



Version 2
This version confirms that there will be
no further January assessments.

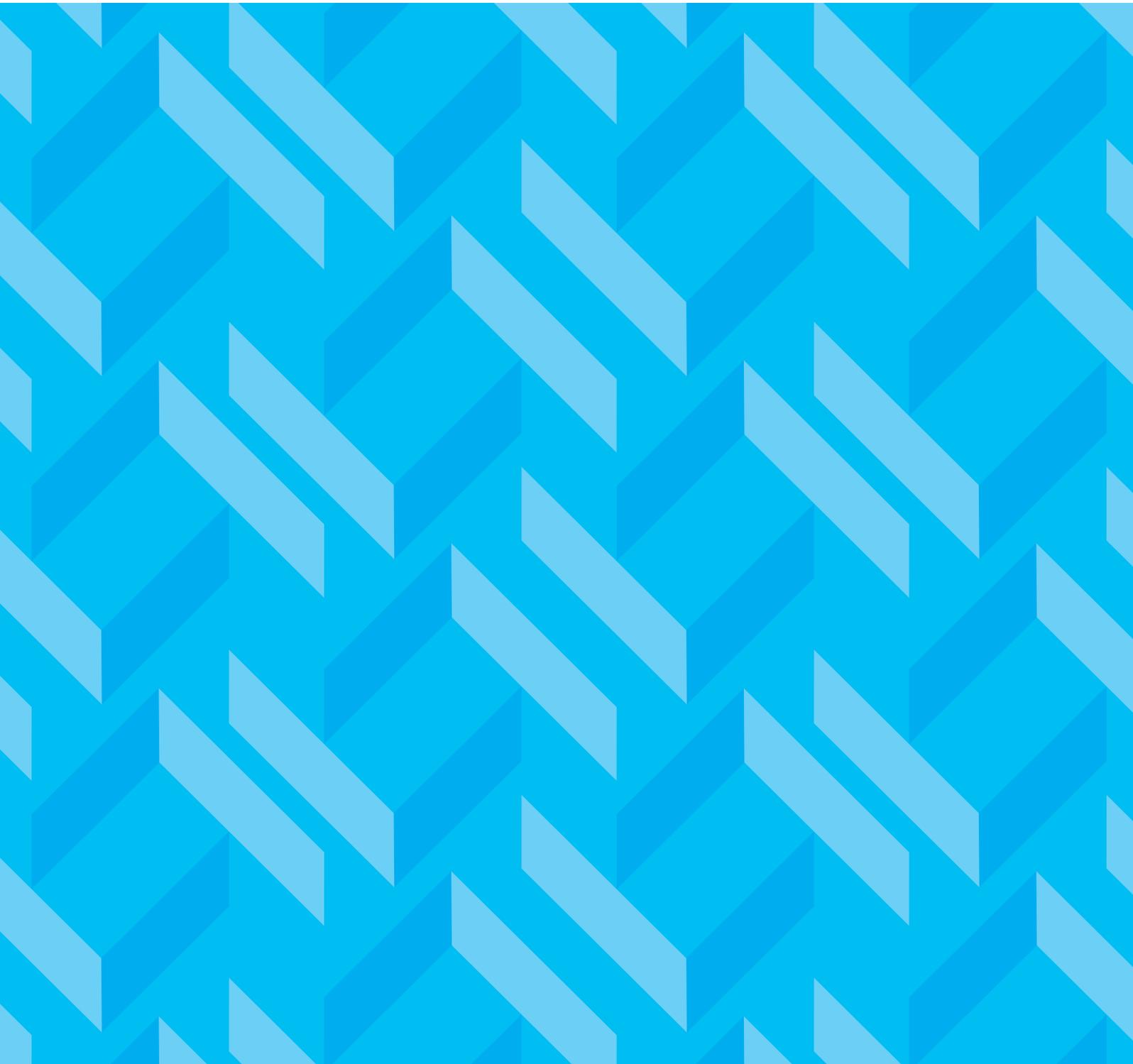
GCE

Examinations from 2009

First AS Award: Summer 2009

First A Level Award: Summer 2010

Applied Business



Contents

**WJEC AS GCE in Applied Business
WJEC A Level GCE in Applied Business
(Single and Double Award)**

For first teaching from September 2008

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GCE Applied Business

Subject/Option Entry Codes	
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	2601
<i>A Level (A)"Cash in" entry</i>	3601
<i>Advanced Subsidiary (AS) Double "Cash in" entry</i>	2602
<i>A Level Double (A)"Cash in" entry</i>	3602
Unit ABUS 1 : Investigating Business and Finance	1601
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Unit ABUS 5 : Business Decision-Making	1605
Unit ABUS 6 : Business Planning	1606
Unit ABUS 7 : Managing Businesses in an International Context	1607
Unit ABUS 8 : Management and Change	1608

Availability of Assessment Units			
Unit	January 2009	June 2009	June 2010 & each subsequent year
Unit 1	✓	✓	✓
Unit 2		✓	✓
Unit 3		✓	✓
Unit 4		✓	✓
Unit 5			✓
Unit 6			✓
Unit 7			✓
Unit 8			✓

Qualification Accreditation Numbers

Advanced Subsidiary: 500/5074/6 (Single Award); 500/5083/7(Double Award)
Advanced: 500/5082/5 (Single Award); 500/4677/9 (Double Award)

APPLIED BUSINESS

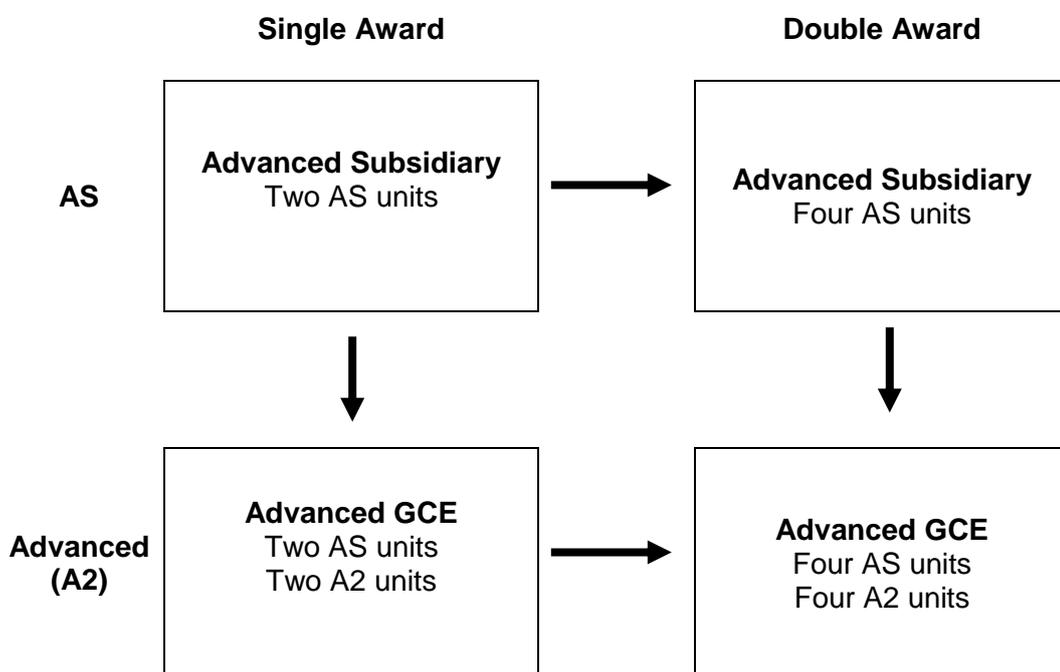
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INTRODUCTION

The WJEC GCE in Applied Business has been written so as to offer students a fresh new look at the world of Business. It features a paperless scheme of assessment and promotes innovation in its delivery with a view to enhancing the overall student experience. Tried and tested business practices are considered alongside more contemporary technologies and visions with the emphasis being on the application of skills, knowledge and understanding.

1.1 Qualifications available

The diagram below shows the relationships between the Awards in this suite of GCE Applied Business qualifications.



This specification includes the areas of study in the core content and other areas of study related to business in vocational settings as follows:

- AS (2-unit): no awarding body devised content
- AS (4-unit): one-half awarding body devised content
- A level (4-unit): one-third awarding body devised content
- A level (8-unit): two-thirds awarding body devised content

1.2 Guided learning hours

The guided learning hours for the two-unit Advanced Subsidiary GCE (Single Award) are 180. The guided learning hours for the four-unit Advanced Subsidiary GCE (Double Award) are 360.

The guided learning hours for the four-unit Advanced GCE are 360. The guided learning hours for the eight-unit Advanced GCE (Double Award) are 720.

1.3 Criteria for Advanced Subsidiary and Advanced GCE

This specification has been designed to meet the general criteria for GCE Advanced Subsidiary (AS) and Advanced (A) and the relevant subject criteria. The qualifications will comply with the appropriate Code of Practice grading, awarding and certification requirements.

The AS qualifications will be reported on a scale of A, B, C, D and E (Single Award) or AA, AB, BB, BC, CC, CD, DD, DE and EE (Double Award). The A level qualifications will be reported on a scale of A*, A, B, C, D and E (Single Award) and A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE and EE. Candidates who fail to reach the minimum standard for grade E (or EE) are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full Advanced course.

The AS assessment units have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the Advanced award.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

1.4 Prior Learning

There is no specific requirement for prior learning: although some learners will have already gained a knowledge and understanding of relevant areas through their study of Business Studies at GCSE, it is expected that for many this will be a new subject area. It is desirable for learners to have achieved Grades A-C in GCSE, or the equivalent, in English and Mathematics before beginning this specification, although no formal qualification is required. Some learners are likely to have one or more of the following.

- A profile of GCSEs at grade C or above
- A level 2 qualification such as
 - GCSE in Applied Business (Double Award) at grades CC or above
 - an appropriate level 2 NQF qualification
 - an appropriate level 2 NVQ qualification

With the increasing emphasis on the development of ICT skills at the various Key Stages, it is anticipated that learner will possess a degree of competence in the generic software widely used in business: specifically, Microsoft Word, Excel and PowerPoint. Learners will be expected to use this software in their learning and their assessment tasks: examples include the use of Excel to construct financial statements and to calculate relevant financial figures, and the use of PowerPoint to make a presentation of research findings.

This specification may be followed by any candidate, irrespective of age, sex, ethnic, religious or cultural background.

1.5 Progression

This qualification supports progression into appropriate further/higher education, employment or training. Employers, training providers and universities almost universally accept Business Studies qualifications, including Applied Business, at this level as an entry qualification.

This specification has been designed to provide a suitable foundation for the study of Business, or a related area of study, at further or higher education and/or preparation for future employment. Examples of appropriate further/higher education include

- Honours and Foundation degrees in Business or a related subject
- Higher Nationals in Business or a related subject such as E-Business
- Level 4 and Level 3 NVQs, for example in Accounting, Management, Small Business Management and Operation.

1.6 Rationale

All assessment units require the candidate to exhibit essential skills developed through the study of Applied Business, i.e. the ability to identify, understand, analyse and evaluate key critical concepts and issues from business theory and practice. The structure of the specification draws together different key elements of the subject and contributes to the provision of Applied Business at a national level. It also provides candidates with the opportunity to study business(es) in a Welsh context.

