

IGCSE

London Examinations IGCSE

Business Studies (4330)

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delivered locally, recognised globally

Specification

London Examinations IGCSE

Business Studies (4330)

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Acknowledgements

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Authorised by Elizabeth Blount

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Introduction

The London Examinations IGCSE in Business Studies is designed as a two-year course. As students progress through the course they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to produce students who have a sound understanding of business and who have the ability to use knowledge, skills and understanding appropriately in the context of international markets and the United Kingdom.

Key features

- closely based on the content of the equivalent Edexcel GCSE Business Studies specification
- incorporates elements of Edexcel GCE O Level Accounting and O Level Commerce
- two routes of assessment: 100% examination, **or** 80% examination and 20% coursework (Edexcel approved Teaching Institutions only)
- comprehensive and detailed description of subject content in the specification
- tiers of entry allow students to be entered at the appropriate level and the full ability range to be examined
- a full range of teacher support
- offers a course for candidates of various ages and from diverse backgrounds in terms of general education and life-long learning
- provides a solid basis for Edexcel GCE AS and Advanced Level Business Studies courses, or equivalent qualifications.

Availability of examination sessions

The specification will be examined twice a year, in May and November.

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. For full details, see the section 'Availability of coursework to international centres'.

Summary of scheme of assessment

Paper/ component	Mode of assessment	Weighting	Length
1	Examination Paper 1F, targeted at grades C – G (Foundation Tier)	80%	1½ hours
2	Examination Paper 2H, targeted at grades A* – D (Higher Tier)	80%	1½ hours
3	Examination Paper 3, targeted at grades A* – G (common to both tiers)	20%	1 hour
4	Coursework component 4, targeted at grades A* – G (common to both tiers)	20%	-

The scheme of assessment consists of four components. Candidates will be required to take **two** components.

Foundation Tier candidates will take Paper 1F and **either** Paper 3 **or** component 4.

Higher Tier candidates will take Paper 2H and **either** Paper 3 **or** component 4.

Summary of the specification content

There are five areas of content. Candidates will be required to demonstrate specified knowledge and critical understanding of

Section	Content summary
Business Activity and the Changing Environment	This section examines the objectives of businesses, the changing environment and the criteria for judging success. The focus is on the importance of clear business objectives and on how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.
Human Resources	This section looks at people in organisations with a focus on their roles, relationships and management in business.
Accounting and Finance	This section focuses on the use of accounting and financial information as an aid to decision-making.
Marketing	This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.
Production	This section focuses on the way organisations use and manage resources to produce goods and services.

Paper 1F

Foundation Tier, targeted at grades C – G (80%) 1 hour 30 minutes

Students will be given a business-related context and will be asked to answer questions related to this context. Questions will be drawn from all areas of the specification content.

Paper 2H

Higher Tier, targeted at grades A* – D (80%) 1 hour 30 minutes

Students will be given a business-related context and will be asked to answer questions related to this context. Questions will be drawn from all areas of the specification content.

Paper 3

Common to both tiers, targeted at grades A* – G (20%) 1 hour

This paper will consist of questions drawn from all areas of the specification.

Component 4, coursework (Edexcel approved Teaching Institutions only)

Common to both tiers, targeted at grades A* – G (20%)

Students complete **one** coursework assignment from a choice of two.

Specification aims and assessment objectives

Aims

This specification gives candidates opportunities to

- make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used
- apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate international and United Kingdom contexts
- distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise
- have an understanding of the dynamics of business activity. The understanding must be rooted in current business theory and practice and must reflect the integrated nature of organisations and their decision-making processes.

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

Knowledge, skills and understanding

The specification requires candidates to

- be aware of current issues which affect businesses, their operation and success
- focus on current business practice
- relate their learning to real business examples
- understand the importance of seeing business problems and situations through different perspectives
- be aware that information communication technology is essential to business decision-making processes and success, and affects all functional areas of business
- identify business problems.

Assessment objectives

The objectives of the assessment are to enable candidates to

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

Scheme of assessment

Tiers of entry

Candidates are entered at **either** Foundation Tier **or** Higher Tier.

Questions in the Foundation Tier paper are targeted at grades in the range C – G. The highest grade which will be awarded at Foundation Tier is grade C.

Questions in the Higher Tier paper are targeted at grades in the range A* – D. There is a 'safety net' grade E for candidates who narrowly fail to achieve grade D.

Candidates who fail to achieve grade G on Foundation Tier or grade E on Higher Tier will be awarded 'Ungraded'.

