Oxford Cambridge and RSA Examinations

OCR GCSE IN BUSINESS AND COMMUNICATION SYSTEMS   1950 SECOND EDITION

Foreword to the Second Edition

This specification has been revised to include minor amendments which have been previously detailed in Notices to Centres. Changes to the First Edition have been sidelined.

Key Features

* Emphasis on practical coursework tasks.
* Up to date - includes e-commerce and call centres.
* Useful across a wide range of employment.
* Enhances a work-related curriculum.
* Available at Foundation and Higher Tier.
* Also suitable for post-16 candidates.
* Exemplar Coursework tasks.
* Good source of Communications and IT Key Skills at level 2.

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 0870-770-6622, fax 0870-770-6621).
* Past question papers and mark schemes, available from the Publications Department (telephone 0870-770-6622, fax 0870-770-6621).
* Coursework guidance materials.
* 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.

CONTENTS

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

Citizenship

ICT

Key Skills

OCR GCSE IN BUSINESS AND COMMUNICATION SYSTEMS (1950)

SECTION A: SPECIFICATION SUMMARY

TIERS

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

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	1 hour 45 minutes 2 hours (from 2006 onwards)	60%
2	Paper 2 (Higher)	2 hours	60%
3	Coursework		40%
83	Coursework Carried Forward		40%

QUESTION PAPERS

Paper 1 comprises structured questions. Candidates attempt **all** questions.

Paper 2 comprises structured questions. Candidates attempt **all** questions.

ENTRY OPTIONS

Option Code	Title	Components
F	Foundation Tier	1, 3
H	Higher Tier	2, 3

INTERNAL ASSESSMENT

All candidates take Component 3 (Coursework).

Candidates must carry out an integrated assignment, set by OCR, consisting of several practical coursework tasks during the course. The assignment requires an investigative and problem solving approach. It must include the use of the following types of software:

- Database.

- Spreadsheet.

- Word processing/desktop publishing.

- e-mail.

- Web browser.

- Web authoring software.

The likely completion time is 25 - 30 hours.

SECTION B: GENERAL INFORMATION

1   Introduction

1.1   RATIONALE

OCR GCSE Business and Communication Systems is designed to enable candidates to develop skills in communication and IT. It provides the opportunity to cover the Key Stage 4 programme of study in ICT. It will also develop an understanding of how business and communication systems support the requirements of the workplace, which will be of benefit in future employment or further study.

This specification offers candidates opportunities to:

- Choose, use and design business and communication systems to carry out a range of tasks and to solve problems, making effective use of relevant terminology, principles and methods, and recognising the strengths and limitations of the methods used.
- Develop a broad and balanced experience of the range of business and communication systems and their applications and an understanding of their capabilities and limitations in supporting the business organisation.
- Apply their knowledge and critical understanding to issues and problems in a range of appropriate contexts.
- Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to make informed judgements.
- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.

OCR GCSE Business and Communication Systems enables candidates to demonstrate knowledge, skills and understanding of:

- The importance of business and communication systems in contributing to, or constraining, the organisation's success in meeting its objectives.
- People in organisations (focussing on how ICT affects the way people work).
- Marketing (focussing on how business and communication systems support the organisation's marketing strategy).
- How information found and developed using ICT should be interpreted and presented in forms that are sensitive to the needs of particular audiences and suit the information content.
- Finding out about and exploiting the potential of a variety of ICT tools and information sources to support effective business systems.

Candidates achieving GCSE Business and Communication Systems may proceed directly into employment in a wide range of occupational areas. Alternatively, it would support progression to further study for general qualifications or to vocational training in many different occupational areas including NVQ Levels 1 and 2 Administration or Using Information Technology.

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 and Communication Systems.

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.

GCSE Business and Communication Systems provides a suitable course of study for candidates who have studied ICT to National Curriculum Key Stage 3. It is also appropriate for post-16 candidates with limited experience of ICT who are seeking to develop skills in communication and IT and an understanding of the requirements of the workplace which will be of benefit on a personal basis and to a future role in the workplace.

GCSE Business and Communication Systems offers progression from vocational Entry Level qualifications in Administration or in ICT e.g. OCR Entry Level Certificate in Office Practice.

1.5   PROGRESSION

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

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 GNVQ Business (Foundation)

OCR GNVQ Business (Foundation) overlaps with OCR GCSE Business and Communication Systems as follows:

GNVQ Unit 1: How a Business Works and Unit 6: Looking after People in Business overlap with Section 5.3 People in the Workplace.

OCR GNVQ Business (Intermediate)

OCR GNVQ Business (Intermediate) overlaps with OCR GCSE Business and Communication Systems as follows:

GNVQ Unit 1: Investigating How Businesses Work and Unit 6: People in Business overlap with Section 5.3 People in the Workplace.

NVQ Administration Level 1

The teaching and learning process for GCSE Business and Communication Systems provides opportunities for candidates to develop knowledge and understanding which would underpin NVQ Administration Level 1. Candidates will, however, require work-based portfolio evidence of competency to gain the NVQ qualification. Centres are recommended to refer to the OCR Administration Level 1 Scheme Book for guidance.

NVQ Administration Level 1 overlaps with OCR GCSE Business and Communication Systems as follows:

NVQ Unit 101 Contribute to maintaining customer service overlaps with Section 5.4 Communication.

Unit 102 Contribute to effective team work overlaps with Section 5.3 People in the Workplace.

Unit 103 Ensure your own actions reduce risks to health and safety overlaps with Section 5.3 People in the Workplace.

Unit 105 Input data and retrieve information using a computer and Unit 106 Prepare and copy routine documents overlap with Section 5.1 Applications of ICT, Section 5.2 Business Practice and Section 5.4 Communication.

NVQ Administration Level 2

The teaching and learning process for GCSE Business and Communication Systems provides opportunities for candidates to develop knowledge and understanding which would underpin NVQ Administration Level 2. Candidates will, however, require work-based portfolio evidence of competency to gain the NVQ qualification. Centres are recommended to refer to the OCR Administration Level 1 Scheme Book for guidance.

NVQ Administration Level 2 overlaps with OCR GCSE Business and Communication Systems as follows:

NVQ Unit 103 Ensure your own actions reduce risks to health and safety overlaps with Section 5.3 People in the Workplace.

Unit 201 Provide effective customer service overlaps with Section 5.4 Communication.

