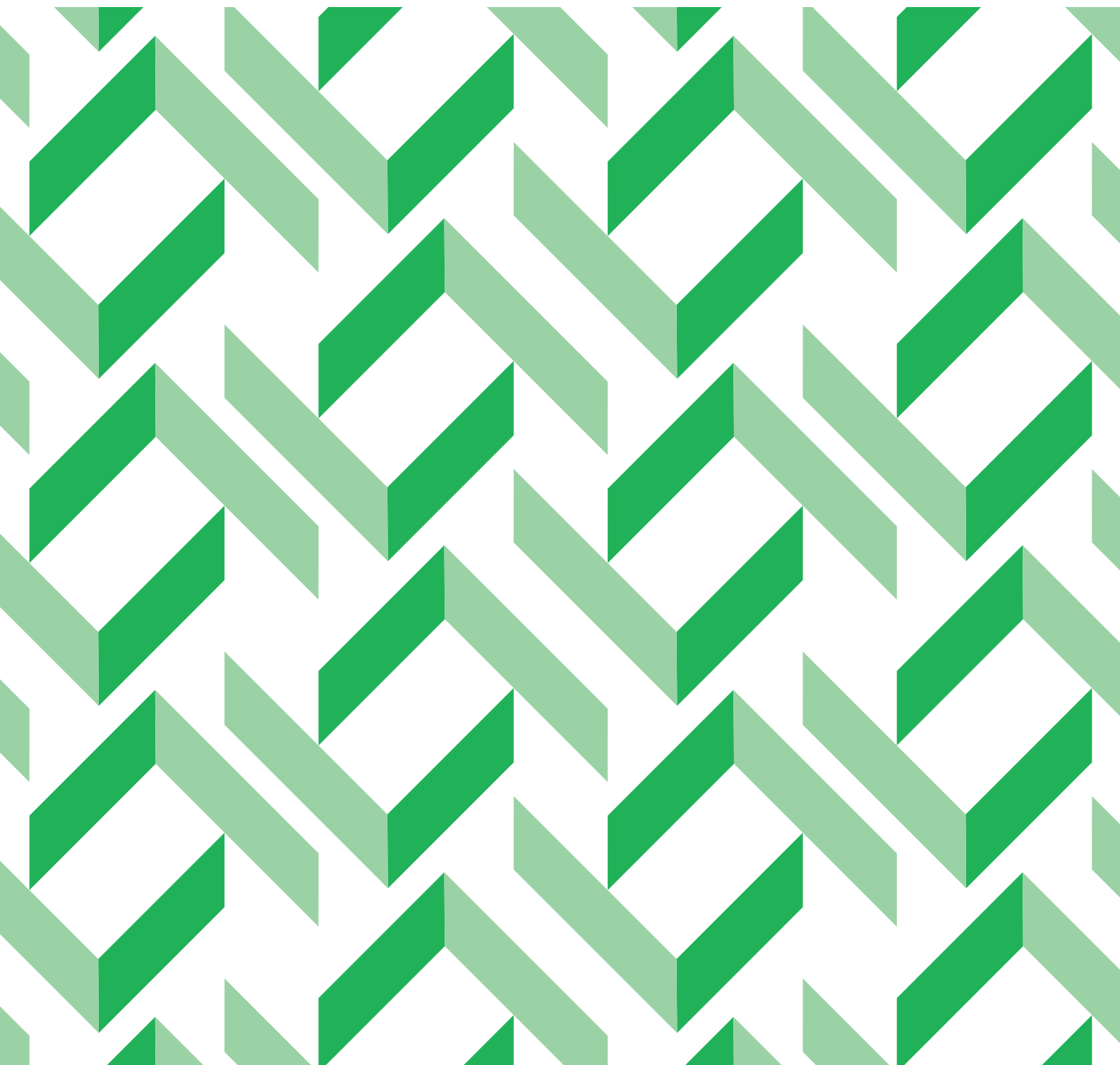




GCSE

Specifications for teaching from 2009

Business Studies



Contents

WJEC GCSE in BUSINESS STUDIES
For Teaching from 2009
For Award from 2011

	Page
Summary of Assessment	2
Introduction	3
Specification Content	6
Scheme of Assessment	11
Awarding, Reporting and Re-sitting	13
Grade Descriptions	14
Administration of Controlled Assessment	15
The Wider Curriculum	25
Appendices	30

BUSINESS STUDIES

SUMMARY OF ASSESSMENT

Written Paper 75% (2 hours) 100 marks

One paper which will be targeted at the full range of GCSE grades.

Compulsory short-answer questions and compulsory questions based on stimulus material. Some of these questions will require extended writing and will assess the quality of written communication.