Some examination questions will be common to both tiers.

Paper 1F

Foundation Tier, targeted at grades C – G (80%) 1 hour 30 minutes

Candidates will be given compulsory, short-answer, structured questions on a business-related context. Questions will be drawn from all areas of the specification content.

Paper 2H

Higher Tier, targeted at grades A* – D (80%) 1 hour 30 minutes

Candidates will be given compulsory questions on a business-related context. There will be structured, data response and open-ended questions. Questions will be drawn from all areas of the specification content.

Paper 3

Common to both tiers, targeted at grades A* – G (20%) 1 hour

This paper will consist of compulsory, short-answer questions drawn from all areas of the specification.

OR

Component 4, coursework

Common to both tiers, targeted at grades A* - G (20%)

Candidates complete **one** coursework assignment from a choice of two.

Paper 1F	Paper 2H	Paper 3	Component 4
Question 1 20 marks	Question 1 20 marks	Question 1 20 marks	One of two pieces set by London Examinations
Question 2 20 marks	Question 2 20 marks	Question 2 20 marks	Total 36 marks scaled to 20%
Question 3 20 marks	Question 3 20 marks	Total: 40 marks scaled to 20%	
Total: 60 marks scaled to 80%	Total 60 marks scaled to 80%		

Relationship of assessment objectives to assessment components

Foundation Tier

Assessment Objectives	Paper 1F Weighting	Paper 3 OR Component 4 Weighting	Overall weighting
AO1	20%	10%	30%
AO2	20%	10%	30%
AO3	10%	10%	20%
AO4	10%	10%	20%

Higher Tier

Assessment Objectives	Paper 2H Weighting	Paper 3 OR Component 4 Weighting	Overall weighting
AO1	10%	10%	20%
AO2	10%	10%	20%
AO3	20%	10%	30%
AO4	20%	10%	30%

The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the IGCSE for courses starting for first examination in 2005.

Assessment of this specification will be available in English only. All written work for examination must be submitted in English.

Availability of coursework to international centres

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. Candidates studying on their own or at centres recognised as Private Centres are not normally permitted to enter for the coursework component of the specification.

Private Centres may not undertake school-based assessment without the written approval of Edexcel International. This will only be given to centres that satisfy Edexcel International requirements concerning resources/facilities and moderation. Teachers at these centres will be required to undertake special training in assessment before entering candidates. Edexcel International offers centres in-service training in the form of courses and distance learning materials. Private centres that would like to receive more information on school-based assessment should, in the first instance, contact the International Customer Relations Centre.

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Students with particular requirements

Regulations and guidance relating to candidates 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 International Customer Relations Unit (ICRU) at the address below or by telephoning +44 (0) 190 884 7750.

London Examinations will assess whether or not special consideration or concessions can be made for candidates with particular requirements. Requests should be addressed to

International Customer Relations Unit (ICRU)
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190 High Holborn
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Specification Content

N.B. The Specification Content is the same for both tiers.

1 Business Activity and the Changing Environment	
<p>This section examines the objectives of the business, the business environment and the criteria for judging success. The focus is on the importance of clear business objectives and on how the business environment provides opportunities for, and imposes constraints upon, the pursuit of these objectives.</p>	
Content	Explanation of content
1.1 Objectives	Understanding the importance of clear business objectives and that business organisations have a variety of objectives such as wealth creation, survival, market share, profitability and that these objectives are closely related to each other.
1.2 Types of organisation	Understanding the legal forms of business organisation in the United Kingdom (local, national and international) and how their objectives might differ. This will include an understanding of sole traders, partnerships, limited liability companies, franchises and multinationals. An understanding of the factors which influence the choice of type of organisation including ownership, control, sources of finance, use of profits, stakeholders and shareholdings.
1.3 Factors of production	<p>Understanding the changing relationships between enterprise, capital and labour.</p> <p>Understanding the relationship between fixed/direct costs and output/variable costs in forecasting and planning.</p> <p>Understanding the differences between capital-intensive and labour-intensive activities, division of labour and job specialisation in the production process.</p>
1.4 Primary, secondary and tertiary activity	Understanding the differences between primary, secondary and tertiary sectors and their interdependence.
1.5 Location	Understanding how the changing business environment influences decisions on the location of a business and how this may provide opportunities for, and imposes constraints upon, the pursuits of business objectives. An understanding that the relevant factors include production, competition in the location, legislation regarding marketing/trading, availability of workforce, the local environment, government constraints and opportunities.
1.6 Government influences on business activity and objectives	<p>Understanding the ways in which government can influence employment, growth, inflation, regional policy and how these influences provide opportunities for, and impose constraints upon, businesses in the pursuit of their objectives.</p> <p>This will involve the analysis of the effects on business in terms of location and development, legislation, marketing/trading, constraints on public expenditure, taxation, import/export control through tariffs, quotas, exchange rates and competition policy.</p>
1.7 Technology and environmental influences	Understanding the influence of economic, social, environmental and technology (e-commerce) issues on business decisions.
1.8 Judging success	Understanding the measurement of different criteria measured against objectives – size, turnover, shareholders, number of employees, consumer reaction/satisfaction.