Unit 202 Plan, organise and improve your work overlaps with Section 5.2 Business Practice and Section 5.3 People in the Workplace.

Unit 203 Support the work of your team overlaps with Section 5.3 People in the Workplace.

Unit 204 Support the use of information technology overlaps with Section 5.1 Applications of ICT and Section 5.4 Communication.

Unit 206 Communicate information electronically overlaps with Section 5.1 Applications of ICT and Section 5.4 Communication.

Unit 208 Enter, retrieve and print data in a database overlaps with Section 5.1 Applications of ICT and Section 5.4 Communication.

Unit 209 Produce simple spreadsheet documents overlaps with Section 5.1 Applications of ICT.

Unit 210 Prepare and print documents using a computer overlaps with Section 5.1 Applications of ICT and Section 5.4 Communication.

Unit 216 Produce and distribute mail merge documents overlaps with Section 5.1 Applications of ICT and Section 5.4 Communication.

Unit 217 Contribute to the arrangement of events overlaps with Section 5.2 Business Practice.

1.7   RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification titles GCSE Business and Communication Systems in the same examination series.

Candidates who enter for this GCSE specification **may,** however, also enter for any GCSE specification with the certification title Business Studies or 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 7460.

1.8 CODE OF PRACTICE REQUIREMENTS

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

1.9 STATUS IN WALES AND NORTHERN IRELAND

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

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

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

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

2 Specification Aims

This specification offers candidates opportunities to:

- Choose, use and design business and communication systems to carry out a range of tasks and to solve problems, making effective use of relevant terminology, principles and methods, and recognising the strengths and limitations of the methods used.

- Develop a broad and balanced experience of the range of business and communication systems and their applications and an understanding of their capabilities and limitations in supporting the business organisation.

- Apply their knowledge and critical understanding to issues and problems in a range of appropriate contexts.

- Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to make informed judgements.

- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.

3 Assessment Objectives

GCSE Business and Communication Systems requires candidates to demonstrate their ability to:

AO1 Demonstrate knowledge and understanding of the specified subject content.

AO2 Apply their knowledge, skills and understanding of business and communication systems to a range of situations using appropriate terminology and methods.

AO3 Select, organise, interpret and use information from electronic and paper-based sources to address problems and issues and use business and communication systems to present the outcomes.

AO4 Use and evaluate business and communication systems and develop understanding of the wider applications and effects of business and communication systems, make reasoned judgements and present conclusions accurately and appropriately.

AO5 Reflect critically on the way they and others use business and communication systems and consider the legal, ethical and moral issues and security needs for data which surround the increasing use of business and communication systems.

4   Scheme of Assessment

4.1   TIERS

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

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

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

4.2   COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1	1 hour 45 minutes 2 hours (from 2006 onwards)	60%
2	Paper 2	2 hours	60%
3	Coursework		40%
83	Coursework Carried Forward		40%

4.3   QUESTION PAPERS

Paper 1 (2 hours) (from 2006 onwards)

Foundation Tier candidates enter Paper 1. This paper will comprise a maximum of 10 structured questions testing the five assessment objectives. There will be a total of 100 marks. Candidates attempt **all** questions.

Paper 2 (2 hours)

Higher Tier candidates enter Paper 2. This paper will comprise a maximum of 10 structured questions testing the five assessment objectives. There will be a total of 100 marks. Candidates attempt **all** questions.

4.4   WEIGHTING OF ASSESSMENT OBJECTIVES

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

Foundation Tier

	AO1	AO2	AO3	AO4	AO5	Total
Foundation	15	15	10	10	10	60
Coursework	5	10	15	5	5	40
Total	20	25	25	15	15	100

Higher Tier

	AO1	AO2	AO3	AO4	AO5	Total
Higher	15	15	10	10	10	60
Coursework	5	10	15	5	5	40
Total	20	25	25	15	15	100

4.5   ENTRY OPTIONS

All candidates should be entered for 1950 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1, 3
H	Higher Tier	2, 3
FC	Foundation Tier – Coursework Carried Forward	1, 83
HC	Higher Tier– Coursework Carried Forward	2, 83

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

4.6 INTERNAL ASSESSMENT (COURSEWORK)

All candidates take Component 3 (Coursework).

Candidates must carry out an integrated assignment, set by OCR, consisting of a number of practical coursework tasks during the course. The assignment requires an investigative and problem solving approach. It must include the use of the following types of software:

- Database.

- Spreadsheet.

- Word processing/desktop publishing.

- e-mail.

- Web browser.

- Web authoring software.

The likely completion time is 25 - 30 hours.

Examples of appropriate tasks are given in Section 6.

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

4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

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

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

Assessment Objective AO3 requires candidates to select, organise, interpret and use information from electronic and paper-based sources to address problems and issues and use business and communication systems to present the outcomes. A maximum of 7% of the available internal assessment (coursework) marks will be awarded for quality of written communication. A maximum of 3% of the available external (examination) marks will be awarded for quality of written communication. Candidates will have the opportunity within one or more questions to produce a piece of extended writing which enables them to demonstrate the quality of their written communication.

It is also expected that candidates will have opportunities to apply and develop their ICT capability, through the use of ICT tools, to support their learning and work by being taught to:

- Find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility.

- Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy.

- Exchange and share information, both directly and through electronic media.

- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

4.8 DIFFERENTIATION

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

4.9 AWARDING OF GRADES

The written papers will have a total weighting of 60% and internal assessment a weighting of 40%.

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

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

4.10 GRADE DESCRIPTIONS

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

Grade F

Candidates show a basic knowledge of familiar, simple business and communication systems and of the techniques and systems needed to support them. They show knowledge of some of the basic business and communication systems, terminology, and definitions; respond to needs and opportunities and evaluate ways of addressing these using business and communication systems.

Candidates understand the need for accuracy in research and collecting information and in using software. They use business and communication systems to explore, develop and interpret information.

Candidates use business and communication systems to share, exchange and present work and demonstrate how it contributes to the development of their ideas. They reflect on their use of business and communication systems and show some knowledge of its use in the workplace.

Grade C

Candidates show some knowledge and understanding of the range and scope of business and communication systems and of the techniques and systems, including equipment and software needed to support them. They show a good understanding of basic business and communication systems, terminology and definitions and are able to contrast and compare related ideas.

Candidates identify needs and opportunities and analyse, design and evaluate appropriate ways of addressing these using business and communication systems. They use complex lines of enquiry to find and select information, from a wide range of sources, and explore, develop and interpret information to carry out a range of tasks and produce appropriate solutions to problems.