This specification:

- Serves as a discrete Advanced Level course, or as the first half of a full Advanced Level course (AS)
- Builds upon the knowledge, understanding and skills specified in the GCSE criteria for Business Studies
- Is of interest to a wide range of students - for example, any cohort is likely to include a number of mature students returning to study, Welsh and English language speakers, and candidates from diverse ethnic backgrounds
- Promotes progression through the AS and A Level and provides a suitable foundation for the study of Business, or a related area of study, at further or higher education and/or preparation for future employment and the world of work
- Encourages candidates to develop the ability of critical thinking, both with respect to business theory and practice, and in terms of local, national and international issues and topics, including the nature of a changing business environment
- Provides opportunities for candidates to consider ethical problems in the context of research into business activities
- Promotes interest in contemporary local, national (Wales and the rest of the United Kingdom) and international business issues)
- Provides opportunities for candidates to develop key skills in the areas of Communication, Application of Number and Information technology. (General and specific advice about the development of key skills throughout this specification is given in the appendix)
- Is available through the medium of Welsh and English

1.7 Prohibited combinations and overlap

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables.

The Classification Code for this specification is 0002.

1.8 Equality and Fair Assessment

This specification has been designed to offer fair access for all candidates and to minimise any later need to make reasonable adjustments for candidates who have particular requirements, while preserving the rigour of the qualification.

A review of the specification and the regulatory criteria on which it is based has revealed the following potential barriers to access arising from the assessment of skills and understanding that are considered essential to the subject, as defined by the subject criteria:

- essential use of computer keyboard, monitor and audio function.

Details of the special arrangements and special considerations for candidates with particular requirements are contained in the Joint Council for Qualifications document *Candidates with Special Assessment needs: Regulations and Guidance*. Copies of this document are available from the WJEC.

1.9 The Wider Curriculum

Spiritual, moral, ethical, social and cultural (SMESC) dimension, and other wider curriculum links

This specification provides opportunities for learners to develop an understanding of spiritual, moral, ethical, social and cultural issues. It also provides learners with the opportunity to develop increased awareness of business-related environmental, health and safety, citizenship and European-related issues as indicated in the following table.

Issue	Unit							
	1	2	3	4	5	6	7	8
Spiritual		✓	✓				✓	
Moral	✓	✓	✓	✓	✓	✓	✓	✓
Ethical	✓	✓	✓	✓	✓	✓	✓	✓
Social	✓	✓	✓	✓	✓	✓	✓	✓
Cultural	✓	✓	✓	✓		✓	✓	✓
Environmental	✓	✓	✓	✓		✓	✓	✓
Health and Safety	✓	✓	✓	✓		✓	✓	
Citizenship	✓	✓					✓	
European	✓	✓	✓				✓	✓

2 SUMMARY OF ASSESSMENT

Unit and Name	AS Single	AS Double	A Level Single	A Level Double	Assessment
1. Investigating Business and Finance	Mandatory (40%)	Mandatory (20%)	Mandatory (20%)	Mandatory (10%)	External: 2 hour on-screen Examination
2. Investigating Business Influences and Activities	Mandatory (60%)	Mandatory (30%)	Mandatory (30%)	Mandatory (15%)	Internal: Digital Portfolio
3. Investigating how Customer Needs are met	N/A	Mandatory (20%)	N/A	Mandatory (10%)	External: Awarding Body devised Controlled Assignment
4. Investigating a Business's ICT Provision	N/A	Mandatory (30%)	N/A	Mandatory (15%)	Internal: Awarding Body devised case study – 'Virtual Work Experience'
5. Business Decision-making	N/A	N/A	Mandatory (20%)	Mandatory (10%)	External: 2 hour on-screen Examination
6. Business Planning	N/A	N/A	Mandatory (30%)	Mandatory (15%)	Internal: Digital Portfolio
7. Managing Businesses in an International Context	N/A	N/A	N/A	Mandatory (10%)	External: Awarding Body devised Controlled Assignment
8. Management and Change	N/A	N/A	N/A	Mandatory (15%)	Internal: Awarding Body devised case study 'Virtual Work Experience'

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AIMS

This specification meets the stated aims of the GCE qualification in Applied Business by

- providing learners with a broad introduction to the business sector
- encouraging learners to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses and/or organising an enterprise activity
- providing opportunities for learners to develop sufficient depth of understanding to inform their choices between further study or training
- encouraging learners to acquire the following range of skills through the study of realistic business contexts:
 - practical skills: personal organisation and time management, ICT skills
 - presentational skills: business reports, oral presentations
 - personal skills: initiative, creativity, perseverance, a willingness to learn and to progress
 - interpersonal skills: team working, discussing issues or problems, leading a team
 - cognitive skills: investigation and research, problem solving, decision making, using theory to analyse a real organisation, project planning
- encouraging learners to develop knowledge and understanding of:
 - practices and techniques used within finance, human resource management, marketing, operations management, and the links between them
 - the processes, attractions and risks of setting up an enterprise
 - the relationship between the business and the changing external environment
 - social and ethical issues in business
- encouraging learners to:
 - contribute to the development of the skills required for success as an entrepreneur, manager or employee
 - apply numerical and written business techniques to a variety of business contexts
 - explore business problems and learn to identify possible solutions
- developing learners' understanding of business by making connections between areas of knowledge, skills and understanding.

4 ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification.

AO1	Knowledge, skills and understanding - learners demonstrate knowledge and understanding of the specified content and relevant business skills
AO2	Application of knowledge, skills and understanding - learners apply knowledge and understanding of the specified content and relevant business skills
AO3	Research and analysis - learners use appropriate methods in order to obtain and select information from a range of sources to analyse business problems
AO4	Evaluation - learners evaluate evidence to reach reasoned judgements

Assessment Objectives: AS

Single Award

Unit	AO1	AO2	AO3	AO4	Total
	%	%	%	%	%
1	20	10	6	4	40
2	18	24	12	6	60
Total	38	34	18	10	100

Double Award

Unit	AO1	AO2	AO3	AO4	Total
	%	%	%	%	%
1	10	5	3	2	20
2	9	12	6	3	30
3	10	5	3	2	20
4	9	12	6	3	30
Total	38	34	18	10	100

Assessment Objectives: A Level

Single Award

Unit	AO1	AO2	AO3	AO4	Total
	%	%	%	%	%
1	10	5	3	2	20
2	9	12	6	3	30
5	5	8	4	3	20
6	7.5	9	6	7.5	30
Total	31.5	34	19	15.5	100

Double Award

Unit	AO1	AO2	AO3	AO4	Total
	%	%	%	%	%
1	5	2.5	1.5	1	10
2	4.5	6	3	1.5	15
3	5	2.5	1.5	1	10
4	4.5	6	3	1.5	15
5	2.5	4	2	1.5	10
6	3.75	4.5	3	3.75	15
7	2.5	4	2	1.5	10
8	3.75	4.5	3	3.75	15
Total	31.5	34	19	15.5	100

Essentially, the overall weighting of each objective is balanced across the full Advanced Level, with more emphasis given to Knowledge and Understanding at AS Level (38% as against 31.5% for A2), and more emphasis given to Selection/Analysis and Evaluation in the A2 units (34.5% as against 28% for AS).

5 SPECIFICATION CONTENT

Advanced Subsidiary

Units 1, 2, 3 and 4 make up the AS specification, which is based upon the principles associated with the investigation and consideration of business practices and activities. Candidates are therefore required to develop knowledge, understanding and some critical awareness of business functional areas and related activities such as human, financial and other resources, ICT support, and the provision of customer service.

5.1 Unit ABUS 1 - Investigating Business and Finance

Introduction

In this unit learners will study the nature of enterprise and innovation, and their relevance to today's business world. They will explore a range of business aims and objectives, the different legal forms of business that exist, and how the external environment in which for-profit and not-for-profit businesses operate, affects the extent to which these businesses can achieve their objectives. Learners will discover how business planning takes place, its importance, and how a business plan can be used to monitor business performance. They will be introduced to the main functional areas of businesses, learning how they work with each other to help the business achieve its objectives.

Learners will be introduced to resources used in business, which will allow them to examine how people, information, equipment and finance combine together to operate the business and to help it be successful. They will also consider the importance of quality in business, learning how a quality product or service is vital for businesses to succeed.

This unit also introduces learners to the world of finance in business. They will investigate different approaches to analysing business performance, including how to construct and use breakeven charts, how and why a business budgets, the importance of managing its cash flows, and the role and relevance of profit.

In this unit learners will investigate how different businesses use software. They will meet examples of how software helps a business to store and use records, to forecast figures, to calculate, display and communicate, and to trade. Learners will also study how a business's use of computers and software is influenced by legislation.

Recommended prior learning

None.

Content

	Focus	Amplification Candidates should be able to:
ABUS 1.1	Enterprise and Innovation	
ABUS 1.1.1	Enterprise	
	The meaning of 'enterprise'	Explain and illustrate the term 'enterprise' in a business context, using examples of national and/or local entrepreneurs.
	Key skills and attributes	Describe the range, and compare the relative importance, of the key skills and attributes associated with entrepreneurial success, including the ability to identify potential business opportunities, being willing to take risk as a result of taking advantage of opportunities, having self-confidence and motivation, possessing the ability to inspire, and being able to both create and work effectively with teams.
	Enterprise in the economy	Investigate the nature and relevance of entrepreneurial activity in profit and not-for-profit businesses.
ABUS 1.1.2	Innovation	
	The meaning of 'Innovation'	Explain the term 'innovation' in a business context, illustrating by using examples of national and/or local innovative business practice. Compare and contrast the terms 'enterprise' and 'innovation'.
	Innovation in the economy	Investigate the nature and relevance of innovative approaches and strategies in profit and not-for-profit businesses.

ABUS 1.2	Aims, objectives and planning	
ABUS 1.2.1	The UK economy	<p>Outline the legal implications of setting up in business.</p> <p>Explain the difference between sole traders, partnerships, private and public limited companies, franchising and the public sector in terms of their ownership, control and financing.</p> <p>Compare and contrast the main features and suitability of both internal and external sources of short-term, medium-term and long-term finance for these businesses.</p>
ABUS 1.2.2	Business aims	<p>Describe the nature of, and distinguish between, business aims and objectives, and between business aims and mission statements.</p> <p>Investigate how and why aims vary from business to business.</p> <p>Analyse the influence of stakeholders on typical business aims based on factors such as survival, profit maximisation and/or optimisation, and growth/market share.</p>
ABUS 1.2.3	Business objectives	<p>Investigate how and why objectives vary from business to business, including profit and not-for-profit businesses.</p> <p>Distinguish between how the achievement of business objectives is monitored qualitatively through stakeholder surveys, and monitored quantitatively through the comparison of actual with target.</p> <p>Explore the nature of the link between a business's aims and objectives, its enterprise/innovation, its ownership, its control and its financing.</p>
ABUS 1.2.4	The external environment	<p>Analyse how the extent to which a business is able to achieve its objectives is influenced by features of its external environment relating to changes in society and the values of society (e.g. towards the environment), changes in the legal framework within which the business operates, the influence of the general economic environment, and the strength of local, national and/or international competition.</p>
ABUS 1.2.5	Business planning	<p>Describe the relationship between objectives and planning.</p> <p>Outline the nature and typical contents of a business plan, and identify relevant sources of information for the plan.</p> <p>Investigate the relevance of business plans to entrepreneurs and other stakeholders in obtaining resources.</p> <p>Explain the role of business aims, objectives and plans in the context of monitoring business performance.</p>

ABUS 1.3 Functional areas

ABUS 1.3.1 Roles and relationships Describe the key functional areas such as production, marketing/selling, buying, finance, HRM, administration, that are found in businesses.