2 Human resources

This section looks at people in organisations, focusing on their roles, relationships and management in business.

Content	Explanation of content
2.1 Internal organisation	<p>Understanding the functions of key departments and analysis of their relationships and interdependence</p> <ul style="list-style-type: none">• production – organisation of producing goods/services, research and development• marketing – market research, research and development, product planning, packaging, pricing, sales promotion, advertising, distribution of product• personnel – recruitment, training, terms and conditions of service, contracts, disciplinary and grievance procedures, dismissal• finance – wages, salaries, cash flow forecasting, invoicing and accounts. <p>Understanding the key terms in the management of people in business – chain of command, hierarchy, span of control and delegation.</p> <p>Understanding of the roles and responsibilities of employees in terms of compliance and accountability.</p>
2.2 Communication	<p>Understanding the importance of good communication and analysis of the effects of poor communication and the effect on the management of the business (to include formal and informal groups).</p> <p>Understanding how different methods of communication are used in a changing business environment through the use of paper and electronic methods, people and organisations.</p>
2.3 Recruitment and selection	<p>Understanding the procedures involved in the recruitment of employees internally or externally. Understanding and analysis of the role and function of job descriptions, job specifications, advertising and interviews in the process of recruitment of employees.</p> <p>Analysis of the effects of changing legislation on equal opportunities in terms of gender, race, pay, disability and sexual preference.</p>
2.4 Training	<p>Understanding the different types of training common in business organisations, including the main purpose and benefits of induction, on-the-job and off-the-job training and government schemes.</p> <p>An analysis and evaluation of the costs/benefits of training to both management and employee.</p>
2.5 Motivation and rewards	<p>Understanding how employees are motivated and rewarded and why a well motivated workforce (where the management meets the needs of its employees) can be a key factor in successful management.</p> <p>This will include an understanding of the motivational theories of Herzberg and Maslow and of reward systems, including wages/salaries, commission, bonus, profit sharing, share ownership, non-financial incentives, job satisfaction.</p>

3 Accounting and Finance

This section focuses on the use of accounting and financial information as an aid to decision-making.

Content	Explanation of content
3.1 External and internal sources of finance	<p>Understanding the main types of internal and external sources of finance for business organisations and the factors which influence the decision to use a particular source of finance, in a given situation.</p> <p>Understanding the main benefits, drawbacks and application of short-term start-up capital including own capital, overdraft, bank loan, friends/family, government incentives for new businesses, grants and/or loans.</p> <p>Understanding the main benefits, drawbacks and application of long-term capital, including reinvestment of profits/reserves to finance expansion, share issue in private and public limited companies, and bank loans.</p>
3.2 Budgets and cash flow forecasts	<p>Understanding the use and interpretation of budgeting and cash flow forecasting and of how they can be an aid to decision-making for the business as a whole.</p>
3.3 Cost and break-even analysis	<p>Understanding the different types of costs and their importance in providing financial information and aiding decision-making, including understanding the direct/fixed costs, overheads/variable costs.</p> <p>The application of break-even analysis in decision-making, using a simple model, such as a graph, to show level of sales/output required for total revenue to cover total costs.</p>
3.4 Final accounts	<p>Understanding the purpose and content of the trading account, the profit and loss account and the balance sheet and how the financial information they provide can be used to assess business performance.</p> <p>Understanding the terms 'gross profit' and 'net profit' and the difference between them, and the terms 'capital', 'asset' and 'liability'.</p> <p>Understanding why accounts are prepared and how the financial information they provide is used in decision-making for the business as a whole.</p> <p><i>(Candidates will not be required to construct accounts.)</i></p>
3.5 Ratios and performance	<p>Calculation and interpretation of the main ratios from which business performance may be assessed</p> <ul style="list-style-type: none">• gross profit ratio• net profit ratio• return on capital employed (ROCE)• current ratio• acid test. <p>The interpretation will include an ability to</p> <ul style="list-style-type: none">• make comparisons with previous years and/or with other business organisations• describe their function in achieving/furthering business objectives• show an understanding of the financial information they provide. <p><i>(Candidates will be provided with formulae in examination questions.)</i></p>