Candidates use business and communication systems to share, exchange and present work, demonstrating a consideration of audience and purpose. They reflect critically on their use of business and communication systems and consider the effects of its use in the workplace.

Grade A

Candidates show a good knowledge and understanding of the range and scope of business and communication systems and of the techniques and systems, including equipment and software needed to support them. They use business and communication systems, terminology and definitions appropriately and are able to contrast and compare related ideas.

Candidates apply general principles of business and communication systems to given situations and abstract general principles from given examples. They identify a range of needs and opportunities and design and evaluate effective ways of using business and communication systems. Candidates evaluate information sources, software packages and business systems, analysing the situations for which they were developed and assessing their efficiency and appropriateness.

Candidates use complex lines of enquiry to find and select information, using a wide range of sources. They explore, develop and interpret information to carry out a range of tasks and produce effective working solutions to a range of problems.

Candidates show efficiency and economy in devising ways to make things happen, including responding to external events.

Candidates use business and communication systems to share, exchange and present work, demonstrating a clear sense of audience and purpose. They reflect critically on their use of business and communication systems and show understanding of the effects of its use in the workplace.

SECTION C: SPECIFICATION CONTENT

5   Specification Content

The following content should be taught in an integrated way. The overall context is the use of business and communication systems within organisations to support the realisation of organisational objectives. Wherever possible, candidates should have 'hands on' experience of equipment, systems and software. The knowledge, skills and understanding should be taught through focussed practical tasks that develop a range of techniques, skills, processes and knowledge.

5.1   APPLICATIONS OF ICT

C1.2, C2.2, N1.1, N1.3, N2.1, N2.3, IT1.2, IT2.1, IT2.2, IT2.3, WO1.1, WO1.2, WO1.3, WO2.1, WO2.2, WO2.3, LP1.1, LP1.2, LP1.3, LP2.1, LP2.2, LP2.3

Candidates should have knowledge and understanding of	Depth of treatment **Tutors should understand that the pace of technological change means that this list may not be exhaustive and should refer to the Teacher Guidance for most recent information.** **Candidates should show understanding of and be able to use basic IT terms.**
capabilities and limitations of ICT systems and applications	Candidates should show understanding of the importance of evaluating ICT systems and applications from various perspectives, including: ease of use fitness for the intended purpose cost (both of equipment and consumables) environmental factors (e.g. availability of 'eco-friendly' hardware and consumables, power saving features) health and safety of the user and others.

commonly used computer systems	Candidates should demonstrate knowledge of the following systems used in the workplace. They should be able to evaluate the capabilities and limitations of each for the user and the organisation: networks (Candidates will not be required to produce network diagrams.) desktop PCs laptops palmtops PDAs.
input devices	Candidates should be able to explain the use of the following input devices and be able to identify a suitable input device for a specified situation: keyboard mouse barcode reader digital and web cam (camera) scanner voice recognition systems.
output devices	Candidates should be able to explain the use of the following output devices and be able to evaluate the main capabilities and limitations of each device: monitor printers (laser, inkjet including colour, dot matrix, printer-plotter) LCD projectors for use in computer-based presentations.
storage devices	Candidates should be able to explain the use and capabilities or limitations of the following storage devices: disk (hard, floppy, DVD) CD read-write drives Zip drives.

software	Candidates should have practical experience of using software for different purposes throughout the course of study, including the following applications: word processing/desktop publishing database, mailmerge spreadsheet graphics (photo images and scanned images) e-mail, web browser. Candidates should have knowledge of the following business applications: business presentation project planning/diary systems. Candidates should be able to evaluate software and systems for different purposes and in specified situations. Candidates should be able to select sources of information for different purposes and to recommend when paper-based information sources may be more suitable, and vice versa.
presentation and layouts	Candidates should know the basic conventions in common documents (letters, spreadsheets, tables, e-mails). Candidates should know how to use headings, margins, columns and borders in presenting text and images. They should know how to display text using tabulation, justification, spacing and put data in tables or columns.
consistency, accuracy and checking of documents in the workplace	Candidates should understand the importance of editing documents using the software in a way which facilitates re-editing. Candidates should know that their work should be presented in a way that is consistent, accurate and readable. They should be able to use techniques which improve the look of material.

ICT storage and filing systems	Candidates should know how to save work in ways which make it easy to retrieve by using suitable file names (based on content, ownership or sequence), folders or directories and appropriate file extensions.
call centres: use in banking and other service industries	Candidates should demonstrate understanding of the role of external call centres in supporting businesses' sales and marketing function. Candidates should be able to explain the advantages and disadvantages of call centres for the organisation and the customer.
e-commerce	Candidates should know the types of environment where e-commerce is used including: webstores on-line banking and shopping financial and travel services e-procurement.
	Candidates should demonstrate understanding of: the benefits of e-commerce as part of the marketing and sales function of organisations the process of setting up and running a webstore including the ways in which e-commerce businesses meet legal and security aspects i.e.: legal – complying with the Sale of Goods Act 1979 and 1994 and with the Data Protection Act 1998 security – need for encryption of data and password protection. Candidates should be able to evaluate the advantages and disadvantages of e-commerce in a given situation from the viewpoints of stakeholders (the supplier, the customer and the wider community).

5.2 BUSINESS PRACTICE

C1.1, C2.1, LP1.1, LP1.2, LP1.3, LP2.1, LP2.2, LP2.3

Candidates should have knowledge and understanding of:	Depth of treatment
planning and organising	Candidates should understand the benefits of careful planning. They should know the implications of inadequate planning. Candidates should have knowledge of the variety of formal and informal business meetings which take place. Candidates should know the processes involved in planning and organising work and meetings including: making lists of action points preparing meetings documentation e.g. programme/agenda and supporting documentation booking travel, accommodation, resources, equipment.
administration of manual and electronic filing systems	Alphabetical filing, numerical filing Candidates should be able to evaluate the advantages and disadvantages of manual and electronic filing systems in a given situation.
the impact of changing technology on working practices	Candidates should know the benefits and costs of new ways of working for employer and employee and analyse the advantages and disadvantages in a given situation. They should demonstrate understanding of: multi-skilling/re-skilling job-sharing, part-time and flexible working teamworking 'teleworking' the use of a small 'core' of permanent staff and temporary staff as required (e.g. specialists and consultants).

procedures for ensuring security and confidentiality:	Candidates should understand the importance of complying with relevant legislation (the Data Protection Act 1998, Computer Misuse Act 1990 (including subsequent updates). Candidates should show knowledge of the DPA, including the requirements that: holders of personal data should register with the Data Protection Registrar. personal data held should be relevant and accurate personal data should be held and processed securely individuals have rights to find out information held on them, challenge it and claim compensation. Candidates should be able to describe the application of relevant legislation in a given situation. Candidates should understand the implications of computer viruses, 'hacking' and software 'piracy' for ICT users and business organisations. Candidates should understand, and apply as appropriate, workplace procedures for ensuring security and confidentiality and for complying with legislation on computer misuse, e.g.: use of 'firewalls' and virus checkers password protection of systems and documents saving files to back-up software audits to ensure the organisation and its employees are not using unlawful or 'pirated' copies of software (copyright theft).