Controlled Assessment (25%) 60 marks

Task Setting

- Externally set by WJEC with centres choosing from a range of comparable tasks.

Task Taking

- Research - medium level of control over a 6 week period.
- Analysis and evaluation - direct control, up to 2000 words in a time period that should not exceed three hours.

Task Marking

- Internally marked and externally moderated.

First Assessment and Award: Summer 2011

Subject Entry Codes

	Subject	Option*
GCSE in Business Studies	4080	SA or GU

* Option Codes: English Medium SA, Welsh Medium GU

Qualification Accreditation Number: 500/4523/4

BUSINESS STUDIES

1 INTRODUCTION

1.1 Rationale

This specification is designed to deepen candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice and reflects the integrated nature of organisations and their decision-making processes.

The specification contributes to the quality and coherence of national provision in numerous ways. It complements and extends the areas of experience covered by other specifications, notably economics and geography, by providing an important context in which to study resource allocation. It enriches candidates' understanding and awareness of citizenship by examining business from a range of stakeholder perspectives. It requires candidates to recognise that there is a spiritual, moral, ethical, social and cultural dimension to business decision-making

1.2 Aims and Learning Outcomes

Following a course in GCSE Business Studies should encourage students to:

- be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors;
- make informed decisions about learning opportunities and career choices.

This specification will enable students to:

- actively engage in the study of business and to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- use an enquiring, critical approach to distinguish facts from opinion and to build arguments and make informed judgements;
- develop and apply their knowledge and understanding and skills to contemporary issues in a range of national, local and international contexts;
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities;
- consider the extent to which business and economic activity can be ethical and sustainable.

1.3 Prior Learning and Progression

There is no specific requirement for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1-3 in a wide range of subjects. The subjects will include those studied as part of the National Curriculum such as Mathematics, English, History and Geography and those that may have been studied as part of the wider curriculum, for example European Studies and Economic Awareness.

This specification may be followed by any candidates, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning.

Candidates who have followed this specification will have the necessary knowledge, understanding and skills needed to progress either to the more demanding AS Business Studies or AS Applied Business or to a range of related subjects at AS level.

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

In the case of GCSE Business Studies no potential barriers were identified in the subject criteria and this qualification has been reviewed to ensure that no additional barriers have been included.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3210

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

2

SPECIFICATION CONTENT

The following content should be taught in the context of the assessment objectives, and in particular candidates need to demonstrate their specified knowledge and critical understanding of: the business aspects of for-profit and not-for-profit organisations within their economic, political and social contexts; how enterprise adds value by organising the production of goods and services; how business performance is viewed from a range of stakeholder perspectives.

Candidates must develop an understanding of the dynamics of business activity which is rooted in business theory and practice and reflects the integrated nature of organisations and their decision-making processes.

Candidates will be expected to be familiar with current issues in business and should investigate problems which are of importance in the domestic and international contexts of the UK economy. They should be able to make justifiable decisions and offer solutions to such problems using both quantitative and qualitative evidence.

Candidates should be aware of the threats, constraints and opportunities arising from membership of the European Union and the global economy and the need for businesses to adopt a moral/ethical stance and a responsible attitude towards the physical environment.

Business Studies must relate to the real world of business and the community outside the classroom. The business world will be better understood by organised visits to local firms and businesses.

Candidates should be encouraged to use a variety of presentation techniques, e.g. tables, graphs and pie charts, as a means of presenting numerical data whenever appropriate.

The order in which the specification content is presented does not imply a prescribed teaching order.

2.1 The Business Framework

Entrepreneurs set up their businesses with a wide range of aims and objectives. These have to be modified as the businesses grow and as the market and competitive environment in which they operate changes locally, nationally and internationally. These objectives include: survival, profit maximisation (the reward for risk taking), growth, increased market share and operating ethically and in a sustainable manner. Consideration needs to be given as to why these objectives are set and how they can be achieved.

Candidates should be able to:

- understand why and how businesses start - the functions of the entrepreneur;
- demonstrate understanding, in theory and practice of the following types of business organisations: sole traders, partnerships, private and public limited companies and social enterprises such as co-operatives and charities;
- make critical comparisons and informed selections of the most appropriate business structure for a firm to adopt by considering issues such as aims and objectives, formation, ownership, management, control, liability, size, sources of finance, distribution of profits.

2.2 Businesses and their Customers

Businesses must appreciate the interdependence between themselves and their customers, and the importance and power of customers. In order to be successful, they must identify customer needs and market their products and services effectively in a dynamic and competitive environment.

Candidates should be able to:

- appreciate the importance of market research (desk and field) in identifying customer needs;
- present, interpret and use market research findings in written, numerical and graphical form in order to aid decision-making;
- explain how and why markets are segmented;
- demonstrate an understanding of the product life cycle and the strategies that might be used to extend the life cycle of a product;
- demonstrate knowledge and critical understanding of the marketing mix;
- recognise marketing constraints imposed by consumers, regulatory organisations and pressure groups.