4 Marketing

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

Content	Explanation of content
4.1 The Market	Understanding the terms market, market orientation, product orientation, marketing, market segments, market share and market research, and analysis of the role that each plays in the identification and satisfaction of customer needs in a changing and competitive market.
4.2 The Marketing Mix	Understanding the main elements of the marketing mix and how they combine to satisfy customer needs in a changing and competitive environment <ul style="list-style-type: none">• price – understanding the main pricing strategies and when they might be applied – supply/demand, cost plus, penetration, competition, skimming, promotional• promotion – understanding its aims and its main elements<ul style="list-style-type: none">- below the line promotion techniques – an analysis of their role and in what circumstances they might be applied. Techniques will include price reductions, gifts, point of sale, after sales, free samples, competitions- types of advertising – understanding persuasive and informative advertising and an analysis of when each might be applied- types of advertising media – understanding the main types of advertising media and an analysis of their appropriateness in different circumstances. Media will include TV, radio, cinema, newspapers, magazines, posters, leaflets, Internet.- public relations – an analysis of its role in the promotion of a business.• place – understanding the importance of place in the marketing mix and an analysis of the options available. Options will include: channels of distribution, methods of distribution (department stores, chain stores, discount stores, superstores, supermarkets, direct sales, mail order, Internet)• product – understanding the terms ‘goods and services’. Understanding and analysis of the key factors of branding, packaging and the product mix and how they help determine and affect the success of the product. Understand the term ‘product life-cycle’ and analyse how it can be used in decisions about the marketing of product. Understanding how the Boston Matrix is used for product analysis.
4.3 Market Research	Understanding the role of market research and its part in identifying customer needs in a changing and competitive international market. Including the ability to define, differentiate between and analyse the suitability of the use of primary and secondary research/data.

5 Production

This section focuses on the way organisations use and manage resources to produce goods and services.

Content	Explanation of content
5.1 Economies and diseconomies of scale	<p>Understanding how production, cost and decision-making are related, of how economies and diseconomies of scale have an effect on the use and management of resources in the production of goods and services. An analysis of the main benefits and drawbacks of economies and diseconomies of scale</p> <ul style="list-style-type: none">• economies of scale – internal (technical, managerial, trading, financial), external (location/concentration of business, skilled labour availability, reputation of area)• diseconomies of scale – limits to growth (too large bureaucracy, negative effect on employee empathy, channels of communication and labour relations).
5.2 Methods of production	<p>Understanding job, batch and flow. The main feature of each method and applications of each system particularly in relation to the use and management of resources.</p>
5.3 Productivity	<p>Understanding the term productivity and the methods and technology which can be used to increase it</p> <ul style="list-style-type: none">• methods – lean production, Just In Time (JIT) stock control• technology – Electronic Point of Sale (EPOS), Electronic Funds Transfer at Point of Sale (EFTPOS), Computer Aided Design (CAD), Computer Aided Manufacture (CAM), and Computer Integrated Manufacturing (CIM).
5.4 Quality	<p>Understanding the importance of quality control and total quality management (TQM) and of the consequences of poor quality/quality control in production.</p>

Internal assessment: Component 4 (optional coursework)

Candidates will select **one** coursework assignment from the two assignments outlined overleaf. It will be assessed by the Teacher Examiner using the Coursework Record Sheet (see Appendix 1). The two coursework assignments are based on two of the content areas of the specification

- human resources
- marketing.

Aims

The coursework assignment does not have to be limited to desk research tasks alone. It can also be used to encourage candidates to

- be aware of business activities through local studies where possible
- display evidence of careful observation and originality
- collect, select and use business knowledge in ways appropriate to the assignment
- demonstrate an awareness of the variety and range of solutions to business problems and, from this, make accurate judgements and draw appropriate conclusions, which are clearly communicated.

Instructions to Centres

NB Centres are asked to note that only those centres who have been approved to enter specifications which have a coursework component may enter for component 4.

The coursework assignment should be presented as instructed in the Specification Guide. The length of the assignment should be about 1,500 words and where possible include the use of information communication technology (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 research such as leaflets or other materials **must not** be included with the assignment.

The assignment is assessed, by the teacher, using the Coursework Record Sheet (see Appendix 1).