5.3 PEOPLE IN THE WORKPLACE

C1.1, C1.2, C2.1, C2.2, N1.2, N2.2, WO1.1, WO1.2, WO1.3, WO2.1, WO2.2, WO2.3, LP1.1, LP1.2, LP1.3, LP2.1, LP2.2, LP2.3

Candidates should have knowledge and understanding of:	Depth of treatment
rights and responsibilities of employers and employees as defined by current legislation:	Candidates should explain the principles and main terms of the specified legislation. Candidates do not need a detailed knowledge of each Act, but should be able to recognise the differences between the Acts (and subsequent major updates) and describe in simple terms what each Act does.
Health and Safety at Work Act 1974 and Workplace (Health, Safety and Welfare) Regulations 1992	Candidates should demonstrate understanding of the employer's responsibilities for: providing a safe working environment providing safe equipment e.g. the practical outcomes of following the requirements of the Display Screen Directive 1992 maintaining an accident book. Candidates should demonstrate understanding of the employee's responsibilities for: ensuring their own safety and that of others working in a safe manner reporting accidents.
Employment Rights Act 1996 Sex Discrimination Act 1975	Candidates should demonstrate understanding of how the legislation protects employees against unfair dismissal and discriminatory treatment in the workplace.
Equal Pay Acts 1970 and 1983	Candidates should demonstrate understanding of how the legislation ensures male and female employees receive equal pay for work of equal value.
Working Time Regulations 1998	Candidates should demonstrate understanding of the employee's rights to: a limit on working hours paid holiday meal and rest breaks.

⚖ workplace policies and practices	e.g. use of safe methods and equipment smoking, eating, alcohol and drugs emergencies personal presentation/dress code consultation and grievance procedures (staff consultative committees, union representation) (Higher Tier only).
formal and informal training	Candidates should know that training takes place in many ways e.g. on the job, off the job.
typical job roles and tasks	Candidates should demonstrate knowledge of: hierarchical and flat structures functions of manager, supervisor, operative division of work within an organisation (research, production, marketing and selling). Candidates should know that work roles and relationships are often subject to change as a result of the updating of technology. In particular, organisations dependant on e-commerce may have very different management structures to traditional organisations. 🖱 Candidates should understand that organising tasks on a team basis is usual in the workplace. Candidates should understand the processes involved in working in groups i.e. confirming what needs to be done, working with others to achieve objectives, carrying out tasks to meet individual responsibilities, identifying progress and suggesting ways of improving work with others.
⚖ employee welfare: good practices	e.g. benefits, social clubs, advice to employees facing redundancy or retirement.

▦ wages and salaries:	minimum wage
	introduction to tax and National Insurance (from the employee's perspective)
	methods of payment of wages and salaries – piecework, hourly, weekly, monthly, cheque, cash, BACS.
	Candidates should be able to identify and explain information on a simple wage/salary slip. At Higher level candidates should be able to carry out and check calculations as instructed.
other incentives	Candidates should demonstrate understanding of:
	profit sharing
	non-financial incentives
	bonuses
	fringe benefits.

5.4 COMMUNICATION

C1.1, C1.3, C2.1, C2.3, LP1.1, LP1.2, LP1.3, LP2.1, LP2.2, LP2.3

Candidates should have knowledge and understanding of the following:	Depth of treatment
purposes and methods of communication	Candidates should demonstrate understanding that the purposes of communication include: selecting information, transmitting information and receiving information. Candidates should demonstrate understanding of the importance of effective communication for an organisation in its relations with stakeholders i.e. customers, employees, the local community. Candidates should be able to explain the possible results of a failure of communication in a given situation e.g. damage to relationships with customers, damage to the organisation's image, loss of business, employee de-motivation. Candidates should explain the increasing importance and the benefits of communications technology for business organisations. Candidates should explain the advantages and disadvantages of the following written methods of communication and be able to evaluate their benefits in a given situation: e-mail text messages letters reports leaflets brochures.

purposes and methods of communication	Candidates should demonstrate understanding of how corporate image communication can contribute to an organisation's marketing, in the form of letterheads, compliments slips, business cards, logo, etc. Candidates should understand, and apply as appropriate, visual aspects of communication (use of housestyle, logos, graphics, colour), promotional material. Candidates should explain the advantages and disadvantages of the following verbal communication methods and be able to evaluate their benefits in a given situation: face to face telephone voicemail tele/videoconferencing. Candidates should be able to select an appropriate method of communication for a given situation, taking into account the nature/priority/sensitivity of the message, the number of recipients, urgency, cost, time differences, language problems. Candidates should be able to select appropriate information for a given task and transmit information effectively.
organisational procedures for handling communications	Candidates should understand that different organisations have different procedures for handling incoming and outgoing communications. Candidates should be able to state examples of commonly used procedures e.g. it may be necessary to refer to a senior member of staff before despatching sensitive letters or a manager may see the department's incoming mail before it is distributed.
business communication equipment	Candidates should describe the effective use of the following business communication equipment: fax telephones including mobile telephones pagers webphones wap (internet phones) public address/tannoy systems bulletin boards.

SECTION D: COURSEWORK

6   Coursework Tasks

6.1   NATURE OF COURSEWORK

The coursework tasks are based around a fictitious employment agency. The exemplar tasks below are designed to be amended by tutors to reflect the local area and the circumstances of the centre. <u>Tutors are, therefore, encouraged to change details such as names, addresses, type of work sought and dates, etc.</u> For example, the manager's name could be replaced with that of the tutor. It will be necessary to provide an address and other details (fictitious or actual) for the agency. Resource sheets should be common to all candidates within your centre. If the resource sheets are changed please include a copy of them with the sample of coursework that is sent to your Moderator.

