.**

### 4 Sample of work for moderation

- 4.1 **Where the pre-printed OPTEMS is asterisked**, indicating the candidates whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

**In addition**, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated record sheet must be attached to each candidate’s work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✓).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (\*) or a tick (✓), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **Where the pre-printed OPTEMS is not asterisked and**

- **there are 11 or fewer candidates**, the coursework of ALL candidates together with the second copy of the OPTEMS should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each candidate's work
- **there are more than 11 candidates**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the candidates whose work, with the associated record sheet, should be posted to him/her by return.

4.3 **In all cases** please note that the moderator may request further samples of coursework as required and the work of all candidates should be readily available in the event of such a request.

**Internal standardisation**

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

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