Analyse the roles and interrelationships of the functional areas and the contribution they make individually and together towards achieving business objectives.

ABUS 1.3.2 Organisational structures Examine the different ways that work and teams can be structured by function or by task/project, in order to help achieve business objectives.

Describe the functional roles and responsibilities of key individuals and teams in different businesses.

Produce and describe different representations of organisational structures.

ABUS 1.4 Resource management

ABUS 1.4.1 Resources Describe the main resources used in business: human; financial; information; physical/material.

Investigate how and why resource requirements vary from business to business.

Examine the role of resources in helping a business to achieve its objectives.

ABUS 1.4.2 Quality Show the importance of Quality initiatives in achieving business objectives: TQM; quality assurance and control; Investors in People; quality circles.

Analyse how business performance can be monitored through the review of quality.

ABUS 1.5 Management accounting to aid decision making

ABUS 1.5.1 Breakeven analysis

Costs and output	Describe and give examples of fixed, variable, semi-variable and stepped costs for different businesses. Explain the relationship between costs and output.
Breakeven charts	Construct new breakeven charts and interpret existing ones. Investigate and comment on the effect that changing costs and/or revenues have on the breakeven point.
Interpretation	Evaluate the importance of breakeven analysis as a monitoring and decision-making technique for different businesses.

ABUS 1.5.2 Budgeting

Setting budgets	Describe how revenue and expenditure budgets are set. Construct sales, purchases and wages budgets and comment on interrelationships.
Planning and monitoring	Explain the nature of, and reasons for, budgeting. Undertake variance analysis and give reasons for <u>overall</u> variances in sales, labour and materials, such as lower quality material resulting in more being used than budgeted for. Investigate how businesses use budgeting to plan and motivate, and how they use budgetary control as a monitoring technique.

ABUS 1.5.3 Cash flow management

Forecasting	Explain the importance of cash flow forecasting in business. Construct cash flow forecasts.
Interpretation	Interpret cash flow forecasts, commenting on the relevance of cash surpluses and deficits and trends in cash flow balances. Suggest causes of surpluses and deficits for businesses. Investigate how cash flow forecasts are used in monitoring business performance and how action is taken in order to improve cash flow position.

ABUS 1.5.4 Financial statements

Profit	Explain the role of profit in the private sector. Calculate profit through the use of breakeven analysis and financial statements.
Use and construction	Examine the purpose and use of financial statements in different businesses, explaining the difference between a profit & loss account and a balance sheet. Construct simple profit and loss accounts and balance sheets of sole traders, using appropriate headings and categorisation: cost of sales, gross profit, net profit, fixed assets, current assets and current liabilities, net current assets (working capital), long-term liabilities, capital.
Profitability	Explain the difference between cash and profit, and between profit and profitability.
Ratio analysis	Calculate and interpret ratios: current; acid test; return on capital employed; gross and net profit margins; rate of stock turnover; debtor collection (debtors to sales); creditor payment (creditors to cost of sales).

ABUS 1.6 Business software

ABUS 1.6.1 The use of software

Investigate the main software used for business tasks:
 Keeping and manipulate records - employee and customer databases, trading documentation;
 Forecasting uses - financial statements, cash flow forecasts, budgets on spreadsheets.
 Calculating and decision-making - breakeven analysis and variance analysis.
 Displaying, communicating and selling - letterhead/ standard letter construction, emails to customers, production of promotional materials, use of websites.

ABUS 1.6.2 Constraints

Consider corporate and legal influences: health and safety; data protection.
 Explain the importance of confidentiality in different business contexts.

Assessment of this Unit

This is a mandatory unit for all award combinations, and therefore all candidates will undertake this assessment.

The assessment of this unit is by on-screen external examination, set and marked by WJEC. The examination will consist of objective and subjective assessment items, based on stimulus information consisting mainly of case studies of actual and/or fictionalised businesses.

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	50%
AO2	Application of knowledge, skills and understanding	25%
AO3	Research and analysis	15%
AO4	Evaluation	10%

5.2 Unit ABUS 2 - Investigating Business Influences and Activities

Introduction

Whilst unit 1 gives learners an insight into the planning process in businesses, unit 2 considers two major influences on business planning: customers and competitors. In this unit learners will study the influence that customers and competitors have on business, and how business responds. They will investigate how businesses seek to look after their customers, and how factors such as the level of competition affect whether businesses are successful at doing this.

Learners will investigate marketing in business, and how marketing objectives relate to the business objectives studied in unit 1. They will study the different approaches to marketing by businesses, and explore both how businesses research into their markets, and how this research informs planning that relates to customers and competitors. Learners will be introduced to the 'four Ps' of marketing, and how they form the key part of the marketing mix.

This unit introduces learners to another key part of business: obtaining employees. Unit 1 introduces the entrepreneur, who will make decisions about employing others, and some learners might already have work experience of your own. This unit explores what employers look for in their employees, how they recruit and select people to become employees.

Once employed, people need to be trained, and this unit explains the nature and different types of training and staff development. Employees should be well motivated in order to work efficiently and successfully, and unit 2 deals with the financial and non-financial ways used to motivate employees. Learners will also study the work of important motivational theorists, and investigate the extent to which their theories apply in the modern-day business world.

By now learners should be aware that businesses do not work in isolation, and that they are affected by the environment in which they operate. This unit therefore introduces learners to the main external influences affecting the business world, and how businesses respond to these influences.

Recommended prior learning

Unit 1.

Content

	Focus	Amplification
ABUS 2.1	Responding to needs and forces	Candidates should be able to:
ABUS 2.1.1	Business customers	
	Classifying customers	Investigate how different businesses segment customers by characteristics: age; sex/gender; lifestyle; socio-economic status; location.
	Customer needs	Outline the different needs that customers have when buying different products, both essential and non-essential, relating to examining product characteristics, obtaining product and after-sales service information, assessing product suitability for use.
	Supporting customers	Describe the main features of customer service; providing information; assisting and advising; solving problems; handling complaints; keeping records; offering and carrying out after-sales service.
	Actions taken by businesses	Explain and illustrate how businesses provide different levels of customer service depending on customer needs
ABUS 2.1.2	Competitive forces	Explain how businesses provide different levels of customer service depending on competitive forces: the market and level of competition; the nature of the product; its cost; its complexity.

ABUS 2.2 Marketing

ABUS 2.2.1 Marketing objectives

Investigate the marketing aims and objectives that exist in business, such as creating innovative products in order to compete successfully, identifying consumer needs in order to ensure product suitability, and liaising effectively with current and prospective customers in order to maintain or improve sales.

ABUS 2.2.2 Market research

Distinguish between primary and secondary research and between qualitative and quantitative research.

Investigate, compare and contrast the key methods used by businesses to collect market research data: (primary) interviews, customer feedback questionnaires, consumer panels, customer observation, test marketing; (secondary) data and information in the business, industry level publications, government publications, commercial reports. Assess the extent to which market research provides worthwhile information about both customer needs and competitor performance for businesses.

ABUS 2.2.3 Mass and niche marketing

Explain, using examples, the difference between mass and niche marketing.

Analyse the factors that determine whether a business concentrates on mass or niche marketing.

Investigate the relationship between a business's choice of mass or niche marketing and the selection and achievement of its aims and objectives.

ABUS 2.2.4 The marketing mix

Describe the nature and importance of the four and the additional three Ps (People, Physical Environment, Process).

Explain the relationship between a business's marketing mix and its aims and objectives.

Product

Describe, with examples, how and why products are differentiated by the attributes of basic (core) function, additional features and product support.

Explain how and, through using the product life cycle, why businesses build up a product portfolio.

Investigate how different businesses undertake research and development to enhance or otherwise improve their products.

Price	<p>Describe the different pricing strategies for new products (skimming; penetration; market-led), and explain the factors that lead to their selection in different business situations.</p> <p>Investigate how pricing strategies for existing products (price leader or price follower; predatory pricing) are determined.</p> <p>Examine the influence on setting a price, using methods relating to cost-plus pricing, competitive pricing and contribution pricing.</p> <p>Assess the extent to which customers of businesses are influenced by price, and by factors relating to competition, the availability of substitutes, product features, availability and quality.</p>
Place	<p>Examine how businesses decide on the most appropriate outlets to use in different situations, and on how their products are to be delivered to these outlets and to the final consumer through suitable channels of distribution.</p>
Promotion	<p>Describe the aim and main features of promotion.</p> <p>Distinguish between above-the-line (direct advertising through consumer media such as press, television, cinema) and below-the-line (such as in-store vouchers, loyalty cards, competitions) media.</p> <p>Explain influences on the selection and use of media: target audience; stage in the life cycle; competition; product availability; product differentiation.</p> <p>Investigate how businesses balance these influences when selecting media.</p>

ABUS 2.3 Recruitment and selection

ABUS 2.3.1	What employers look for	<p>Describe the key features looked for in an employee, including punctuality, politeness, honesty, ability to work as part of a team, lack of prejudice, use of initiative.</p> <p>Illustrate how the relative importance of these features varies according to the job role context.</p>
ABUS 2.3.2	PESTEL	<p>Explain the relevance of PESTEL (Political, Economic, Social, Technological, Environmental and Legal) influences on recruitment and selection.</p> <p>Investigate influences affecting the recruitment and selection process: equality of opportunity and diversity practices through employee protection and avoidance of discrimination based on race, colour, nationality, ethnicity, religion, disability, sex and gender, age.</p>

ABUS 2.3.3	Recruitment	Investigate similarities and differences between the recruitment procedures used in businesses by considering: identifying the vacancy; creating appropriate recruitment documentation (job descriptions, person specifications, CVs, application forms); arranging job advertising; handling applications; shortlisting.
ABUS 2.3.4	Selection	<p>Describe how businesses plan and carry out selection interviews, and how businesses evaluate the effectiveness of the interview process.</p> <p>Analyse the use of psychometric and aptitude testing as selection methods.</p> <p>Describe the different types of interview: individual; group; panel; telephone; multi-stage.</p> <p>Explain the key characteristics of an effective interview, such as planning open and closed questions, giving answers, using suitable non-verbal communication.</p>
ABUS 2.4	People at work	
ABUS 2.4.1	Roles and responsibilities	<p>Investigate roles and responsibilities of three key personnel in businesses: manager; supervisor; employee.</p> <p>Describe: the terms and conditions of employment under which each works; their relative position in their business hierarchy; the main tasks each carries out; the level of responsibility each has in terms of making decisions and acting on own initiative; the personal qualities each exhibits; the skills and qualifications each requires.</p>
ABUS 2.4.2	Training and development	<p>Examine how the opportunities for training and development vary from business to business and from industry to industry.</p> <p>Describe the different approaches to training and development used by businesses: induction training; on-the-job training; off-the-job training (own training department/site; external course); mentoring.</p> <p>Assess the suitability of these approaches in different job role contexts.</p> <p>Explain how some businesses seek accreditation of training, and analyse the benefits of such training to the business and the trainee.</p> <p>Investigate how training and development is monitored in the workplace.</p>

ABUS 2.5 Motivation

ABUS 2.5.1 Motivational factors for the individual

Explain the importance to businesses of retaining suitable employees.