The actual tasks which the candidates carry out have been designed to meet the assessment objectives of this specification and should not be amended.

6.2   EXEMPLAR COURSEWORK TASKS

Background

This coursework assignment is based upon an employment agency situated in your area. The Manager is Mrs Amanda Barfoot.

You are the assistant to the Manager of this agency. You will need to carry out various tasks.

Presenting your Work

Make sure you save your work on the computer. Proof read and check your work carefully before you print it out. All printouts should show your name and centre number.

Your printouts should be presented as a portfolio. Your portfolio should contain:

- A title page showing centre number, centre name, your candidate number, your name and the assignment title.
- Contents page and page numbering.
- Printouts from each task as instructed.
- A report evaluating your work.
- A statement on how you have saved your work giving names of directories, sub-directories and files.

Task 1

(a)   Your Manager has decided that the agency name needs to be changed. You should decide on a new one. Using this name, produce a suitable logo to be used on all the agency's paperwork. The logo should be a graphic of your own design. Your design should include text and graphics and be no bigger than 5cm by 4cm.

Print a copy of this logo and store in your portfolio.

(b)   Create an A4 letterhead for your agency which includes the new logo. Be sure to include the agency's name, address, telephone number, fax number, e-mail address and any other details you think important.

Print out a copy of this page and store in your portfolio.

(c)   The agency also uses compliments slips and business cards. Use your new logo to design a suitable compliments slip and business card.

Print out a copy of each and store in your portfolio.

Task 2

(a)   The agency's clients may be looking for full or part-time employment on a permanent basis. A total of 212 clients are registered. However, some clients now wish to register for short contracts only over the summer months. You will find the details of 10 such clients on Resource Sheet 1.

Previously when clients have been interviewed, their details have just been written on a sheet of A4 paper. This does not work very well. The manager has decided a client registration form would be better.

Using Resource Sheet 1 as a guide, design and produce a client registration form for use with new clients.

This should be A4 in size. The form should include the following:

- the logo you designed in Task 1;
- full instructions as to how it should be completed;
- tick boxes;
- space for applicants to give further details which may help the agency to find suitable employment, e.g. current employer, current salary, NI number, etc;
- a space for the candidate's signature;
- a section for agency use only.

Print out a copy of your client registration form and store it in your portfolio.

(b)   Print out 5 extra copies for use in Task 3.

Task 3

(a)   Use the copies of the form produced in Task 2 to record the details of 5 people who wish to register with the agency.

Use suitable software to enter and store the data on Resource Sheet 1 in the order it is shown.

Then add the details for your 5 new clients.

Print out a copy of the information you have entered. Store this in your portfolio.

(b)   Sort your input data into alphabetical order by surname.

Print out a copy of the sort and store in your portfolio.

(c)   It is important to keep your records of clients up-to-date. Use the details in Resource Sheet 2 to amend the database.

Print out a copy of the amended database in alphabetical order by surname. Store in your portfolio.

(d)   Print out a copy of the data in alphabetical order showing only surname, first name and telephone number. Store in your portfolio.

Task 4

(a)   Read Resource Sheet 3. Compose a suitable e-mail reply to this letter.

Print a copy and store in your portfolio.

(b)   Search the database created in Task 3, for all those on your records who meet these criteria.

Print out a copy of the search results and store in your portfolio.

(c)   Use suitable software to prepare a mailmerge letter to these clients giving brief details of this work. Ask them to contact your agency if they are interested.

Print out a copy of your standard mailmerge letter and store in your portfolio. Merge your standard letter with the database. Print out **one** of the merged letters and store in your portfolio.

Task 5

(a)   Resource Sheet 4 shows data which has been kept by the agency over the last four years to help identify trends in the type of jobs the agency clients wish to undertake. Regular printouts are also made of current client requirements.

Write an A4 page report to your Line Manager advising her on specific areas to target for potential employers. Use graphs and tables to enhance your report. You will have to refer to Resource Sheet 4 to assist you. Print out a copy of this report and store in your portfolio.

(b)   Your manager has decided to advertise in the trade press to attract new businesses to use your clients' services.

Prepare the advertisement to be placed in the trade press taking into account legislation relating to advertising. The advertisement should be A5 in size. Include the company logo and any information you think is necessary. Print out a copy of this advertisement and store in your portfolio.

Task 6

(a)   As a marketing exercise you have decided to search the Internet for other agencies who are within easy travelling distance of yours. You need to search for at least 4 agencies, in a number of towns/cities within your area (up to a maximum of 5 towns/cities). Print a list of such agencies and store in your portfolio.

Based on the knowledge you have gained from this task you should be able to work out how many local agencies you are competing with, if any.

(b)   Your Line Manager has identified that your agency needs to market itself through the Internet and you need to design a website for the agency.

Using appropriate software design a website, incorporating:

- a maximum of 4 pages;
- suitable graphics;
- the logo you designed in Task 1;
- at least one hyperlink, providing at least 2 additional pieces of information that clients may find useful, e.g. Examples of client profiles. If using confidential information, ensure you refer to the Data Protection Act;
- the client registration form (Task 2);
- the results of the marketing exercise on the type of people held on the database and their availability (Task 5).

Print out a copy of each page and store in your portfolio.

Task 7 - Report

Write a report evaluating how you have tackled the coursework. It is recommended that Task 7 is an ongoing task i.e. evaluations are completed after each of the first 6 tasks covering all bullet points where and when appropriate. You should:

- Explain how you tackled the Tasks 1 to 6.
- State why you chose to use particular software and whether this was the best for the task.
- Explain what you think you did well.
- Explain fully how you dealt with the following issues when completing all aspects of your coursework: legal, moral, ethical, security and social.
- Explain what could have been done differently and how.

Task 8 – Presenting your assignment for marking

(a)   Prepare a Resources Sheet stating where you found all your information.

(b)   Prepare a statement on how you have saved your work using appropriate directories, sub-directories and file names. This should include a screen shot of your network. Evidence should be provided to show how work was filed manually during the course.

(c)   Put your printouts in correct order with the Resources Sheet last. Number all pages (this can be done by hand).

(c)   Make sure you have a full contents page and front cover.