2.3 Producing Goods and Services

Businesses meet the needs and wants of consumers by providing goods and services. To be successful they must operate efficiently and provide quality products at optimum locations, locally, nationally and internationally.

Candidates should be able to:

- distinguish between goods and services that are provided through both the private sector and the public sector;
- explain the methods of production in relation to both quality and quantity produced - job, batch and flow production;
- understand how waste can be minimised through the efficient use of resources - stock control, quality control and the interrelationship of functional departments;
- use break-even analysis as an aid to decision making;
- explain how and why businesses grow both internally and externally and understand why some businesses remain small;
- identify the factors affecting the location of production and retail units - locally, nationally and internationally;
- explain the importance of international trade to business and identify the resulting problems, threats and opportunities that face businesses operating in the global market place;
- understand the importance of membership of the European Union, and issues relating to the single European currency (euro) from the perspective of a range of stakeholders.

2.4 Human Resource Planning

Human resources are often seen as a business's most valuable asset. Businesses must seek to recruit the right staff and ensure they undergo training and frequent re-training. Management and motivation of the workforce should be seen as vital to business success.

Candidates should be able to:

- understand the processes by which businesses recruit the right staff;
- appreciate the purpose of induction training and re-training to cope with the changing working environment due to, for example, new health and safety requirements, new working practices, new technology and new government training schemes;
- demonstrate knowledge and understanding of the roles, responsibilities and relationships of employers and employees including the aims and actions of trade unions;

- demonstrate an understanding of organisation charts, e.g. hierarchy, span of control and chain of command;
- know the means and importance of effective communication and evaluate the appropriateness of different methods of communication in different situations;
- explain how management can achieve motivation through effective leadership and the appropriateness of different styles of leadership for different situations;
- distinguish between gross and net pay and the role of money and non-monetary incentives (such as fringe benefits, promotion prospects, profit sharing) in achieving motivation.

2.5 The External Environment

Businesses operate in a dynamic, uncertain environment and their success (or failure) often depends on their willingness and ability to take risks and the extent to which they recognise and anticipate change and react to potential and actual change. Success should be viewed from a variety of stakeholder interests including employers, employees, customers, suppliers, shareholders and the community.

Candidates should understand the impact on business of:

- the activities of competitors;
- the changing use of ICT in business and economic activity;
- technology in terms of production techniques and new products;
- environmental factors (including sustainability), cultural and ethical issues;
- government legislation: including employment law; environmental law; health and safety law; consumer law; competition law and copyright law. (A broad understanding of the constraints and responsibilities that such legislation puts on business is required, not detailed knowledge of particular Acts of Parliament.);
- the macro-economic environment: including tax rates; rates of interest; exchange rates; employment levels; inflation rates and the general level of economic activity. (Economic theory relating to rates of interest, inflation, etc. is not required.);
- unforeseen events e.g. natural disasters, adverse weather conditions, disease in livestock.

Candidates will also be expected to appreciate that government legislation, the macro-economic environment, competitive forces, environmental, cultural and ethical issues and technology change over time and can have a considerable impact on businesses and their stakeholders.

2.6 Business Finance and Control

Businesses need to raise finance to set up, operate and expand. In addition, they must keep financial records and financial statements which will aid their decision making, chart their progress and provide a measure of business performance for a variety of stakeholders.

Candidates should be able to:

- distinguish between the main internal and external forms of finance for business including: owners' funds, additional partners, reinvested profit, share issues, loans, overdrafts, hire purchase, leasing, trade credit, government grants (local, national and European);
- select and justify the types of finance which are appropriate for different circumstances, e.g. when starting up, when seeking to ease cash flow problems, when expanding;
- know how the business plan functions as a tool for aiding decision making and securing financial backing for business ventures;
- interpret cash flow forecasts and explain why they are an important aid to decision making;
- use profit and loss accounts and balance sheets to critically appraise business performance, e.g. current performance, performance over time, against other firms' performance, against alternative investment opportunities, against set targets and from the perspective of a range of stakeholders.

3

ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE Business Studies is untiered, i.e. all components cater for the full range of ability and allow access to grades A*-G.

Written Examination Paper (75% of the final mark)

This paper will be of two hours' duration and will consist of short-answer questions and longer, stimulus response questions. Some questions will require extended writing and will assess the quality of written communication. The examination paper will be presented in the form of a question-and-answer booklet.

Controlled Assessment (25% of the final mark)

The controlled assessment is a compulsory component of GCSE Business Studies. It complements the external examination by offering a distinct means of assessment. It is important for a number of reasons.