Investigate the main methods used in business to motivate employees in the workplace: financial incentives (salaries, wages, commission, bonuses, profit-sharing, share options); non-financial incentives (perks and status symbols, meeting training needs); goal setting and appraisals/performance reviews; provision of disciplinary and grievance procedures.

Examine how and why these methods vary from business to business and from industry to industry.

ABUS 2.5.2 Theories of motivation

Describe the work of key motivational theorists: Maslow; Herzberg; McClelland; McGregor.

Assess the relevance of the work of these theorists to business practice.

ABUS 2.6 External influences

ABUS 2.6.1 Impact of external factors

Investigate the impact on businesses of external factors:

the local, national and international economic climate relating to the level of competition, prevailing market conditions, changing income levels;

environmental issues including pollution controls, safe disposal of waste;

social and ethical concerns of stakeholders, e.g. increasing demand for vegetarian foods, changing views on smoking;

legal and self-regulatory constraints of consumer protection laws, health and safety regulations; technological developments, e.g. videoconferencing, wireless communications.

Examine how these factors affect the ability of businesses to achieve their aims and objectives.

ABUS 2.6.2 Responses by business

Analyse the responses of businesses to changes in these factors, and assess the extent to which these responses have been, are or will be successful.

Assessment of this unit

This is a mandatory unit for all award combinations, and therefore all candidates will undertake this assessment.

The assessment of this unit is by digital portfolio of up to 3,000 words based on a WJEC template, marked internally but with guidelines set and moderated by WJEC. Tasks will be refreshed every year.

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	30%
AO2	Application of knowledge, skills and understanding	40%
AO3	Research and analysis	20%
AO4	Evaluation	10%

5.3 Unit ABUS 3 - Investigating How Customer Needs Are Met

Introduction

In this unit learners will study the importance to businesses of finding and retaining their customers. The unit starts by introducing learners to the different types of customers that exist in business, and they will learn about their own role as 'customer' in a variety of situations. Learners will explore the influences that affect the relationship between a business and its customers.

They will learn about the different needs that customers have when buying different goods or using different services, and how customers are influenced by the type of product and the information about it, as well as features such as after-sales service.

The unit also introduces learners to the importance of researching information about customers, the ways in which this information is collected by businesses, and how these businesses can analyse this information using (for example) computer software. Learners will need to appreciate the probability that, as a result of researching into customer needs, entrepreneurs will introduce a new product within their product range or adapt an existing product so that it better meets those customer needs that have been identified through research. Research and development of products is a key feature of business life, and learners will study how investing in research and development helps businesses survive and prosper.

They will learn that there are different features that lead to good quality customer service, such as providing customers with information about products, helping the customers with any concerns or issues they may have, and keeping customer records. They will meet examples of good customer service, and discover how this often leads to a long-term relationship between the business and individual customers.

Finally, they will study how businesses check the quality of the customer service being provided, in order to ensure it is appropriate and to see how it can be improved further.

Recommended prior learning

Units 1 and 2

Content

	Focus	Amplification
ABUS 3.1	Customers	Candidates should be able to:
ABUS 3.1.1	Product and market orientation	Describe the main characteristics of product-oriented and market-oriented businesses. Explain how product-oriented and market-oriented businesses regard and treat their customers.
ABUS 3.1.2	Customer types	Describe the main customer types: individual customers, customer groups, customers with special needs, domestic and business customers, customers in the UK and overseas. Investigate the difference between, and expectations of, internal and external customers. Explain and illustrate how different businesses segment customers by characteristics including age, sex, lifestyle, socio-economic status, location. Analyse how customer type and segmentation influences the operation of businesses.
ABUS 3.1.3	Influences	Outline and illustrate how the business-customer relationship is influenced by the following factors: (internal to the business) agreed policies, guidelines, procedures, codes of practice; (external to the business) laws and directives - consumer protection (sale of goods, trade descriptions, consumer protection, weights and measures, health and safety), competition protection.
ABUS 3.2	Customer needs	
ABUS 3.2.1	General and specific needs	Outline the different needs that customers have when buying different products, both essential and non-essential, relating to examining product characteristics, obtaining product and after-sales service information, assessing product suitability for use. Investigate customers' specific needs such as the requirement for information and advice that is detailed accurate and impartial, products that are safe in an environment that is safe, and individual special needs that are recognised and catered for.

ABUS 3.2.2	Impact of customer needs on business	Explain and illustrate the positive effects that meeting needs has on businesses, including entering a new market, improving product features, using more environmentally-friendly packaging, providing more information about the product.
ABUS 3.3	Research	
	Collecting customer information	Describe the role and importance of planning when undertaking customer research. Investigate the range of research available at industry level. Explain the main methods used by businesses to collect customer information: use of consumer panels and focus groups, mystery shoppers, observation, customer questionnaires, personal interviews, test marketing. Examine how ICT is used to collect customer data, turn it into customer information, and store it. Outline the importance of accuracy, confidentiality, security and quality when storing and handling information about customers, with particular reference to data protection legislation.
	Analysing customer information	Use appropriate ICT software and statistical techniques to analyse the results of customer research in order to establish buyer behaviour, by grouping data by customer characteristics, and by creating and manipulating customer databases. Assess the extent to which information obtained from such analysis helps businesses establish whether or not they are meeting customer needs.
ABUS 3.4	Product development	
ABUS 3.4.1	Product range and differentiation	Explain and illustrate the relationship between product range and meeting customer needs. Analyse, with examples, how and why products are differentiated by attributes of basic (core) function, additional features and product support.
ABUS 3.4.2	Research and development	Describe the ways in which businesses undertake research and development to improve product features. Explain how investment in research and development can contribute to business success. Assess the extent to which a business's commitment to research and development is determined by factors relating to competitor forces, level of costs to be incurred and likelihood of benefits.

ABUS 3.5 Customer service

ABUS 3.5.1 Features of customer service

Explain, using illustrations, the main features of customer service: providing information, assisting and advising, solving problems, handling complaints, keeping records, offering and carrying out after-sales service.

Consider the benefits or drawbacks to a business of having a dedicated customer service section or department, compared with a more ad hoc provision through individual manager responsibility.

Outline and illustrate how ICT can be used to support customer service by creating customer databases and using emails to contact existing and prospective customers.

ABUS 3.5.2 Levels of customer service

Investigate how the provision of different levels of customer service depends on factors relating to the market and level of competition, the nature of the product, its cost and its complexity.

ABUS 3.5.3 Importance of customer service

Examine the importance of customer service in terms of creating a long-term customer-business relationship.

Investigate the extent to which the different quality and/or level of customer service affects the survival of the business.

ABUS 3.5.4 Assessing customer service

Describe how businesses can monitor the quality of their customer service by using criteria based on customer retention, provision of special needs, staffing levels, judgements of price against value for money.

Examine how customer service can be improved following monitoring, through creating codes of practice, improving staff training, developing customer retention policies e.g. loyalty schemes or pricing policies, improving accessibility for customers with physical disabilities.

Assess the extent to which a business's customer service is meeting its aims.

Assessment of this unit

This is a mandatory unit for the AS Double award, and therefore only candidates who take the AS and Advanced Double Awards will undertake this assessment. This unit will be assessed through the use of a Controlled Assignment.

Controls for the Controlled Assignment

A guidance document will be sent to centres outlining the specific details of the Controlled Assignment. The information below provides a general framework.

Task Setting

The Controlled Assignment will be externally set by the WJEC. A new Controlled Assignment will be set for each examination series. The Controlled Assignment will be available to centres in February for the Summer series.

Task Taking

Centres will have a window during which the Controlled Assignment may be taken. The window will be of 4 weeks duration and set in March and April for the summer series. Actual dates for the window will be advised annually. Candidates will not have sight of the tasks until the centre commences the 15 hour task taking period during the window. Candidates will have a 15 hour time limit to complete the Controlled Assignment under close supervision. No work may be taken into or out of the controlled environment.

Task Marking

Candidate work is to be marked internally and externally moderated.

Annotation of Controlled Assignments

This should be achieved by:

(i) Annotation of the candidate's work within the submission of the candidate's Controlled Assignment (on-line or CD)

OR

(ii) A separate attachment to the submission of the candidate's Controlled Assignment that provides a rationale for the awarding of candidate marks (on-line or CD)

OR

(iii) A written document provides a rationale for the awarding of candidate's marks (to accompany candidate work sent on CD)

Annotation is to help the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

Internal Moderation of Controlled Assignments

Centres must ensure that careful moderation is carried out especially where more than one teacher is responsible for the marking of the Controlled Assignment. This is necessary to ensure uniformity of standards within a centre. Where internal moderation is necessary the teacher assuming overall responsibility for this process should provide a written outline of the procedures that have been adopted for the external moderator.

External Moderation of Controlled Assignments

The moderation of teacher assessment will be provided by inspection of the Controlled Assignments by WJEC. Centres will be informed of the submission date for the Controlled Assignment in the published Examinations Timetable and the name of their moderator will be issued in the term prior to accreditation.

The proportion of work to be moderated will be of the following order.

Total Number of Candidates	Work to be submitted (Numbers relate to rank order)
1 - 10	All
11 - 19	The first and every second (1, 3, 5, 7, etc.)
20 - 29	The first and every third (1, 4, 7, 10, etc.)
30 - 59	The first and every fourth (1, 5, 9, 13, etc.)
60 - 99	The first and every fifth (1, 6, 11, 16, etc.)
100 - 199	The first and every tenth (1, 11, 21, 31, etc.) plus additional folders to make a sample of 20.

Where more than one teacher has responsibility for marking the sample chosen should reflect this.

As a result of the moderation, the marks of candidates may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assignments will be sent to the moderator.

It assists the moderation process considerably if the final marks of all the candidates are submitted to the moderator in rank order. It is only if this is done that the moderator can be fully aware of the full impact of any scaling.

In the event of concern over the awarding procedures, the normal appeals process will apply.

Authentication

Candidates will be required to confirm in writing, with any exceptions stated, that the work has been completed independently. This will be achieved by signing the appropriate part of the Controlled Assignment.

Teachers will be required to confirm in writing that, to the best of their knowledge, all the work submitted for moderation, with any exceptions stated, is the candidate's own unaided work. This will be achieved by signing the appropriate part of the Controlled Assignment.

Recording of Controlled Assignment Marks

Marks will be recorded on "C forms" and distributed to centres.

Submission of Controlled Assignments

Candidate work may be sent in CD format or on-line.

Retention of Controlled Assignments

Centres need to retain the Controlled Assignments until the term following the Examination Series in which the Controlled Assignment was undertaken.