Resource Sheet 1

Title	Surname	First Name	Address	Date of Birth	Telephone Number	Type of Work	Availability	Date Register
Miss	Bostock	Sandra	30 Spring View, Mansfield NG21 3AA	03.10.83	01623 458774	Clerical, retail	June, July August	15.01.01
Mr	Bajcer	Mandeep	39 Carisbrook Avenue, Ravenshead, Mansfield NG21 3AY	14.09.82	01623 482009	Entertainment	June, July	12.12.00
Mrs	Watson	Alison	13 Smith Street, Worksop NG32 6ZZ	04.01.81	01909 567120	Retail, clerical	July, August	12.10.00
Mr	Plowright	Alan	Cherry Tree Cottage, Blidworth, Mansfield NG21 3CW	15.03.80	01623 792456	Bar work, retail, entertainment	June, July, August	15.10.00
Miss	Kato	Mayu	13 Allandale, Mansfield, Woodhouse NG22 2EA	23.10.82	01623 400975	Retail, entertainment	June, July, August	13.03.01
Mr	McKenzie	Alan	28 Rufford Avenue, Mansfield NG21 7RS	01.08.84	01623 387749	Production	August	13.05.01
Mrs	Russon	Laura	31 Kings Venie, Worksop NG32 6TS	14.11.80	01909 255381	Clerical, bar work	June, July	30.11.00
Mr	Kolton	Damian	The Willows, Blidworth, Mansfield NG21 9TT	30.11.84	01623 794266	Retail, production	June, August	30.11.00
Miss	Rai	Barrinder	3 The Park, Mansfield, Woodhouse NG22 4EB	17.07.79	01623 406088	Retail, bar work	June, July, August	30.11.00
Miss	Murfin	Hayley	9 Mount Crescent, Worksop NG32 5JK	15.01.84	01909 354480	Clerical, retail	June, August	15.01.01

Resource Sheet 2

1. Damian Kolton has changed his telephone number to 01623 403088.

2. Hayley Murfin has married and her new name is Barnes.

3. Allen McKenzie has found permanent employment and no longer wishes to be registered with the agency.

4. Alison Watson also wishes to be considered for bar work.

5. Sandra Bostock has moved house. Her new address is 390 Sutton Road Mansfield, NG19 6BZ.

6. Barrinder Rai does not wish to be registered for retail.

7. New Client details

Miss Jasbinder Lali, The Cottage, The Park, Mansfield NG21 7NW

Date of birth: 30.10.86
Telephone number: 01623 612351
Seeking: Clerical, retail, bar work
Available: June, July
Registered: 10.01.01

Alex Canning & Co Ltd
The Broadway MANSFIELD Notts NG21 0LW

Telephone 01623 535003
Fax 01623 5325004
e-mail Canning@Mans.co.uk

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Our ref JK/1044/HJ

20 June 2001

The Employment Agency
20 Stafford Street
Mansfield
Notts
NG29 3KJ

Dear Sir/Madam

During the months of June and July we shall experience a
shortage of retail staff within our company.

We require suitable employees to work from 9.00 am to
5.30 pm, Monday to Friday, with a one hour lunch break.
The rate of pay will be £4.75 per hour. A uniform will be
provided.

I should be most grateful if you could provide me with a
list of temporary employees who are interested in this
type of work.

Yours faithfully
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Alison Anderson

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Alison Anderson
Personnel Officer
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THE EMPLOYMENT AGENCY

Client Details 1997 - 2001

Type of work applied for	Percentages seeking different types of work				
	1997	1998	1999	2000	**2001 to date**
Retail	36%	34%	52%	55%	**58%**
Clerical	27%	24%	28%	33%	**34%**
Production	18%	15%	6%	7%	**2%**
Entertainment	9%	15%	5%	2%	**3%**
Bar work	10%	12%	9%	3%	**3%**

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

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.

The nature of the tasks carried out for GCSE Business and Communication Systems coursework means that tutors need to be particularly vigilant in ensuring that candidates have access only to their own saved files.

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 show 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

GCSE Business and Communication Systems requires candidates to demonstrate their ability to:

Assessment Objective		Task	Marks	Percentage weighting
AO1	demonstrate knowledge and understanding of the specified subject content	1, 2, 3, 4, 5, 6, 7	12	5%
AO2	apply their knowledge, skills and understanding of business and communication systems to a range of situations using appropriate terminology and methods	1, 2, 3, 4, 5, 6	25	10%
AO3	select, organise, interpret and use information from electronic and paper-based sources to address problems and issues and use business and communication systems to present the outcomes	1, 2, 3, 4, 5, 6, 8	38	15%
AO4	use and evaluate business and communication systems and develop understanding of the wider applications and effects of business and communication systems, make reasoned judgements and present conclusions accurately and appropriately	5, 7	13	5%
AO5	reflect critically on the way they and others use business and communication systems and consider the legal, ethical and moral issues and security needs for data which surround the increasing use of business and communication systems	7	12	5%
Total			100	40%

7.4 COURSEWORK MARKING GUIDANCE

The guidance below should be used in the context of the Assessment Objectives listed on page 43.

Task 1				
1(a) Logo **(b) Letterhead** **(c) Compliments slip and business card**				
AO1 **Maximum 2 marks**	**AO2** **Maximum 3 marks**	**AO3** Presentation of letterhead, compliments slip, business card **Maximum 6 marks**	**AO4** **0 marks**	**AO5** **0 marks**
2 Tasks completed	1 Logo to own design and specified size	5-6 High quality documents of professional standard		
1 Part of tasks omitted	1 Letterhead includes agency name, telephone number, address, fax number, e-mail address	3-4 Mainly accurate documents of mailable standard		
0 Task not attempted	1 Compliments slip and business card include details	0-2 Documents contain typographical errors and/or are incomplete		
				Total marks Task 1 – 11 marks

Task 2				

2(a)   **Client registration form**
         Logo
         Instructions
         Tick boxes
         Space for further details
         Signature space
         Agency use only section
         Printout
 (b) **5 extra copies**				

AO1 **Maximum 2 marks**	**AO2** **Maximum 6 marks**	**AO3** Content and presentation of registration form based on Resource Sheet 1 **Maximum 4 marks**	**AO4** **0 marks**	**AO5** **0 marks**
2 Tasks completed	1 Client registration form – A4 with logo	4 High quality document of professional standard		
1 Part of tasks omitted	1 Instructions 1 Tick boxes	2-3 Mainly accurate document of mailable standard		
0 Tasks not attempted	1 Adequate spaces for handwritten applicant details and signature 1 Agency use section 1 5 extra copies	0-1 Document contains typographical errors and/or is incomplete		
			Total marks Task 2 – 12 marks	