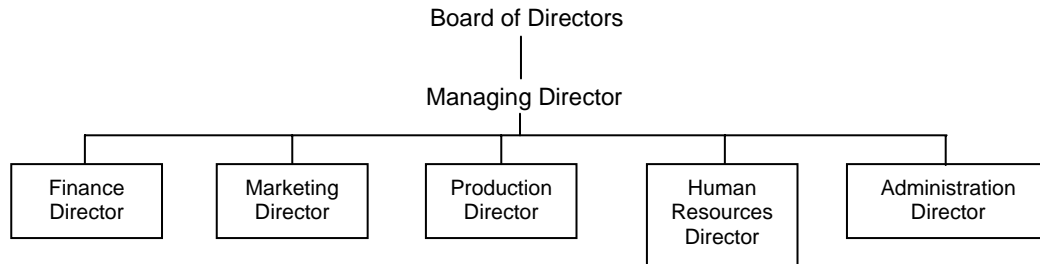
Where there is more than one teacher for the subject then internal standardisation must take place.

Assignment titles and outline content

ASSIGNMENT 1: An investigation into communication between people in an organisation

Background work

You have been appointed as a consultant to a medium-sized manufacturing company, employing 120 people. This is part of the company organisation chart:



The company has purchased a new site, 50 kilometres away. Reorganisation involves the Board of Directors, Managing Director, Finance Director and Administration Director working from head office. The Marketing Director, Production Director and Human Resources Director will be based at the new site.

You will be required to identify the problems of communication that will now exist because of the reorganisation, and suggest how they could be resolved.

Activity

Prepare a report for the Board of Directors outlining your recommendations for setting up a system of communication. You should indicate the implications of your recommendations for employees at all levels.

Where possible your assignment should contain evidence of use of information communication technology (ICT).

ASSIGNMENT 2: Marketing strategies

Background work

A new retail business (for example a florist, a hairdresser, a garage) is opening in your area. Similar businesses already exist in the area and for the new business to be successful, a small-scale marketing campaign will be necessary.

You will need to investigate

- the different types of media that would be available for such a campaign
- the market research which would enable you to decide upon the marketing campaign
- marketing, including promotion and advertising.

Activity

Prepare a marketing plan for your campaign.

The plan must indicate

- alternatives you have considered
- the reasons for the decisions you have made.

Where possible your assignment should contain evidence of use of information communication technology (ICT).

Assessment of the coursework assignment

The Assessment Objectives for coursework are

AO1	25%	Demonstrate knowledge and understanding of the specified subject content.
AO2	25%	Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues.
AO3	25%	Select, organise, analyse and interpret information from various sources to analyse problems and issues.
AO4	25%	Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

There are **9 marks** available in each assessment objective with a maximum total of **36 marks** for the coursework assignment.

Additional details for the completion of the Coursework Record Sheet are given in the Teacher's Guide.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates 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 candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates will be able to

- demonstrate knowledge and understanding of some of the specification content
- apply this knowledge and understanding, using some terms, concepts, theories and methods to address problems and issues
- show some ability to select, organise, interpret and use simple information
- make judgements and present simple conclusions that are sometimes supported by evidence.

Grade C

Candidates will be able to

- demonstrate knowledge and understanding of most aspects of the specification content
- apply this knowledge and understanding, using terms, concepts, theories and methods appropriately, to address problems and issues
- select, organise, interpret and use information to analyse problems with some accuracy
- make reasoned judgements and present conclusions that are supported by evidence.

Grade A

Candidates will be able to

- demonstrate in-depth knowledge and critical understanding of the full range of the specification content
- apply this knowledge and critical understanding, to address problems and issues using terms, concepts, theories and methods effectively
- select, organise, interpret and use information effectively to analyse problems and issues with a high degree of accuracy
- evaluate evidence, making reasoned judgements, and present conclusions accurately and appropriately.