It enables candidates to:

- carry out primary and secondary research;
- analyse and evaluate evidence in business in the context of an investigation;
- investigate and understand, if appropriate, business issues in a local context;
- engage with business decision-making and problem-solving.

The regulation of controlled assessment is split into three stages.

A. Task Setting

- Externally set by WJEC with centres choosing from a range of comparable tasks.

B. Task Taking

- Research - medium level of control over a 6 week period.
- Analysis and evaluation - direct control, up to 2000 words in a time period not exceeding three hours. The three hours may be in a single timetabled session or the three hours may be spread over a period not exceeding ten working days.

C. Task Marking

- Internally marked and externally moderated.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

- AO1 recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
- AO2 apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;
- AO3 analyse and evaluate evidence, make reasoned judgements and present conclusions.

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	AO3	Total
Written Examination Paper	25.5%	27%	22.5%	75%
Controlled Assessment	7.5%	10%	7.5%	25%
Total Weighting	33%	37%	30%	100%

3.3 Quality of Written Communication

In both the written examination paper and the controlled task, candidates will be assessed on the quality of their written communication within the overall assessment of that unit.

Mark schemes for these units include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to the complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

4

AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the total mark for this component may be carried forward for aggregation with the external component when it is re-taken.

5 **GRADE DESCRIPTIONS**

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

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, theories, issues and current practice in business. They understand and use business terminology accurately and appropriately.

They plan and carry out effectively a range of investigations and tasks using a wide range of skills competently. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources, and to investigate business organisations in a variety of contexts.

They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and make informed and reasoned judgements to present reasoned and substantiated conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately.

They plan and carry out investigations and tasks using a range of skills appropriately. They apply their knowledge and understanding to select and organise relevant information from a variety of sources to investigate business organisations in different contexts.

They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.

Grade F

Candidates demonstrate knowledge and understanding of some basic aspects of concepts, theories, issues and current practice in business. They communicate their ideas using everyday language. They use some basic business terminology.

They carry out straightforward investigations and tasks using a limited range of skills. They apply some knowledge and understanding to select and organise basic information from a limited range of sources to investigate business organisations.

They identify some evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.

6

ADMINISTRATION OF CONTROLLED ASSESSMENT

The WJEC GCSE Business Studies specification meets all the regulations for controlled assessment as laid down by the regulatory authorities.

6.1 The Scheme of Assessment

The Scheme of Assessment

The controlled assessment task is worth 25% of the total marks available for the specification.

The regulation of controlled assessment in GCSE Business Studies is split into three stages:

- task setting;
- task taking;
- task marking.

For each stage, the regulatory authorities have specified a certain level of control to ensure that the conditions under which the tasks are set, carried out and marked are robust and consistent between centres and Awarding Bodies. These controls will ensure that the assessment is valid, reliable and authenticated with a high degree of confidence.

Task Setting

Candidates must complete **one** business investigation. This should arise naturally out of the teaching of the subject content. The WJEC will provide a number of comparable tasks from which centres can select the ones that they wish to use with their candidates. It is permissible for the teacher to set all candidates the same task, or alternatively candidates, with teacher guidance, must choose **one** from the list available.

WJEC will issue a new set of tasks for each cohort at the commencement of the course. This meets the regulators' requirement that tasks should be replaced each year.

The controlled assessment tasks for those candidates being accredited in 2011 are given on pages 16 and 17.

Centres can contextualise the tasks to suit their specific circumstances in relation to availability and access to resources and to businesses. The latter is of particular importance when investigating local business issues, where opportunities for primary research may vary from one geographical area to another.

The controlled assessment tasks for those candidates being accredited in 2011 are shown below and on page 17. One controlled assessment task must be chosen.

AIM

To investigate whether there is a gap in the market for a new business in your locality.

Research

- Identify a new business that might set up in your locality.
- Carry out research to find out if there is a need for this new business.
- Assemble, organise and prepare research findings and material for the final report.

Analysis and evaluation of findings

- Write a report on the likely success of the business you have identified.

AIM

To investigate the impact on a variety of stakeholders of a major business development in your locality.

Research

- Identify a major new business development in your locality.
- Carry out research to find out how various stakeholders are affected by the business development.
- Assemble, organise and prepare research findings and materials for the final report.

Analysis and evaluation of findings

- Write a report analysing and evaluating the impact on a variety of stakeholders of the major new business development you have identified and consider whether the new development is beneficial to the locality.

AIM

To investigate the impact on businesses of changes in the use of ICT.

Research

- Carry out research to identify a number of businesses that have been affected by changes in the use of ICT and the ways in which they have been affected.
- Assemble, organise and prepare research findings and materials for the final report.