Assessment Objectives

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	50%
AO2	Application of knowledge, skills and understanding	25%
AO3	Research and analysis	15%
AO4	Evaluation	10%

5.4 Unit ABUS 4 - Investigating a Business's ICT Provision

Introduction

In this unit learners will focus on communication in business, and how much of this communication nowadays relies on Information and Communications Technology (ICT). Although ICT is of great importance, it is not the only way that communication takes place in business. Learners will therefore study and see examples of a range of business communication methods that make use of pictures, written text and numbers, and speech. Although they will be familiar with all these methods, learners will need to gain experience of how these methods are used in business, and be able to decide the suitability of these methods in any given business situation. To do this, they will need to learn why these ways to communicate were chosen in the first place, and what alternative approaches were available, in order to draw conclusions as to how 'good' these approaches are in the relevant context.

Because communication is all about sending and receiving information, learners will need to see examples of the different types of business information that must be communicated, and how the way that they are communicated often depends on the structure of the particular business. Information sent within businesses - for example, from department to department - and information sent outside a business will vary, but there are typically some limits in terms of what can be communicated. Learners will therefore study the influences on business communication, such as the existence of certain laws that affect the communication process.

Learners will already have some knowledge and understanding of ICT. The role of this unit is to get them to experience the variety of ways that businesses use ICT to communicate effectively. This means that they will see examples of business use of, and use, the main types of software available, both 'general' software (such as Microsoft Word) and specialist business software. ICT is not always used effectively in business, and can lead to difficulties, so learners will explore both the benefits and the drawbacks of using ICT in business. This unit introduces them to how people plan this and also how they try to prepare for problems, when ICT is either introduced or updated in a business.

Recommended prior learning

Units 1 and 2

Content

	Focus	Amplification Candidates should be able to:
ABUS 4.1	Communication in business	
ABUS 4.1.1	Communication methods	<p>Describe and illustrate the main methods of communication used in business, such as oral, written, non-verbal, pictorial/graphic.</p> <p>Construct and present examples of communication methods in business contexts: (oral) conversation, presentation, interview, meeting; (written) letter, report, memo, notice, agenda, schedule; (non-verbal) facial expression, gesticulation, body language; (pictorial/graphic) table, chart/graph, photograph, cartoon.</p> <p>Judge the quality of actual business examples that illustrate these communication methods.</p> <p>Analyse how the methods used in given business situations are determined by factors relating to the degree of formality, the user (e.g. internal or external) and the nature of the information being communicated (e.g. degree of confidentiality, level of complexity).</p>
ABUS 4.1.2	Communication media	<p>Describe the main media used in business to communicate information: (oral) face-to-face, meetings, internal and external telephone, conference calling and videoconferencing, (written) internal and external post, text messaging, intranet and internet, email and attachment, newspaper, company magazine.</p> <p>Analyse how the choice of media used in given business situations are determined by the degree of formality, the nature of the information (e.g. permanent or temporary, degree of urgency/importance/complexity/confidentiality), the user (e.g. level of technical knowledge, business relationship to transmitter of information), cost.</p>
ABUS 4.1.3	Successful communication	<p>Explain and illustrate why businesses concentrate on the way communication is presented, in terms of clarity and understandability through the choice of font type and size, use of colour, layout, style of language.</p> <p>By considering the message, method and medium, assess how successful a range of business communications are in achieving purpose, such as obtaining a suitable (e.g. quick) response, and ensuring the recipient understands and responds to the message.</p>

ABUS 4.2 Information in business

ABUS 4.2.1 Information systems

Describe the roles of an information system in terms of receiving, storing, processing and transmitting information.

Outline and illustrate the range, nature and typical business uses of electronic and non-electronic information systems, and explain how these information systems are used to communicate:

- formally and informally;
- horizontally and vertically.

Explain the relationship between information systems and organisational structures.

Investigate the influence on the selection and use of information systems, of accuracy, cost, speed/timeliness and security/confidentiality.

Analyse, using illustrations, why information systems used in and between the main business functional areas (marketing, production, finance, HRM) need to be effective.

Assess the relative importance, when planning the system to use, of cost, type of information in question (e.g. descriptive or numerical), its purpose and its recipients.

ABUS 4.2.2 Constraints on information

Explore how legislation and the need for security influence the nature and use of information in different businesses, with specific reference to computer misuse, copyright, data protection, health and safety issues, the need to protect against external agencies (e.g. viruses, spyware, commercial espionage).

ABUS 4.3 ICT

ABUS 4.3.1 Components of ICT

Describe the purpose of the main components that constitute a typical ICT system, including specialist furniture, hardware (e.g. desktop and laptop equipment, printers), generic software, network components and links (e.g. email, intranet/internet).

Analyse how the type of ICT provision found in different businesses varies as a result of cost, nature of use, technical requirements, availability of expertise/support.

ABUS 4.3.2 Business software

Generic software used in business	<p>Describe the nature of the main generic software used in business, including databases, email, graphical design, presentation packages, spreadsheets, word processing.</p> <p>Investigate how and why different businesses use generic software.</p> <p>Demonstrate competence with database, presentation, spreadsheet and word processing software to illustrate typical business uses.</p>
Dedicated software used in business	<p>Describe the nature of the main dedicated business and functional software for accounting, intranet communications, job costing, merchandise management, payroll and HR, project management, route planners, small business management packages, speech recognition, statistical forecasting, translation software.</p> <p>Explain the purpose of using this software, including the need to communicate between individuals/departments, the need to inform customers/suppliers, the need to keep and transmit formal business records, the desirability of statistical research.</p> <p>Explain the typical uses of the internet made by businesses, including advertising, access to markets, selling direct, statistical research.</p> <p>Investigate the use made by business functional areas of dedicated software and the internet.</p>
Importance of software	<p>Analyse why the amount, type and complexity of both generic and dedicated software being used in businesses varies as a result of factors relating to cost and the type of business.</p> <p>Assess the extent to which the use of this software helps the businesses achieve their aims.</p>

ABUS 4.3.3 Benefits and drawbacks of ICT provision

Explain and illustrate the benefits and drawbacks to business associated with the use of ICT:

reduction of waste, saving of space, increase in productivity, improvement in communication (quality, accessibility, speed), support for decisions;

capital cost, running costs, problems caused by breakdown, need to service, obsolescence, need for training, health and safety considerations.

Explain and illustrate the benefits and drawbacks to the individual associated with the use of ICT:

increased access to information, improvement in communication (quality, accessibility, speed), facility to work from home;

dislike/phobia, reduced human contact, lack of knowledge/understanding, inability to use all functions, health and safety considerations.

Assess the extent to which businesses, and their different functional areas, benefit from their ICT provision.

ABUS 4.4 Implementing ICT

ABUS 4.4.1 The need for planning

Describe how businesses need to plan tasks in order to meet targets and deadlines.

Explain the relevance of planning to implement ICT when expanding the existing ICT provision, or introducing a new one.

ABUS 4.4.2 Contingency planning

Describe what is meant by contingency planning in the context of implementing ICT.

Explain the key features of contingency planning for ICT, including the initial requirement to run parallel systems, the staged introduction of new systems, the scheduling and implementation of staff training and support.

Assessment of this unit

This is a mandatory unit for the AS Double award, and therefore only candidates who take the AS and Advanced Double Awards will undertake this assessment.

The assessment of this unit is internal, through the use of virtual work experience based on WJEC-provided tasks. Tasks will be refreshed every year.

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	30%
AO2	Application of knowledge, skills and understanding	40%
AO3	Research and analysis	20%
AO4	Evaluation	10%

Advanced Level

Units 5, 6, 7 and 8 make up the A2 specification. The full Advanced Level award therefore includes both the Advanced Subsidiary (AS) and the A2. At Advanced Level, candidates will be expected to develop a deeper understanding and greater critical awareness of the theory and practice of business. In Unit 6, the synoptic assessment unit, this is achieved explicitly through the creation of a workable business plan, which allows for the drawing together of knowledge, understanding, and skills learned in different aspects of the course.

5.5 Unit ABUS 5 - Business Decision-making

Introduction

Unit 5 is the first of the A2 units. It gives an insight into the decision-making processes in business. In this unit learners will study how business decisions are made using various techniques and tools at the disposal of entrepreneurs, managers, and other employees. The range and scope of business decision-making is so great that learners will be asked to specialise in two decision-making areas from the four in this unit.

Decision-making takes place within the marketing function, and learners will study how effective decisions are made, for example when business people forecast sales to help make decisions about investment and employment. Learners will study techniques such as time series analysis, market research and techniques such as sampling. They will also study marketing tools such as product lifecycle analysis, Ansoff's Matrix and the 'Boston Box' used to establish suitable marketing strategies.

Because decision-making also takes place within the production function, learners will study the different production methods, and consider the benefits and drawbacks of each in real business situations. The size of the business influences the scale of operations, and they will learn how increased scale and the operation of business on a global scale can lead to improved economies, diseconomies, or both. Learners will also consider the importance of effective stock control and research & development

Successful operation of the finance function also relies on effective decision-making. Learners will revisit the different financial statements that provide information used when making financial decisions, and will learn how to calculate ratios that help interpret financial performance. They will also study budgets, budgetary control and costing techniques used to support financial decisions.

Learners will have the opportunity to study a number of other decision-making tools. They will study how probability is established, and how decision trees and network diagrams are constructed. They will also learn about the use and construction of index numbers in business, and meet various techniques used by business people in order to judge whether an investment is likely to be worthwhile.

Recommended prior learning

Units 1 and 2.

Content

Candidates are required to select **any TWO** of the four sections in this unit:

ABUS 5.1	Decision-making and the marketing function	
ABUS 5.2	Decision-making and the production function	
ABUS 5.3	Decision-making and the finance function	
ABUS 5.4	Other decision-making tools.	
ABUS 5.1	Decision-making and the marketing function	
ABUS 5.1.1	Sales forecasting	<p>Explain why businesses use sales forecasting to support decisions, relating to investment, employment and the four Ps.</p> <p>Identify and analyse sales trends for different businesses.</p> <p>Assess the value of sales forecasts using panel surveys and the Delphi technique as qualitative methods.</p> <p>Use time series analysis to construct sales forecasts for decision-making.</p>
ABUS 5.1.2	Market research	<p>Examine how market research informs marketing decisions, including how markets are segmented, why sampling is used in market research, and how data is collected.</p> <p>Explain, using examples, the importance to different businesses of using sampling to determine population characteristics.</p> <p>Undertake sampling by using appropriate sources of data and sampling methods - random, quasi-random (systematic, stratified, multi-stage) and non-random (cluster, quota) - in the sampling process, analyse the data and make appropriate business decisions.</p>
ABUS 5.1.3	Product life cycle	<p>Explore, using examples, the nature and role of product life cycle analysis in the marketing function.</p> <p>Assess the value of product life-cycle analysis to different businesses and in different business situations.</p>
ABUS 5.1.4	Marketing tools	<p>Explore the use of Ansoff's Matrix and the BCG Matrix to establish appropriate marketing strategies in different business situations.</p> <p>Examine how businesses use these tools to make decisions concerning the four Ps, including new product development, the selection of suitable pricing and promotional strategies, and the identification of suitable distribution channels.</p>

ABUS 5.2	Decision-making and the production function	
ABUS 5.2.1	Production methods	Explore why different businesses use different production methods - job, batch, flow or cell - by considering the benefits and drawbacks of each method, the influence of productivity on the use of each, and the business contexts in which each is appropriate.
ABUS 5.2.2	Production, scale and costs	Analyse, using examples, the relevance to different businesses of internal economies of scale in financial, marketing, technological, purchasing, managerial, increased dimensions, and external economies of scale in labour, co-operation, reputation and training. Explore how diseconomies of scale occur in different business situations, and assess their effect on business efficiency. Evaluate the effect that increased globalisation has had on business operational efficiency, and the need for improved communication contrasted with its increased complexity.
ABUS 5.2.3	Stock control and pricing	Describe and distinguish between the main elements in stock control, including maximum stock level, buffer stock, re-order levels, lead times, and the use of stock control diagrams. Calculate Economic Order Quantity stock figures in different business situations, and assess the benefits of holding stock against the costs. Explain, using examples, a Just-in-time stock system, and judge its appropriateness in different business situations. Calculate stock values using FIFO and Average Cost methods and appraise the worth of each method in different business situations.
ABUS 5.2.4	Research and development	Assess the impact of new product development on the different business functions. Describe the main stages in, and assess the influence of ICT on, new product development. Explore the nature of value analysis and its relevance to decision-making in different business situations.