Recommended textbooks

Particularly recommended

Longman Business Studies for IGCSE – A Whitcomb (Longman 2005)
ISBN: 1405 80207 3

Also recommended

GCSE Business Studies for Edexcel – S Alpin, J Cooper, G O'Hara and F Petrucke
(Hodder and Stoughton 2004) ISBN: 0-340-81656-2

Business Studies Now for GCSE – K Borrington and P Stimpson (John Murray 1999)
ISBN: 0719572223

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by London Examinations on a regular basis. Full details may be obtained from

International Customer Relations Unit
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Tel: +44 (0) 190 884 7750

E-mail: international@edexcel.org.uk

Edexcel publications

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

Edexcel Publications
Adamsway
Mansfield
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Tel: +44 (0) 1623 450 781

Fax: +44 (0) 1623 450 481

E-mail: intpublications@linneydirect.com

The following support materials will be available from 2003 onwards

- Specimen papers and mark schemes (Publication code: UG013061)
- Teacher's Guide (Publication code: UG013051)

Appendix 1: IGCSE Business Studies Coursework Record Sheet

Candidate Name:

Candidate No:

Centre Name:

Centre No:

1 DEMONSTRATE knowledge and understanding of the specified subject content (Each ticked box is equal to ONE mark)

- | | | | | | |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------|--------------------------|------------------------------------------------------------|--------------------------|
| 1.1 Demonstrate basic knowledge or identify basic factors | <input type="checkbox"/> | 1.4 Recognise constraints | <input type="checkbox"/> | 1.7 Consider alternatives | <input type="checkbox"/> |
| 1.2 Identify sources of knowledge - text, people, organisations, electronic - any 2 | <input type="checkbox"/> | 1.5 Recognise differences or check availability | <input type="checkbox"/> | 1.8 Show sound knowledge or recognise relationships | <input type="checkbox"/> |
| 1.3 Identify business aims or objectives | <input type="checkbox"/> | 1.6 Consider influences | <input type="checkbox"/> | 1.9 Show critical understanding or make comparisons | <input type="checkbox"/> |

2 APPLY knowledge and understanding using terms, concepts, theories and methods effectively to address problems and issues (Each ticked box is equal to ONE mark)

- | | | | | | |
|-------------------------------------------------------------|--------------------------|-------------------------------------------------|--------------------------|-------------------------------------------------------------------------------|--------------------------|
| 2.1 State basic terms or concepts or theories | <input type="checkbox"/> | 2.4 Consider issues or legislation | <input type="checkbox"/> | 2.7 Recognise strengths and limitations of ideas used and make decisions | <input type="checkbox"/> |
| 2.2 Apply basic methods | <input type="checkbox"/> | 2.5 Apply methods relevant to topic | <input type="checkbox"/> | 2.8 Address problem effectively | <input type="checkbox"/> |
| 2.3 Prepare basic action plan or business plan | <input type="checkbox"/> | 2.6 Develop action plan or business plan | <input type="checkbox"/> | 2.9 Present action plan or business plan with supporting documentation | <input type="checkbox"/> |

3 SELECT, organise and interpret information from various sources to analyse problems and issues (Each ticked box is equal to ONE mark)

- | | | | | | |
|-----------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------|--------------------------|
| 3.1 Select a relevant source or gather basic information | <input type="checkbox"/> | 3.4 Gather additional information from a minimum of 3 sources or show some ability to organise and use | <input type="checkbox"/> | 3.7 Organise a systematic gathering of information from 4 sources | <input type="checkbox"/> |
| 3.2 Record information | <input type="checkbox"/> | 3.5 Review or interpret information | <input type="checkbox"/> | 3.8 Apply information to task and use effectively | <input type="checkbox"/> |
| 3.3 Collate information | <input type="checkbox"/> | 3.6 Consider alternatives | <input type="checkbox"/> | 3.9 Prepare a logical and comprehensive report or presentation | <input type="checkbox"/> |

4 EVALUATE EVIDENCE, make reasoned judgments and present conclusions accurately and appropriately (Each ticked box is equal to ONE mark)

- | | | | | | |
|----------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------|--------------------------|
| 4.1 Make basic comments | <input type="checkbox"/> | 4.4 Consider results or make limited attempt at analysis and conclusion | <input type="checkbox"/> | 4.7 Evaluate outcomes and indicate possible improvements | <input type="checkbox"/> |
| 4.2 Relate conclusions to task | <input type="checkbox"/> | 4.5 Distinguish between facts and opinions and draw limited conclusions | <input type="checkbox"/> | 4.8 Produce a detailed evaluation, suggest and justify relevant improvements | <input type="checkbox"/> |
| 4.3 Make basic reference to financial or social or environmental effects | <input type="checkbox"/> | 4.6 Consider financial or social or environmental effects | <input type="checkbox"/> | 4.9 Link financial or social or environmental effects to suggestions | <input type="checkbox"/> |

NB Candidates may score at any point but Teacher Examiners and Moderators must be satisfied that the candidate is generally meeting the level indicated. Scripts must be annotated with **criteria codes** and this Record Sheet attached to scripts.

**TOTAL
(Max 36)**

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