Analysis and evaluation of findings

- Write a report analysing and evaluating the impact of changes in the use of ICT on the businesses identified and decide whether the advantages outweigh the disadvantages.

AIM

To investigate the possible causes and consequences of a proposed merger/ takeover between two large scale businesses.

Research

- Identify a recent merger between two large scale businesses.
- Carry out research to determine the causes of the merger/takeover and the possible consequences.
- Assemble, organise and prepare research findings and material for the final report.

Analysis and evaluation of findings

- Write a report discussing the reasons for the merger/takeover, evaluate the possible implications and recommend whether the merger/takeover should take place.

Task Taking

There are two aspects to Task Taking: **firstly** research and **secondly** analysis and evaluation.

A Research

Research is carried out under **limited** control.

- Authenticity control

The research work must be supervised by the teacher and guidance given regarding the appropriate sources of research that are applicable to the investigation chosen. The research should include, where appropriate, primary research, e.g. questionnaires and secondary research, e.g. books, newspapers, the internet. In the case of primary research, where questionnaires are to be used, the questions should be devised in class under teacher supervision, but gathering the research data can be carried out off-site.

Teachers must keep a log of any general advice given to all candidates. Copies of the advice given must be submitted to the moderator with the sample of controlled task investigations.

It is sometimes necessary for the teacher to provide some research material for all pupils. This is because gaining access to such material may be problematic for students and/or business organisations do not wish to be inundated with multiple requests for the same information. In these instances the teacher must record and keep examples of any pieces of research material that are given to all pupils. This material must be submitted to the moderator with the sample of controlled task investigations.

Before submitting the controlled task for marking, candidates will be asked to sign an authentication statement confirming that they have read and followed the *JCQ Notice to Candidates* regulations relating to controlled assessments. They will be required to confirm in writing, with any exceptions stated, that the work has been completed unaided. This will be achieved by signing the Controlled Assessment cover sheet (BS2).

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 composite mark sheet (BS1) and the Controlled Assessment cover sheet (BS2).

Full details of any assistance given to particular candidates which is beyond that given to the teaching group as a whole should be indicated on BS2 and this should be taken into account when marking the Controlled Assessment.

- Feedback control

The business investigation will be drawn from the subject content area. It will need to be introduced and specific issues taught and discussed. It is advisable for the investigation, therefore, to be conducted when, or soon after, the content is taught.

Teachers can comment on the research work being undertaken by candidates, e.g. on the nature and suitability of the research methodology a candidate has chosen to adopt, or the suitability of a questionnaire for primary research.

Teachers must keep a detailed log of any general advice given to all candidates. The nature of any additional advice, both oral and written, given to individual candidates should be dated and logged. In some cases it may be minimal and merely give candidates a steer in the right direction. In other cases it may be detailed and need to be borne in mind when making the final assessment. This information should be recorded on the BS3 form (see appendix 3).

The teacher logs must be submitted to the moderator with the sample of controlled task investigations.

- Time control

The total time allocated to this element of the controlled assessment should be a maximum of six weeks. This time span is designed to give maximum flexibility for the conducting of primary research and to accommodate the needs of those candidates who require extra time due, for example, to learning difficulties. (This complies with the JCQ document *Access Arrangements and Special Consideration*.)

WJEC recommends that the task is carried out during Year 11 to recognise the maturation of students.

- Collaboration control

The work of the individual may be informed by working with others, e.g. in constructing a questionnaire and gathering evidence, but candidates must provide an individual response.

- Resources control

Candidates' access to resources is determined by those available to the centre and can include secondary research methods, such as use of the internet, journals, books, material from business organisations and by means of primary research methods, e.g. surveys/questionnaires regarding local business issues.

B Analysis and evaluation of findings

Overall this aspect has a **high** level of control.

- Authenticity control

Candidates complete all work under formal supervision.

Candidates are permitted to bring with them the following items:

- a summary of the research methods used;
- a summary of the main findings - this can be in the form of a flow chart and/or continuous prose, but should not exceed 200 words;
- graphs and charts;
- photographs;
- maps and diagrams;
- a questionnaire - original copy only.

Candidates can complete the work in handwritten form or by using ICT. If the work is word-processed, the spell-checker must be switched off.

- Feedback control

During the completion of the controlled assessment, teachers are allowed to communicate with candidates to clarify issues, but not to offer suggestions or solutions. Teachers may give help regarding technical issues, such as problems with ICT equipment.

- Time control

The evaluation and communication of findings must not exceed 2000 words. It can be handwritten or word-processed in a time-period which should not exceed three hours.

It is recommended that the analysis and evaluation is completed during a single block of time, i.e. a morning or afternoon session. This will make it easier for teachers to administer and will ensure continuity for candidates. In centres with large cohorts it is not necessary for all candidates to complete the work in the same session.