ABUS 5.3 Decision-making and the finance function

ABUS 5.3.1 Financial statements

Explore the differences between the financial statements - profit and loss accounts, balance sheets - of businesses with different forms of ownership and activity: sole traders, partnerships, limited liability companies, not-for-profit organisations.

Examine the influence on the construction of these financial statements of the following accounting concepts: Going Concern, Accruals (Matching), Consistency, Prudence.

ABUS 5.3.2 Ratio analysis

Explore how decision-makers use financial information to appraise the financial performance of different businesses.

Analyse and judge business financial performance in terms of inter-firm and historical comparisons using the following ratios: current, acid test, stock turnover, gearing, asset turnover, profit margin, return on capital employed, debtor days, creditor days.

Assess the use and limitations of ratio analysis in different business situations.

ABUS 5.3.3 Budgets and budgetary control

Explain the relationship between cash flow forecasts and cash budgets, and the purpose of setting cash budgets.

Construct cash budgets and assess their contribution to decision-making in different business situations.

Identify and analyse the cost behaviour of fixed, variable, semi-variable and stepped costs.

Prepare flexible budgets at different levels of activity, calculating and analysing variances from the associated fixed budget.

Assess the value of budgetary control in different business situations.

ABUS 5.3.4 Costing

Explain the nature of and difference between marginal, standard and absorption costing, and between direct and indirect costs.

Calculate and analyse the following variances: materials (total, usage and price), labour (total, rate and efficiency).

Analyse the relationship between cost, profit and price, and assess appropriate cost-based methods of determining price in different business situations.

Use marginal costing contribution analysis to make judgements concerning decisions relating to special orders, 'make or buy' contexts, and whether to end unprofitable sites or products.

ABUS 5.4	Other decision-making tools	
ABUS 5.4.1	Probability and Decision Trees	<p>Explore the appropriateness of decision trees as an analytical technique in different business situations.</p> <p>Construct decision trees, including probabilities, economic outcomes and expected values, and assess the relevance of the results shown to the business situation.</p> <p>Evaluate the usefulness of decision trees as a business decision-making tool.</p>
ABUS 5.4.2	Index numbers	<p>Construct and manipulate fixed-base index numbers, and use the results to compare performance in different business situations.</p> <p>Analyse the need for, and assess the value of using, index numbers in different business situations.</p>
ABUS 5.4.3	Investment appraisal	<p>Examine qualitative and quantitative factors influencing investment appraisal in different business situations.</p> <p>Apply the investment appraisal techniques of payback, average rate of return, net present value and internal rate of return in different business situations.</p> <p>Assess the value of using the different investment appraisal techniques in different business situations.</p>
ABUS 5.4.4	Critical path analysis	<p>Construct and interpret network diagrams, and Gantt charts, to enable resource allocation decisions and control of projects to be made.</p> <p>Explain the purpose, and evaluate the use and limitations of, critical path analysis as a decision-making technique to improve resource allocation and productive efficiency in different businesses situations.</p>

Assessment of this unit

This is a mandatory unit for both A2 Single and Double awards.

The assessment of this unit is by external examination, set and marked by WJEC. The examination will consist of objective and subjective assessment items, based on stimulus information consisting mainly of case studies of actual and/or fictionalised businesses. The examination will be structured to accommodate candidate and centre choice of topics.

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	25%
AO2	Application of knowledge, skills and understanding	40%
AO3	Research and analysis	20%
AO4	Evaluation	15%

5.6 Unit ABUS 6 - Business Planning

Introduction

This is the A2 unit that requires learners to plan setting up and running a business. It is the synoptic unit, which means that learners will be expected to use business knowledge from the entire qualification when constructing and presenting the business plan. They will revisit many key concepts, themes and content areas, and will need to select and apply them when creating the plan.

Learners will first need to consider possible ideas for their business, for example in terms of its product, the form of ownership, and its location. To do this, they will need to conduct both primary and secondary research to discover whether their business idea is likely to be successful.

Once they have determined through research that their business idea is suitable, learners will need to consider questions focused on the various resources required, such as

- Human - Will you be the only person working in the business, or will you have a partner or employ staff?
- Physical - Where will the business be based? Will you rent or buy premises? What equipment is needed? What stocks will be held?
- Financial - Where will the start-up capital come from? Savings or borrowings? What running costs need paying? How can lenders help?

Learners will be expected to provide substantial information, particularly concerning the financial requirements of their business. They are therefore expected to construct documents such as cash flow forecasts, and forecast final accounts, that illustrate the expected profitability and liquidity of the business. They will also need to consider the quality of their product, and how this can be guaranteed and monitored.

Finally, learners will need to project their findings over a substantial time period (three years), and consider the role that contingency planning and 'what if?' scenarios play in helping them determine whether to go ahead with the business plan, and whether a lender such as a bank is likely to provide them with additional finance.

Recommended prior learning

All other AS and A2 units.

Content

	Focus	Amplification Candidates should be able to:
ABUS 6.1	Establishing the business idea	
ABUS 6.1.1	Business aims	Explain and illustrate how all organisations gain direction and purpose through mission statements and business aims, and the relationship between business aims and objectives. Examine aims appropriate for sole trader and partnership businesses, and select ones appropriate for the chosen business..
ABUS 6.1.2	Business objectives	Explain the importance of establishing SMART objectives. Write appropriate SMART objectives for the business plan. Determine likely tensions between the proposed stakeholders and the written objectives.
ABUS 6.2	Confirming the business idea	
ABUS 6.2.1	Target market	Select and analyse methods that are appropriate for small businesses to use in order to determine target market(s) and competition.
ABUS 6.2.2	Researching the market	Use both primary and secondary research methods and sources - such as interviews with local business people, undertaking surveys, using government statistics - in order to identify the market situation for the business plan. Analyse, evaluate and present the market research findings using appropriate models such as SWOT, considering appropriate constraints such as PESTEL, and utilising appropriate presentational methods.

ABUS 6.3	Creating the plan: the marketing plan	
ABUS 6.3.1	Customers and competitors	Identify, analyse and assess the plan's targeted customers in terms of type, expected number, likely reasons for buying from the business rather than from competitors, and buying behaviour. Identify, analyse and assess the plan's anticipated competitors in terms of type, expected number and location, and likely responses to the new business.
ABUS 6.3.2	The marketing mix	Analyse and assess the expected role and interrelationship of the four Ps in the context of the proposed product (good or service).
ABUS 6.3.3	Sales forecasting	Describe the importance of sales forecasting to small businesses. Construct a one-year sales forecast, and project this forecast for a further two years, using appropriate 'what-if?' scenarios.
ABUS 6.4	Creating the plan: resource management planning	
ABUS 6.4.1	Operations plan	Construct an Operations plan for the first year that includes monthly figures for output and stock purchases, taking into account timing requirements as a result of the marketing planning and sales forecast calculations. Project the plan over the next two years, using appropriate 'what-if?' scenarios. Explain and justify proposed strategies for ensuring the quality of the chosen product.
ABUS 6.4.2	Physical resource plan	Determine and include in the Operations plan the location and associated physical resources such as premises, machinery and/or equipment, furniture, vehicles and stock, with associated costs and factors such as insurance and related liabilities. Justify how these physical resources will be acquired, financed and owned, such as by purchasing, leasing or hiring. Justify how these physical resources will be maintained and controlled, such as the establishment of minimum, maximum and re-order stock levels.
ABUS 6.4.3	Human resource plan	Determine and include in the Operations plan any additional human resources required. Analyse the skills required for the plan to be successful, in order to establish and justify any training requirements needed. Determine any recruitment and/or training required and establish the expected costs.

ABUS 6.5	Creating the plan: financial planning and analysis	
ABUS 6.5.1	The financial plan	<p>Assess the influence of the Marketing and Operations plans on the financial planning needs of the business.</p> <p>Analyse the start-up financial requirements needed in terms of the size of borrowing, likely source(s), expected costs and length of borrowing.</p> <p>Use this information to construct a start-up capital expenditure budget for the proposed assets in the Operations plan.</p> <p>Analyse the running cost (revenue expenditure) financial requirements in terms of cash outflows matched against the anticipated cash inflows that arise from the sales forecast, over a three-year period using appropriate 'what-if?' scenarios.</p> <p>Analyse the expected contribution, margin of safety and break-even point, taking into account the limitations of such analysis.</p>
ABUS 6.5.2	Financial analysis	<p>Produce forecast financial statements (profit and loss account, balance sheet) for the first year, with additional forecasts for the following two years, using appropriate 'what-if?' scenarios.</p> <p>Judge the likely financial success of the plan by using appropriate financial ratios to analyse the expected profitability, solvency/liquidity and efficiency of the proposed venture.</p> <p>Calculate the expected payback period on borrowed finance, and assess this in terms of amount borrowed and degree of risk.</p>
ABUS 6.6	Recommendations and evaluation	<p>Make appropriate recommendations as to the viability of the plan in order to obtain the finance required by selecting, using and presenting professionally all relevant items of information from the business plan.</p> <p>Support the recommendations by undertaking risk analysis using relevant 'what-if?' analyses from the planning process, in order to provide evidence that contingency planning has been undertaken.</p>

Assessment of this unit

This is a mandatory unit for both A2 Single and Double awards.

The assessment of this unit is by digital portfolio of up to 3, 000 words based on a WJEC template, marked internally but based on guidelines set and moderated by WJEC. Tasks will be refreshed every year.

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	25%
AO2	Application of knowledge, skills and understanding	30%
AO3	Research and analysis	20%
AO4	Evaluation	25%

5.7 Unit ABUS 7 - Managing Businesses in an International Context

Introduction

This unit allows learners to study businesses that operate on an international level, and to explore the organisations that influence this operation. After studying this unit learners will be able to compare and contrast business that trade outside the EU with those trading within it, and also with those that choose to trade solely in the UK.