Task 3				
3(a) **Record of 5 people** **Use software to store data from Resource Sheet 1** **Add 5 client details** **(b)** **Alphabetical sort** **(c)** **Amend from resource sheet 2** **(d)** **Printout of selected fields alphabetically**				
AO1 **Maximum 1 mark**	**AO2** **Maximum 4 marks**	**AO3** Correct use of database software and content of printouts **Maximum 4 marks**	**AO4** **0 marks**	**AO5** **0 marks**
1 Tasks completed	1 All data entered	4 Accurate, high quality printouts of professional standard		
0 Part of tasks omitted	1 Alphabetical sort by surname	2-3 Mainly accurate printouts of mailable standard		
	1 Database amended and sort by surname carried out	0-1 Printouts contain errors and/or are incomplete		
	1 Selective printout			
		Total marks for Task 3 – 9 marks		

Task 4				
4(a) e-mail composed **(b) Database search** **(c) Standard mailmerge letter** ** Merged letter**				
AO1 **Maximum 2 marks**	**AO2** **Maximum 4 marks**	**AO3** Correct use of database software and presentation of e-mail and mailmerge letters **Maximum 6 marks**	**AO4** **0 marks**	**AO5** **0 marks**
2 Tasks completed	1 Suitable e-mail completed	5-6 e-mail and letters of high standard in accordance with conventions of style and written communication; accurate database search		
1 Part of tasks omitted	1 Correct search	2-4 e-mail and letters of mailable standard, generally in accordance with conventions of style and written communication; database search mainly correct		
0 Tasks not attempted	1 Standard letter produced correctly 1 Copy of merged letter	0-1 Inadequate e-mail, letters and search		
		Total marks for Task 4 – 12 marks		

Task 5

5(a) Report
(b) Advertisement

AO1 **Maximum 2 marks**		AO2 **Maximum 3 marks**		AO3 Content and presentation of report and advertisement **Maximum 6 marks**		AO4 **Maximum 4 marks**		AO5 0 marks
2	Tasks completed	1	Report includes suitable graph	5-6	Report and advertisement of high standard in accordance with conventions of style and written communication; relevant use of graphs and tables; advertisement well displayed	3-4	Report shows reasoned judgements; conclusions are presented accurately and appropriately	
1	Part of tasks omitted	1	Suitable table included					
0	Tasks not attempted	1	Half page advertisement					
				2-4	Report and advertisement of mailable standard, generally in accordance with conventions of style and written communication; graphs and table assist understanding	0-2	Limited evidence of reasoned judgement; presentation of conclusions lacks accuracy	
				0-1	Report and advertisement inadequate			
							Total marks Task 5 – 15 marks	

Task 6				
6(a) **Internet search**				
(b) **Website design**				
AO1 **Maximum 2 marks**	**AO2** **Maximum 5 marks**	**AO3** Result of search and content and presentation of website **Maximum 8 marks**	**AO4** **0 marks**	**AO5** **0 marks**
2 Tasks completed	1 Printout of agencies			
1 Part of tasks omitted	1 Website – maximum 4 pages	6-8 Outcome of search relevant; website of high standard in accordance with conventions; website enhanced by use of links and graphics		
0 Tasks not attempted	1 Suitable graphics and logo			
	1 Client registration form and Task 5 results included			
	1 Hyperlink	3-5 Search of limited use; website may show lack of sophistication		
		0-2 Search irrelevant; website inadequate		
Total marks Task 6 – 15 marks				

Task 7				
7(a) Evaluation report				
AO1 **Maximum 1 mark**	**AO2** **0 marks**	**AO3** **0 marks**	**AO4** Evaluation **Maximum 9 marks**	**AO5** **Maximum 12 marks**
1 Report completed 0 Part of report omitted			8-9 Shows high level of understanding of wider effects of business and communication systems; includes reasoned judgements; conclusions are presented accurately and appropriately	10-12 Shows high level of capacity to reflect critically on the use of business and communication systems; draws sound conclusions on the legal, ethical, moral and security issues
			5-7 Reasonable level of understanding of wider effects; some evidence of reasoned judgements; conclusions presented with some inaccuracy	7-9 Reasonable capacity to reflect critically; draws valid conclusions on the legal, ethical, moral and security issues
			2-4 Some evidence of understanding; limited evidence of reasoned judgement; presentation of conclusions lacks accuracy	4-6 Some capacity to reflect critically and draw limited conclusions on one or more other issues
			0-1 Little evidence of understanding; poor presentation of conclusions	0-3 Limited capacity to reflect critically; draws simplistic conclusions
				Total marks Task 7 – 22 marks

Task 8

8   Resources sheet

AO1 0 marks	AO2 0 marks	AO3 Resources Maximum 4 marks	AO4 0 marks	AO5 0 marks
		4 Wide ranging, appropriate resources; high level of organisation of paper and electronic files		
		2-3 Some use of resources; minor inconsistencies in file organisation		
		0-1 Limited use of resources; file organisation limited		
				Total marks Task 8 – 4 marks
12 marks	**25 marks**	**38 marks**	**13 marks**	**12 marks**
				Total Coursework Marks 100

7.5   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 is recommended.

7.6   MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

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

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

SECTION E: FURTHER INFORMATION

8   Opportunities for Teaching

8.1   ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. The use of ICT is integral to the study of GCSE Business and Communication systems.

The assessment of this course requires candidates to carry out an integrated assignment consisting of several practical coursework tasks during the course. The assignment requires an investigative and problem solving approach. It must include the use of the following types of software:

- Database
- Spreadsheet
- Word processing/desktop publishing
- e-mail
- Web browser
- Web authoring software.

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section 5 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 .