If candidates complete the work over a number of lessons, all work must be collected at the end of each lesson and re-issued at the start of the next session. In these circumstances the total time allocated should not exceed three hours and the work should be completed in a period not exceeding ten working days.

Candidates with specific learning difficulties can be given extra time as defined in the JCQ document *Access Arrangements and Special Consideration*.

- Collaboration control

Candidates must complete all work independently.

- Resource control

Research material is limited to that listed in Authenticity Control.

Access to the internet, portable storage devices and prior research work stored on the school server system is denied.

Task Marking

Task Marking is defined as having **medium** level of control.

- Teachers mark the task using the marking criteria on pages 21-22.
- WJEC externally moderates the marks using a sample, consistent with the Code of Practice requirements.

6.2 Instructions for teachers on internal assessment of Controlled Task

The controlled assessment task is worth 25% of the total marks available for the specification.

The controlled assessment tests all the assessment objectives for GCSE Business Studies, within the weightings, stipulated by the regulatory authorities.

Assessment objective	Candidates will be required to demonstrate their ability to:	Weightings Marks/ Percentage
AO1	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.	18 (7.5%)
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	24 (10%)
AO3	Analyse and evaluate evidence, make reasoned judgements and present conclusions.	18 (7.5%)

Each controlled assessment task should be marked out of 60.

Each task will be teacher assessed and subject to external moderation.

The marking criteria for the controlled tasks are based on and derived from the assessment objectives above and reflect the fact that each requires the assessment of more than one skill, e.g. AO3 requires both analysis and evaluation. In addition, the controlled task assessment regulations require the assessment of decision-making (use of data and problem solving), and the general criteria require the assessment of the quality of written communication.

The marking criteria on pages 21-22 should be used to assess the candidate's work. Teachers should remember that candidates are writing under controlled conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any perceived omissions. Marks awarded must be based exclusively on the assessment criteria. It is, therefore, possible for candidates to achieve full marks for very good work and zero if there is nothing which is worthy of credit. Marks should not be deducted for work which is less than perfect if it satisfies the criteria of the marking scheme and nor should marks be allocated as a consolation where they are not merited.

The marking criteria used to assess the candidate's work are presented in Levels of Response. For each of the assessment criterion there are four descriptor levels with band widths of 2, 3 or 4 marks. Teachers must read the candidate's work and then assign an appropriate level and allocate a mark for each of the assessment criteria adopting the principle of 'best fit'. It is, therefore, possible that candidates may achieve high marks in some of the assessment criteria and low marks in others.

The descriptor that most accurately describes the work should be selected and a mark should be assigned to the work. To select the most appropriate mark within the descriptor teachers should in any given level:

- award the higher of the two marks or the highest mark available if a piece of work fully meets the descriptor;
- award the lower of the two marks or the lowest mark available if a piece of work only just meets the descriptor;
- award the mark in the mid-range or the most appropriate mark in the mid-range if a piece of work does not fully meet the descriptor but exceeds the minimum required.

There will be six marks in total which should be recorded on the BS2 mark sheet (see Appendix 2).

(A) The candidate is able to:

- plan the investigation and carry out the research tasks with considerable teacher support. [0 - 2]
- plan the investigation and carry out the research tasks with some teacher support. [3 - 4]
- plan the investigation and carry out the research tasks almost unaided. [5 - 6]
- use their own initiative to plan the investigation and carry out the research tasks totally independently. [7 - 8]

(B) The candidate is able to:

- select information, using either desk or field research, from at least one source and express ideas with limited coherence and with frequent errors in spelling, punctuation and grammar. [0 - 2]
- select relevant information, using either desk or field research from at least two different sources, communicate his/her findings using one or two presentation techniques and express ideas in a generally logical manner with some errors in spelling, punctuation and grammar. [3 - 4]
- select relevant information, using desk or field research from at least three different sources, communicate his/her findings using a variety of presentation techniques and express ideas coherently and with generally accurate spelling, punctuation and grammar. [5 - 6]
- select relevant information, using desk or field research from at least four different sources, communicate his/her findings using a wide variety of presentation techniques and express complex ideas coherently with few, if any, errors in spelling, punctuation and grammar. [7 - 8]

(C) The candidate is able to:

- recall and demonstrate some elementary knowledge of a few of the concepts, issues and specialist terms that are appropriate for the investigation. [0 - 2]
- recall and demonstrate some knowledge and understanding of a few of the concepts, issues and specialist terms that are appropriate for the investigation. [3 - 4]
- recall and demonstrate sound knowledge and understanding of several of the concepts, issues and specialist terms that are appropriate for the investigation. [5 - 6]
- recall and demonstrate detailed knowledge and understanding of most of the concepts, issues and specialist terms that are appropriate for the investigation. [7 - 9]