Because the UK is a member of the European Union, much of this unit focuses on the EU. Learners will research into its key features, and learn how its institutions and Treaties affect businesses in the UK. The EU establishes certain policies on, for example, economic and social matters, and therefore learners will have the opportunity to study these and to examine the impact that they have upon businesses. Some businesses opt to trade with the rest of the EU, whereas others do not, and learners will explore reasons for, and influences on, these decisions.

Because the European Union is not the only international body that affects the work of UK businesses, learners will also will study other regional trade organisations, their purpose and main activities, and how they influence businesses that come into contact with them. They will be in a position to compare businesses trading both within and outside the EU, in terms of features such as their aims and objectives, legal format, and reasons for trading as they do.

As well as being influenced by different countries and regional trade organisations, businesses themselves also influence the economies in which they operate. There will therefore be opportunities for learners to judge the impact that specific businesses make in both their home and their host countries. they will explore the links between businesses and the host countries within which they operate, and analyse the benefits to each from this arrangement. By continuing to meet a range of examples, learners will be able to examine the extent to which legal, political, technological, environmental and other factors influence the degree and nature of international trade.

Recommendations for prior learning

Units 5 and 6

Content

	Focus	Amplification
ABUS 7.1	The European Union	Candidates should be able to:
ABUS 7.1.1	How the EU works	<p>Research key EU features, including membership, population and demographic profile, external trade, income and employment.</p> <p>Describe and explain key EU institutions: the European Commission, the European Council, the Council of Ministers, the European Parliament and the European Courts.</p> <p>Describe and give examples of the key EU Treaties and the main legal instruments such as Regulations, Directives and Decisions.</p> <p>Analyse and evaluate the interrelationship between institutions, policies, legal instruments, and UK- and EU-based businesses.</p>
ABUS 7.1.2	Operation of the EU	<p>Investigate and judge the benefits to UK-based businesses associated with the single Economic Community, the euro, different cultures, languages and trading habits.</p> <p>Evaluate the main EU policies - agriculture, fisheries, the Social Charter, the European Social Fund, EMU and the internal market, regulation, employment, regional support, foreign policy, sustainable development, enlargement of the EU- in terms of their effects on specific UK- and EU-based businesses.</p>
ABUS 7.1.3	Trading in the EU	<p>Describe businesses trading in the EU in terms of their legal format, aims and objectives, EU strategy and strategic reasons for expansion into the EU, market sectors and product range, major national and/or international competitors and the type of competition faced.</p> <p>Describe and explain the influence of UK government agencies in supporting UK businesses trading in the EU.</p> <p>Examine the extent to which the following influence whether businesses trade in the EU: legal and political (consumer and employee protection, data protection, political stability); technological (hardware and software developments, online trading) environmental (pollution, waste disposal and reduction, sourcing of materials).</p>

ABUS 7.2 International trade

ABUS 7.2.1 Other international trade organisations

Describe and explain the purpose and main activities of the World Trade Organisation (WTO) and the World Bank, and other regional organisations or customs unions such as OPEC, NAFTA and MERCOSUR. Examine the influence of the WTO and/or other regional organisations on UK businesses.

ABUS 7.2.2 Business information

Describe businesses trading internationally in terms of their legal format, aims and objectives, international strategy and strategic reasons for expansion, market sectors and product range, major national and/or international competitors and the type of competition faced.

ABUS 7.2.3 Trading internationally

Examine how UK businesses are affected by factors associated with trading internationally, relating to marketing and promotional activities, transport and distribution, sources of finance, ICT and other communication, budgeting, employee training and skills development, culture and language, government influences.

Analyse the potential cost implications of not meeting free trade or other international trading agreements on businesses.

Evaluate the impacts on businesses resulting from increasing international trade, and the impacts on businesses of social and other factors including child labour, environmental damage, and exploitation of labour.

ABUS 7.3 Home and host countries

ABUS 7.3.1 Influences

Describe and explain the influence of UK government agencies in supporting businesses undertaking international trade.

Give examples of, and analyse, the benefits to businesses from trade or other incentives that are offered by the home and/or host countries to encourage these businesses to set up and operate internationally.

Examine the extent to which the following influence whether businesses trade internationally:

legal and political (consumer and employee protection, data protection, political stability);

technological (hardware and software developments, online trading)

environmental (pollution, waste disposal and reduction, sourcing of materials).

ABUS 7.3.2	Impacts of the business	Judge the impact made by specific businesses in the home and host countries in GDP, competition, employment, product choice, cultural influences, government policy, customer service.
ABUS 7.4	Home, EU and international trade	Compare and contrast businesses trading outside the EU with businesses in the EU and businesses based solely in the UK Justify differences found, relating to the business cycle, employment and skills, inflation, interest rates, movement of jobs, cultural/social/political factors.

Assessment of this unit

This is a mandatory unit for the A2 Double award, and therefore only candidates who take the Advanced Double Award will undertake this assessment. This unit will be assessed through the use of a Controlled Assignment.

Controls for the Controlled Assignment

A guidance document will be sent to centres outlining the specific details of the Controlled Assignment. The information below provides a general framework.

Task Setting

The Controlled Assignment will be externally set by the WJEC. A new Controlled Assignment will be set for each examination series. The Controlled Assignment will be available to centres in February for the Summer series.

Task Taking

Centres will have a window during which the Controlled Assignment may be taken. The window will be of 4 weeks duration and set in March and April for the summer series. Actual dates for the window will be advised annually. Candidates will not have sight of the tasks until the centre commences the 15 hour task taking period during the window. Candidates will have a 15 hour time limit to complete the Controlled Assignment under close supervision. No work may be taken into or out of the controlled environment.

Task Marking

Candidate work is to be marked internally and externally moderated.

Annotation of Controlled Assignments

This should be achieved by:

- (iv) Annotation of the candidate's work within the submission of the candidate's Controlled Assignment (on-line or CD)
- OR
- (v) A separate attachment to the submission of the candidate's Controlled Assignment that provides a rationale for the awarding of candidate marks (on-line or CD)
- OR
- (iii) A written document provides a rationale for the awarding of candidate's marks (to accompany candidate work sent on CD)

Annotation is to help the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

Internal Moderation of Controlled Assignments

Centres must ensure that careful moderation is carried out especially where more than one teacher is responsible for the marking of the Controlled Assignment. This is necessary to ensure uniformity of standards within a centre. Where internal moderation is necessary the teacher assuming overall responsibility for this process should provide a written outline of the procedures that have been adopted for the external moderator.

External Moderation of Controlled Assignments

The moderation of teacher assessment will be provided by inspection of the Controlled Assignments by WJEC. Centres will be informed of the submission date for the Controlled Assignment in the published Examinations Timetable and the name of their moderator will be issued in the term prior to accreditation.

The proportion of work to be moderated will be of the following order.

Total Number of Candidates	Work to be submitted (Numbers relate to rank order)
1 - 10	All
11 - 19	The first and every second (1, 3, 5, 7, etc.)
20 - 29	The first and every third (1, 4, 7, 10, etc.)
30 - 59	The first and every fourth (1, 5, 9, 13, etc.)
60 - 99	The first and every fifth (1, 6, 11, 16, etc.)
100 - 199	The first and every tenth (1, 11, 21, 31, etc.) plus additional folders to make a sample of 20.

Where more than one teacher has responsibility for marking the sample chosen should reflect this.

As a result of the moderation, the marks of candidates may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assignments will be sent to the moderator.

It assists the moderation process considerably if the final marks of all the candidates are submitted to the moderator in rank order. It is only if this is done that the moderator can be fully aware of the full impact of any scaling.

In the event of concern over the awarding procedures, the normal appeals process will apply.

Authentication

Candidates will be required to confirm in writing, with any exceptions stated, that the work has been completed independently. This will be achieved by signing the appropriate part of the Controlled Assignment.

Teachers will be required to confirm in writing that, to the best of their knowledge, all the work submitted for moderation, with any exceptions stated, is the candidate's own unaided work. This will be achieved by signing the appropriate part of the Controlled Assignment.

Recording of Controlled Assignment Marks

Marks will be recorded on "C forms" and distributed to centres.

Submission of Controlled Assignments

Candidate work may be sent in CD format or on-line.

Retention of Controlled Assignments

Centres need to retain the Controlled Assignments until the term following the Examination Series in which the Controlled Assignment was undertaken.

Assessment Objectives

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	25%
AO2	Application of knowledge, skills and understanding	40%
AO3	Research and analysis	20%
AO4	Evaluation	15%

5.8 Unit ABUS 8 - Management and Change

Introduction

In this unit learners will study the types of change that businesses have to make in order to survive and progress. They will explore the different types of decisions that managers must make in situations such as researching demand and selecting the most appropriate type of finance. Learners will also examine the different methods and approaches that are used by managers when responding to changes that they face. Managers seek to motivate their staff, and in this context learners will study how managers may try to change their style of leadership to continue or improve motivation, when faced with a changing business environment.

Learners will also review the nature of change from the business's viewpoint. This will give them the opportunity to examine how businesses identify the internal or external causes of change, and to carry out an analysis of the types of internal and external change. In situations involving change, businesses need to obtain information and learners will explore how this information is obtained. They will also study how change affects business in different ways: its impact upon the business's employees, systems, technology and culture.

Effective management of change usually involves close teamwork, and learners will meet examples of different team roles and team structures in the context of change. they will also discover the various human factors and other resource-based influences that can stop effective change taking place., and learn how businesses use certain tactics and strategies to counter the temptation to block change. Learners will meet a range of relevant business examples on implementing and managing change: for example, the introduction of on-line trading, the purchase and use of new equipment, and the marketing of a new product.

Recommended prior learning

Units 5 and 6.

Content

	Focus	Amplification
ABUS 8.1	Management	Candidates should be able to:
ABUS 8.1.1	Management and risk	<p>Review the characteristics associated with management, in particular the need and willingness to take risks.</p> <p>Describe and give examples of the key features of management, such as planning, controlling, organising, appraising, monitoring, reporting and evaluating.</p> <p>Explain and give examples of the types of decision managers must make, including tactical versus strategic, proactive versus reactive, routine versus non-routine, in the context of business decisions relating to identifying consumer wants, assessing markets and researching demand, judging opportunity costs, selecting appropriate finance, undertaking SWOT analyses, measuring success.</p>
ABUS 8.1.2	Management and motivation	<p>Examine motivational influences on entrepreneurs, both profit-based and non-profit-based.</p> <p>Analyse the value of recognising the differing motivational requirements of employees, including manual/physical and clerical/knowledge based, skilled and unskilled, younger and older, full-time and part-time, paid and unpaid.</p> <p>Outline and give examples of different leadership styles - paternalistic, consultative, autocratic, democratic, laissez-faire - being used in different business situations.</p> <p>Explore the problems arising from using inappropriate leadership styles in different business situations.</p> <p>Assess the extent to which managers can change their leadership style in the face of a changing environment.</p> <p>Judge the extent to which different organisational structures and leadership styles influence employee motivation.</p> <p>Consider the need for managers to plan when and how to empower employees through delegation.</p> <p>Assess the suitability in different business situations of motivational approaches used by managers relating to team working, flexible working, empowerment, job enrichment.</p>

ABUS 8.2 Change

ABUS 8.2.1 Internal and external causes of change

Examine how businesses identify the internal or external causes of change that lead to the implementation of a formal change programme.

Analyse the types of internal change and their associated issues of a change in ownership, the effect on business size and organic growth, the decision to diversify or to enter new market segments.

Undertake STEP analysis to determine the types of external change and their associated issues.

ABUS 8.2.2 The impact of change

Explain how businesses obtain information through qualitative and quantitative approaches - questionnaires, interviews, observation, existing documents and records - as the basis for assessing the likely impacts of change

Assess the likely impacts in the following business contexts of change:

change directly affecting employees - training for new skills, equipment or systems;

change based on systems - introduction of new processes and procedures;

change based on technology - obtaining and using new machinery or equipment;

change based on culture - new entrepreneurial activity or innovation, further participation, attitudinal changes e.g. with reference to equality of opportunity.

ABUS 8.3 Managing change

ABUS 8.3.1 Deciding how to manage change

Explain, using examples, the following elements of project management in managing change: creating the team, identifying and implementing team structures, coordinating the change process outside the team, motivating within and outside the team to ensure agreement and commitment.

Analyse the roles played by project planning in managing change, including identifying and planning individual tasks and plans, identifying and obtaining necessary resources and expertise, the use of GANTT charts and other approaches to planning.

Assess the relative merits of managing change internally or employing external agencies to manage change.

ABUS 8.3.2 Controlling the effects of change	<p>Explain influences that can negate the implementation of change, including unsuitable or unrealistic goals or targets, lack of motivation, lack of commitment, lack of leadership, lack of effective planning or implementation.</p> <p>Analyse the likely internal and external factors that may thwart effective change, including illness or other absence, inability to obtain resources on time, changes in external circumstances (eg new legislation, new competition).</p> <p>Explore the tactics and strategies used in businesses to counter the temptation to block change.</p>
ABUS 8.3.3 Implementing and managing change	<p>Analyse, using examples, how different businesses implement and manage change related to the following business aspects:</p> <ul style="list-style-type: none"> introducing on-line trading; establishing new procedures; using new equipment; marketing new products; trading in new markets; handling the reorganisational and other effects of an increase or reduction in business size, and financing the change in size. <p>Assess the value of contingency planning in implementing and managing change.</p>

Assessment of this unit

This is a mandatory unit for the A2 Double award, and therefore only candidates who take the Advanced Double Award will undertake this assessment.

The assessment of this unit is internal, through the use of virtual work experience based on WJEC-provided tasks. Tasks will be refreshed every year.

The assessment objective weightings for this unit are as follows.

AO1	Knowledge, skills and understanding	25%
AO2	Application of knowledge, skills and understanding	30%
AO3	Research and analysis	20%
AO4	Evaluation	25%

6 SCHEME OF ASSESSMENT

Quality of written communication

The Quality of Written Communication is assessed through all units and descriptors have been integrated into the marking information accordingly. Mark schemes and mark bands have been constructed so as to allow for the presentation of coherent account, cogent argument, appropriate format, use of vocationally specific terminology and clarity.

Synoptic assessment

Synoptic assessment, the testing of candidates' understanding of the connections between the different elements of the subject, is a requirement of all A level specifications. The assessment of unit 5 – Business Decision-making is through an on-screen examination which draws on the understanding and knowledge gained from units 1 & 2. Unit 6 – Business Planning is internally assessed and requires candidates to adopt a holistic approach, drawing upon all other AS and A2 units in the construction of a digital portfolio. An understanding of the interrelationship between all aspects of the planning activity is an essential requirement of this unit.

Awarding, Reporting and Re-Sitting

The overall grades for GCE AS and A level Single / Double in Applied Business respectively will be recorded as a grade on a scale from A to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

AS Single Award

	Max. UMS	A	B	C	D	E
Unit 1 (weighting 40%)	80	64	56	48	40	32
Unit 2 (weighting 60%)	120	96	84	72	60	48
AS Single Award	200	160	140	120	100	80

AS Double Award

	Max. UMS	A	B	C	D	E
Unit 1 (weighting 20%)	80	64	56	48	40	32
Unit 2 (weighting 30%)	120	96	84	72	60	48
Unit 3 (weighting 20%)	80	64	56	48	40	32
Unit 4 (weighting 30%)	120	96	84	72	60	48
AS Double Award	400	320	280	240	200	160

A Level Single Award

Unit 1 (weighting 20%)	80	64	56	48	40	32
Unit 2 (weighting 30%)	120	96	84	72	60	48
Unit 5 (weighting 20%)	80	64	56	48	40	32
Unit 6 Weighting 30%	120	96	84	72	60	48
A Level Single Award	400	320	280	240	200	160

A Level Double Award

	Max. UMS	A	B	C	D	E
Unit 1 (weighting 10%)	80	64	56	48	40	32
Unit 2 (weighting 15%)	120	96	84	72	60	48
Unit 3 (weighting 10%)	80	64	56	48	40	32
Unit 4 (weighting 15%)	120	96	84	72	60	48
Unit 5 (weighting 10%)	80	64	56	48	40	32
Unit 6 (weighting 15%)	120	96	84	72	60	48
Unit 7 (weighting 10%)	80	64	56	48	40	32
Unit 8 (weighting 15%)	120	96	84	72	60	48
A Level Double Award	800	640	560	480	400	320

At A level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and have also achieved a minimum UMS score (to be specified) in the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. However, once units have been aggregated ('cashed in') for any qualification, subsequent re-sitting of units for re-aggregation with units already taken is not allowed; the qualification as a whole must be retaken. Candidates are, however, able to 'decline' the award of the qualification within a limited period after the publication of results. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification when they are used to contribute to the qualification.

7

KEY SKILLS

Key Skills are integral to the study of AS/A level in Applied Business and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

- Communication
- Application of Number
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for [Applied Business]', available on the WJEC website.

8

GCE BUSINESS PERFORMANCE DESCRIPTIONS

The aim of the performance descriptions for GCE Applied Business is to indicate those learning outcomes and levels of attainment likely to be shown by representative candidates performing at the A/B and E/U boundaries for both AS and A2 levels. The performance descriptions have not been written at either specification or unit level, and therefore give a general indicator of the required learning outcomes by illustrating the expectations at the A/B and E/U boundaries for the AS and A2 as a whole. Each performance description is aligned to one assessment objective and should be interpreted in relation to the content outlined in the specification.

Performance descriptions are not designed to define specification content, but to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries are set. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others. The requirement for all AS and A2 specifications to assess learners' quality of written communication will be met through all four assessment objectives.

Teachers may find performance descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

The difference between the AS and A2 standard for Applied Business is determined by a number of factors.

- The more challenging assessment objective weightings at A2
- The greater challenge associated with the A2 content
- The demands made on candidates by the synoptic assessment unit 6
- The differences spelt out in the following performance descriptions.

AS Performance Descriptions

Assessment objective	AO1	AO2	AO3	AO4
	Candidates demonstrate knowledge and understanding of the specified content and relevant business skills.	Candidates apply knowledge and understanding of the specified content and relevant business skills.	Candidates use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.	Candidates evaluate evidence to reach reasoned judgements.
A/B boundary performance description	Candidates characteristically demonstrate: (a) depth of knowledge and understanding of a range of key business concepts across the AS specification (b) an understanding of the benefits of relevant business skills and how and when these can be used.	Candidates characteristically apply effectively: (a) depth of knowledge and understanding of a range of key business concepts across the AS specification (b) relevant business skills to business contexts (c) appropriate numerical techniques to business contexts.	Candidates characteristically: (a) select relevant and up-to-date information from a range of sources (b) use appropriate numerical and/or non-numerical techniques on the selected information to analyse business issues, problems or opportunities.	Candidates characteristically demonstrate evaluation by: (a) prioritising evidence and arguments (b) showing judgement in the selection and presentation of findings (c) presenting supported conclusions (d) making appropriate recommendations.

Quality of written communication at A/B. Candidates:

characteristically use written expression which conveys appropriate meaning and which uses appropriate specialist vocabulary.

Assessment objective	AO1	AO2	AO3	AO4
E/U boundary performance description	Candidates characteristically demonstrate, perhaps with significant omissions: (a) knowledge and some understanding of a range of business concepts contained in the AS specification (b) an understanding of relevant business skills and when these can be used.	Candidates characteristically apply: (a) knowledge and some understanding of a range of business concepts contained in the AS specification (b) relevant business skills to business contexts (c) appropriate numerical techniques to business contexts.	Candidates characteristically: (a) collect relevant and up-to-date information from a limited range of sources (b) use appropriate numerical and/or non-numerical techniques on the collected information to partially analyse business issues, problems or opportunities.	Candidates characteristically demonstrate evaluation by using some of the following: (a) prioritising evidence (b) presenting conclusions (c) making recommendations.

Quality of written communication at E/U. Candidates:

characteristically use written expression which is adequate to convey meaning and which may be expressed in a non-specialist way.

A2 Performance Descriptions

Assessment objective	AO1	AO2	AO3	AO4
	Candidates demonstrate knowledge and understanding of the specified content and relevant business skills.	Candidates apply knowledge and understanding of the specified content and relevant business skills.	Candidates use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.	Candidates evaluate evidence to reach reasoned judgements.
A/B boundary performance description	Candidates characteristically demonstrate: (a) depth of knowledge and understanding of a range of key business concepts across the AS and A2 specifications, as appropriate (b) an understanding of the benefits of the relevant business skills, including higher level skills, and how and when these can be used.	Candidates characteristically apply effectively: (a) in-depth knowledge and understanding of a range of key business concepts across the AS and A2 specifications, as appropriate (b) relevant business skills, including higher level skills, and appropriate numerical techniques to business contexts	Candidates characteristically: (a) select relevant and up-to-date information from a range of sources (b) use appropriate numerical and/or non-numerical techniques on the selected information to analyse complex business issues, problems or opportunities (c) develop a business strategy.	Candidates characteristically demonstrate evaluation by: (a) prioritising evidence and arguments (b) showing judgement in the selection and presentation of findings (c) presenting supported conclusions (d) making appropriate recommendations (e) justifying business strategies.

Quality of written communication at A/B. Candidates:

characteristically use written expression which conveys appropriate meaning and which uses appropriate specialist vocabulary.

Assessment objective	AO1	AO2	AO3	AO4
E/U boundary performance description	Candidates characteristically demonstrate, perhaps with significant omissions: (a) knowledge and some understanding of a range of business concepts contained in the AS and A2 specifications, as appropriate (b) an understanding of relevant business skills, including higher level skills, and when these can be used.	Candidates characteristically apply effectively: (a) knowledge and some understanding of a range of business concepts contained in the AS and A2 specifications, as appropriate (b) relevant business skills, including higher level skills, and appropriate numerical techniques to business contexts.	Candidates characteristically: (a) collect relevant and up-to-date information from a range of sources (b) use appropriate numerical and/or non-numerical techniques on the collected information to partially analyse complex business issues, problems or opportunities (c) outline a business strategy.	Candidates characteristically demonstrate evaluation by using some of the following: (a) prioritising evidence and arguments (b) making judgements (c) presenting conclusions (d) making recommendations.

Quality of written communication at A/B. Candidates:

characteristically use written expression which is adequate to convey meaning which may be expressed in a non-specialist way.