ICT Application/Development	Opportunities for Using ICT during the Course
Find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility	Opportunities exist throughout the specification for candidates to use the Internet to find out and apply information. Section 5.1 requires candidates to be able to select sources of information for different purposes and to recommend when paper-based information sources may be more suitable, and vice versa. Information sources should include Internet sites, as well as other ICT-based and paper sources. Other areas of the specification could provide suitable topics for candidates to research e.g. employment legislation (many trades union websites are good), health and safety (the Health and Safety Executive website), business equipment (suppliers' websites and catalogues) Section 5.1 requires candidates to understand and evaluate e-commerce. Accessing a variety of suitable websites would assist in developing understanding of e-commerce. Section 5.4 requires candidates to understand the purposes of communication and to select information for a given task.
Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy	Section 5.1 requires candidates to develop an awareness of and use ICT tools (hardware and software) including word processing/desktop publishing, database, mailmerge, spreadsheet, graphics, e-mail, web browser, business presentation packages, project planning/diary systems. Section 5.1 requires candidates to use common display conventions and software facilities to enhance their work and to produce accurate work.
exchange and share information, both directly and through electronic media	Section 5.1 requires candidates to use e-mail and web browser software, to store their work electronically so it can be retrieved, and to develop an understanding of e-commerce Sections 5.2 and 5.3 require candidates to understand the nature of team working, which underpins the way electronic information files are networked and shared in the workplace. Section 5.4 requires candidates to understand the purposes and methods of communication and to have knowledge of the effective use of business communication equipment.

review, modify and evaluate their work, reflecting critically on its quality, as it progresses	Section 5.1 requires candidates to review and modify their work. Section 5.2 requires candidates to understand the impact of technology on the way work is carried out.

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.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
Developing knowledge and understanding of rights, responsibilities, legal processes, and conflict resolution	5.2 Business Practice develops knowledge and understanding of legislation which impacts upon the use of ICT. 5.3 People in the Workplace develops knowledge and understanding of rights and responsibilities including the legal framework, grievance procedures and consultation processes; the nature of teamwork; the minimum wage.
Promoting the skill of enquiry and communication of issues	Opportunities exist for development of this aspect of citizenship throughout the course.
Encouraging responsible action in the workplace	The course as a whole is designed to encourage responsible action in the workplace, particularly in terms of safe use of equipment and respect for workplace policies and responsibilities.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

GCSE Business and Communication systems offers opportunities which can contribute to an understanding of moral, ethical, social and cultural issues in the following sections:

Section 5.1   Social and ethical aspects of setting up and running a webstore. For example, social aspects could include discussion of the evidence that Internet use is more common in higher income household and there are concerns about exclusion of lower income groups from access to ICT. Ethical aspects could include the need for e-commerce suppliers to use make of the data they hold on customers responsibly.

Section 5.2   The impact of new technology on working practices; complying with the Data Protection Act and the Computer Misuse Act. In particular, tutors may wish to discuss the moral and ethical aspects of 'hacking' and software piracy (e.g. unlicensed multiple copies of software in use in an organisation);

Section 5.3   Workplace policies on smoking, alcohol and drugs; personal presentation; consultation and grievance procedures; working in teams; the minimum wage;

Section 5.4   Purpose and methods of communication.

No spiritual issues are covered in these specifications.

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.

Candidates should be encouraged to appreciate that health and safety and environmental aspects should contribute to decisions on the selection and day to day use of ICT equipment.

Health and safety issues are considered in Section 5.3 People in Business. It is recommended that practical awareness of the candidate's own health and safety, and that of others, should underpin the delivery of the whole syllabus, particularly in relation to the Display Screen Regulations.

Opportunities exist for consideration of environmental issues throughout the specification. In particular:

Section 5.1   Commonly used computer systems, input devices, output devices and storage offers opportunities for including environmental aspects in consideration of the advantages and disadvantages of various hardware. For example, 'eco-friendly' printers are available which have 'longer life' drum cartridges and can use re-cycled paper and 'eco-friendly' printer ink. Regulations now require all monitors to meet low radiation standards. Power saving features are available on most up-to-date printers and hardware.

Software: the choice of e-mail rather than a printed letter can reduce use of consumables (paper and toner).

Consistency, accuracy and checking of documents in the workplace: candidates should be encouraged to appreciate that proofreading documents on screen is not only good workplace practice, but also reduces use of paper.

ICT storage and filing systems: candidates should understand that properly managed back-up systems reduce the need for hard copies of documents.

E-commerce: internet shopping theoretically reduces the number of cars visiting shopping centres, but may increase the number of delivery vans in residential areas.

Section 5.4   Purposes and methods of communication: the choice of e-mail rather than a printed document can reduce use of consumables (paper and toner), but may not be appropriate in certain circumstances.

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.

The European dimension underpins the delivery of Section 5.3 People in Business where rights and responsibilities are considered.

9 Key Skills

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

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills units exist.

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

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses was published in 2001.

10   Resources List

The following list of suggested resources is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The list details the resources available at the time of the preparation of the specification (October 2004). The possibility exists that more up to date resources which have been prepared for the revised GCSE specifications in Business and Communication Systems and in ICT may become available.

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

ICT Student Handbook   1 85749 754 6   Gareth Williams
Pearson Publishing

Applications of ICT Student Handbook   1 85749 577 2 Gareth Williams
Pearson Publishing

Computer Active Magazine – fortnightly (www.computeractive.co.uk)

www.rec.uk.com – Recruitment and Employment Confederation

GCSE ICT The Revision Guide   1 84146 201 2 Coordination Group Publications
www.cgpbooks.co.uk

www.iw-chameleon.co.uk – crosswords, word searches, revision exercises, etc.

GNVQ Intermediate ICT 0 435 45598 2 Molly Wischhusen, Janet Snell, Andrew Scales - Heinemann

BCS for ICAA 0 71957265 7
Teachers Book 0 3408 0200 6 - Hodder Murray

Business and Communication Systems GCSE 0 7487 7099 2 Paula Miles
Nelson Thornes

GCSE Business and Communication Systems 0 7487 7098 4 Glynis Frazer
Nelson Thornes

Protecting the Plumstones (CD) covering DP Act, Information Commissioner's Office - Telephone: 01525 545 745   Fax: 01625 524510

GCSE ICT Companion 04 (CD) Cedar Education email info@cedar.u-net.com
14 Newfield Court, Lymm, Cheshire WA13 9QL

11   Arrangements for Candidates with Special Needs

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

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

12   Support and In-service Training for Teachers

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

- a full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- specimen question papers and mark schemes, available from the Publications department (telephone 0870-770-6622, fax 0870-770-6621);
- past question papers and mark schemes, available from the Publications department (telephone 0870-770-6622, fax 0870-770-6621);
- coursework guidance materials;
- 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.