(D) The candidate is able to:

- apply skills, knowledge and understanding using a narrow range of terms, concepts, theories and methods in an elementary way to the problems and issues of the investigation. [0 - 4]
- apply skills, knowledge and understanding using a variety of terms, concepts, theories and methods with some accuracy to the problems and issues of the investigation. [5 - 8]
- apply skills, knowledge and understanding using a wide variety of terms, concepts, theories and methods accurately to the problems and issues of the investigation. [9 - 12]
- apply skills, knowledge and understanding using most of the appropriate terms, concepts, theories and methods with considerable accuracy to the problems and issues of the investigation. [13 - 16]

(E) The candidate is able to:

- interpret the data at a simple level but not always accurately. [0 - 2]
- interpret the data accurately. [3 - 4]
- interpret the data accurately and attempts to use the information to analyse some of the problems and issues raised by the investigation. [5 - 6]
- interpret the data in detail and with accuracy and use the information to analyse most of the problems and issues raised by the investigation. [7 - 9]

(F) The candidate is able to:

- draw a few simple unsupported conclusions. [0 - 2]
- draw some soundly based conclusions. [3 - 4]
- evaluate evidence and draw conclusions. [5 - 6]
- evaluate evidence in a critical manner, make reasoned judgements and draw accurate conclusions throughout the investigation. [7 - 9]

6.3 Annotation of Controlled Assessment

This should be achieved by:

- (i) summative comments on the Controlled Assessment cover sheet (BS2);
- (ii) annotation of the candidate's Controlled Assessment i.e. in the margin or in the text. This should be brief and to the point. Attention should be drawn where candidates provide evidence of attaining a certain level of performance in relation to the assessment objectives or where there are clear errors (e.g. errors of fact, interpretation, definition and theory) and where the work is irrelevant.

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

6.4 Internal Moderation of Controlled Assessment

Centres must ensure that careful cross-moderation is carried out where more than one teacher is responsible for the marking of the Controlled Assessments. 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, for the external moderator, a written outline of the procedures that have been adopted.

6.5 Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work is provided on pages 32 and 33. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors*, which is also available on the JCQ website.

6.6 External Moderation of Controlled Assessment

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

WJEC's *Internal Assessment Manual* gives instructions about selecting and despatching samples of work to the moderator.

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 Assessments will be posted to the moderator.

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

6.7 Recording of Controlled Assessment Marks

Marks will be submitted on-line.

The assignment must be marked out of 60.

Instructions for the administration of internally-assessed work are given in the WJEC *Internal Assessment Manual*.

6.8 Submission of Controlled Assessment

The following should be submitted:

- copies of the set assignments;
- general notes of guidance given to all candidates;
- resource materials given to all candidates;
- the Controlled Assessment, for each candidate in the sample, in a soft covered binder or folder with the coversheets (BS2) and (BS3) placed at the front.

Material that candidates may have acquired in their research, such as multiple copies of questionnaires and pre-printed material from businesses, should **not** be submitted.

6.9 Return of Controlled Assessment

Work will be returned to centres by the moderator when the moderation process is complete. A sample of work will be sent to the Chief Moderator and may be retained for use at Awarding or CPD or as exemplar material.

6.10 Retention of Controlled Assessment

Retention of Controlled Assessment

Centres need to retain the Controlled Assessments until the end of November following the Summer Examination.

7

THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE in Business Studies 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 levels 1 and 2:

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

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

Opportunities for Use of Technology

There are many opportunities to use ICT in this specification.

Candidates may use word-processing to generate their own letters of application and CVs. Spreadsheets can be used to process responses to market research, for classifying costs and looking at the impact of what-if analysis in relation to break-even, cash flow, profit and loss accounts and balance sheets. Graphics packages can be used to generate publicity and promotional material for businesses.

In the controlled tasks the research elements will enable candidates to gather information and present it in a number of different ways, such as tables, bar graphs and pie charts. Information can be taken from databases, CD Roms and the internet.

A number of useful websites are listed in the *Teachers' Notes for Guidance* and these can be used to gather information, e.g. about company performance.

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

Business Studies requires candidates to examine the decision-making process in organisations from the perspective of numerous stakeholders. Candidates will need to be aware that a range of spiritual, moral, ethical, social, legislative, economic and cultural issues inform such decision-making and lead to the resolution of business problems.

Opportunities to consider the spiritual, moral, ethical, social, legislative, economic and cultural dimension in decision-making are signposted below.

Spiritual, moral, ethical, social, legislative, economic and cultural issues	Subject Content					
	2.1	2.2	2.3	2.4	2.5	2.6
Spiritual issues	✓					
Moral and ethical issues	✓	✓	✓	✓	✓	✓
Social issues	✓	✓	✓			
Legislative issues				✓	✓	
Economic issues					✓	
Cultural issues		✓			✓	

Spiritual Issues

- 2.1 The Basic Economic Problem.

Moral and Ethical Issues

- 2.1 Business Aims and Objectives.
- 2.2 Marketing.
- 2.3 Provision of goods and services via the private and the public sector.
- 2.4 Roles of People in Organisations.
Motivation.
- 2.5 The External Environment - the impact on business of environmental, cultural and ethical issues.
- 2.6 Business Finance and Control.

Social Issues

- 2.1 Business Aims and Objectives.
- 2.2 Market Research.
Marketing Mix.
- 2.3 Roles of People in Organisations.

Legislative Issues

- 2.4 Human Resource Planning - new health and safety requirements and new government training schemes.
- 2.5 The External Environment - the impact on business of government legislation: including employment law; health and safety law; consumer law; competition law; and copyright law.
- the impact of changing government legislation on businesses and their stakeholders.

Economic Issues

- 2.5 The macro-economic environment: including tax rates; rates of interest; exchange rates, employment levels, inflation rates and the general level of economic activity.

Cultural Issues

- 2.2 Market Segmentation
- 2.5 Government Legislation including Employment Law.
The European Union.
International Issues.

Sustainable Development

Candidates will need to be aware that responsible business decision-making takes account of sustainable development. Businesses are increasingly aware of the need to harness resources so that they not only provide for the present, but preserve the environment so that human needs can be met in the future.

Opportunities to consider issues relating to sustainable development in this specification occur through study of the following:

- 2.1 Business Aims and Objectives;
- 2.2 Producing Goods and Services – waste minimisation through efficient use of resources;
- 2.5 The External Environment – the impact on business of environmental factors including sustainability.

Citizenship

In this specification candidates will have the opportunity to develop knowledge and understanding of rights and responsibilities, legal and democratic institutions, issues of diversity, roles of profit and not-for-profit organisations, conflict and resolution, economic development and environmental issues. These opportunities will occur in the specification through study of the following:

- 2.1 Business Aims and Objectives.
- 2.2 Marketing Mix.
- 2.3 Location.
The European Union.
International Issues.
- 2.4 Training.
Roles of People in Organisations.
Motivation.
- 2.5 Government Legislation.
The macro-economic environment.
- 2.6 Sources of Finance.

Environmental Issues

Candidates will need to be aware that business decision-making is informed and constrained by environmental issues.

Opportunities to consider environmental issues in this specification occur through study of the following:

- 2.3 Location.
- 2.5 The External Environment - the impact on business of environmental (including sustainability) issues.

Health and Safety Considerations

Candidates will need to be aware that business decision-making is informed and constrained by health and safety considerations.

Opportunities to consider health and safety issues in this specification occur through the following:

- 2.3 Health and Safety Requirements in a Changing Working Environment;
- 2.5 Government Legislation including Health and Safety Law.

The European Dimension

In this specification, candidates are required to appreciate and understand that businesses operate in a local, national, European and global environment. The importance of the European dimension is emphasised in 2.3 Producing Goods and Services where candidates will be required to:

- 2.3 understand the importance of membership of the European Union, and issues relating to the single European currency from the perspective of a range of stakeholders;
- 2.3 explain the importance of international trade to business and identify the resulting problems, threats and opportunities that face businesses operating in the global market place.

APPENDIX 2



GCSE IN BUSINESS STUDIES: CONTROLLED ASSESSMENT



Name of Centre: Centre Number:

Candidate's Name (in full)

Candidate's Examination Number:

Date of Commencement: Date of Completion:

Assignment Title:

GRADING CRITERIA		MARK AWARDED
A.	Planning the investigation.	8
B.	Select information, present findings and use of QWC.	9
C.	Recall and demonstrate knowledge of concepts, issues and terms.	9
D.	Apply skills, knowledge and understanding.	16
E.	Interpret and analyse data.	9
F.	Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.	9
TOTAL		60

PLEASE TURN OVER

APPENDIX 3



GCSE IN BUSINESS STUDIES: CONTROLLED ASSESSMENT



Name of Centre: Centre Number:

Candidate's Name (in full)

Candidate's Examination Number:

Title of Controlled Assessment Task:

.....

List of Guidance Notes/Resources made available to all candidates

(Include copies with samples sent to moderator)

.....
.....
.....
.....
.....
.....

Research/Data Collection

Date Started: Date Completed:

Additional advice given to candidate

Date	Advice Given

Analysis and Evaluation of findings

Date Started: Date Completed:

Teacher's Signature:

Candidate's Signature: