

# Contents

## WJEC GCSE in APPLIED BUSINESS (SINGLE AND DOUBLE AWARD)

### For Teaching from 2012 For Award from 2014

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**This is a linear specification: all assessments must be taken at the end of the course.**

## APPLIED BUSINESS (SINGLE AND DOUBLE AWARD)

### SUMMARY OF ASSESSMENT

To obtain a single award candidates are required to study two units.

UNIT	TITLE	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
1	The Business and its Environment	60%	Controlled Assessment 120 marks (120 UMS)
2	Business Finance and Decision Making	40%	Written Paper 100 marks (80 UMS)

To obtain a double award candidates are required to study four units.

UNIT	TITLE	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
1	The Business and its Environment	30%	Controlled Assessment 120 marks (120 UMS)
2	Business Finance and Decision Making	20%	Written Paper 100 marks (80 UMS)
3	People in Business	30%	Controlled Assessment 120 marks (120 UMS)
4	Business Finance and Decision Making II	20%	Written Paper 100 marks (80 UMS)

#### AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2014 and each year thereafter
	Subject	Option*	
Unit 1	4701	01 or W1	✓
Unit 2	4702	01 or W1	✓
Unit 3	4703	01 or W1	✓
Unit 4	4704	01 or W1	✓
Single Award	4700	LA or UL	✓
Double Award	4708	LD or DL	✓

#### \* Option Codes

English Medium 01, Welsh Medium W1 - for units  
English Medium LA, Welsh Medium UL - for single award  
English Medium LD, Welsh Medium DL - for double award

**NB: First certification of both Single and Double Awards will be Summer 2014.**

**Qualification Accreditation Number: 500/5085/0 (Single); 500/4637/8 (Double)**

**This is a linear specification: all assessments must be taken at the end of the course.**

# APPLIED BUSINESS

## **1** INTRODUCTION

### **1.1 Rationale**

This Qualification is available as both a Single Award – equivalent to one GCSE or a Double Award – which is equivalent to two GCSEs. The structure of these qualifications is detailed in the Summary of Assessment

Students pursuing a course of study based on this specification will be encouraged to develop their knowledge and understanding of business in a vocational context. It is a suitable qualification for those who want a broad background in business and those who want to progress to higher education. It will provide essential preparation for those entering the world of work.

In order to understand the nature of business, students must experience the business environment first hand and in a variety of contexts. In particular students would be expected to attend work experience, they should make frequent visits, where possible, to a range of different businesses, links should be established with local employers and visiting speakers should be encouraged. The use of the internet and e-mail contact can be utilised. In addition understanding of the world of work can be further enhanced through Young Enterprise, via role-play exercises, business games and courses which promote increased understanding and awareness of how businesses operate.

The use of any number of study vehicles to enhance understanding of individual topics will help build towards the knowledge and skills utilised in the controlled assessment. This approach to learning will also allow the candidate to contextualise the learning process in a meaningful way.

The specification also encourages an appreciation of how the knowledge, understanding and skills developed in one unit relate to the others and an awareness that these inter-relationships exist in the 'real' world.

## 1.2 Aims and Learning Outcomes

Following a course in GCSE Applied Business (*Single/Double Award*) 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

Students embarking on GCSE in *Applied Business* (Single/Double Award) should have achieved a general educational level equivalent to Level 3 of the National Curriculum or Entry Level 3 in the National Qualifications Framework. They would find the following learning, skills and aptitudes helpful:

- \* basic proficiency in literacy;
- \* basic proficiency in numeracy;
- \* some aptitude for computers;
- \* some motivation to work independently.

There are no specific requirements for prior learning with this specification. It builds upon 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 and Geography, other subjects such as Information Technology and those that may have been studied as part of the wider curriculum, for example Enterprise and Sustainability.

Candidates who have followed this specification will have the necessary knowledge, understanding and skills required to progress to level 3 general qualifications within the national framework (including AS level Applied Business or Business Studies), appropriate vocational qualifications, training or directly into employment.

## 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.

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: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website ([www.icq.org.uk](http://www.icq.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

## CONTENT

### UNIT 1: The Business and its Environment

#### About this unit

This unit will help you to understand how businesses organise themselves in order to meet their aims and objectives. You will investigate how ownership affects the running of the business. You will explore businesses which produce a range of different goods and services and find out how such business activities are changing in the UK as a whole. You will investigate the different functional areas of a business, how they affect each other and how they communicate.

Every business is part of a wider business world in which there are many different influences. Businesses cannot always control these influences, but they have to find ways of responding to them. You will look at the ways in which businesses sell their products, how they choose locations, how they introduce and use new technology and how they might try to produce goods and services competitively without harming the environment.

Throughout this unit it is assumed that the term 'products' includes both goods and services.

This unit has links with units 2 (Business Finance and Decision Making), 3 (People in Business) and 4 (Business Finance and Decision Making II).

***This unit will be assessed through a Controlled Assessment.***

#### What you need to learn

##### 1.1 Aims and objectives

All businesses will set ethical aims to help them plan and set targets for what they want to achieve. A business might aim to:

- make a profit;
- provide goods and services to the local or wider community in enterprising ways;
- survive as a business or expand;
- maximise sales or improve the quality of a product;
- provide a highly competitive service;
- provide charitable or voluntary services
- be environmentally friendly.

Businesses then decide on measurable objectives in order to achieve their aims. Objectives can set targets and challenges for the businesses, for example:

- selling more of a product than a competitor;
- providing more services than in the previous year;
- producing new goods or providing a new service;
- improving a product.

You will be able to identify aims and objectives of different businesses by looking closely at their activities and by discussing these activities with business people. You need to find out how businesses use objectives to judge their success.

## 1.2 Ownership

There are several different types of business ownership. You will find out that, depending on the type of ownership, the owners have different responsibilities and involvement in a business. One aspect of this is who bears the business risk and whether the owners have limited or unlimited liability. Different types of ownership are:

- sole trader;
- partnership;
- company;
- co-operative;
- franchise;
- public sector.

You will need to find out the main features of these types of ownership. You will also need to understand why businesses have a particular type of ownership.

## 1.3 Business Location

There are many factors that affect the choice of business location. Businesses may need to be close to customers, to competitors or to be near suppliers and skilled employees. You need to investigate how the following may have influenced the location of the businesses you study:

- the number of people with appropriate skills available to work in a particular area;
- the cost of labour;
- the cost of premises;
- local government charges;
- financial help (e.g. local, national european funding);
- transport links for supplies and distribution;
- the need to be where customers are;
- history and tradition;
- \* Ethical considerations of stakeholder viewpoints;
- sales techniques (telephone, internet and mail order).

## 1.4 Business activity

Businesses carry out one or more enterprising activities. As you investigate businesses you will need to decide what their main activities are and whether they are involved with goods, services or both.

Examples of activities include:

- sales of goods (e.g. retail, wholesale, mail order, internet);
- manufacturing of goods (e.g. consumer goods such as radios and capital goods such as machine tools);

- producing raw goods ( e.g. agriculture & fishing for food, forestry & mining for materials);
- client services (for example financial, health care, leisure and sport, internet access);
- other services (e.g. transport and communications).

You will need to find out about the number of businesses involved in each of these different activities and the changes taking place in these activities in recent years.

Examples of important changes include the:

- level of consumer spending on different goods and services;
- number of people employed in different activities;
- value of the goods and services produced;
- effects of technological developments.

You need to consider how these changes might affect the businesses you are investigating.

## 1.5 Functional areas within the business

To make goods and/or provide services a business has to carry out a range of functions, including:

- human resources;
- finance;
- administration and IT support;
- operations;
- marketing and sales;
- customer service;
- research and development.

You will need to appreciate how the roles carried out by each of the functional areas above is important to business success and in supporting the business aims and objectives

### ***Human resources***

The Human Resources function is involved with:

- recruitment, retention and dismissal;
- working conditions;
- training, development and promotion;
- employee organisations and unions;
- health and safety.

You will need a brief overview of these activities and how the work of human resources affects other people working in the business. (Note: a detailed understanding of the work of human resources will be required in Unit 3.)



### **Finance**

Businesses need to manage all the money coming in and going out of the business. They also need to understand this information in order to plan what to do next. All businesses deal with:

- preparing accounts;
- paying wages and salaries;
- obtaining capital and resources.

You will need an overview of how the business deals with these aspects of finance. You also will need to understand how the work of finance affects other areas.

### **Administration and IT support**

The administration and IT support function helps a business to run smoothly from day to day. It could cover a number of different tasks, such as:

- clerical work, collecting and distributing mail, keeping records, organising meetings, responding to enquiries;
- cleaning and maintenance;
- health and safety;
- security;
- support for software applications (word-processing, payroll, accounts, database, etc), electronic communications and electronic transactions.

You will need to understand how these activities are organised, how computer technology assists the process, and how good administration helps to make businesses run efficiently and effectively.

### **Operations**

Businesses have to obtain, organise and use a variety of resources including people and equipment. The Operations' task is to produce goods and services by making the best use of:

- buildings and land (e.g. offices, factories, shops, farmland);
- equipment (e.g. vehicles, computers, machinery);
- people (e.g. operators, managers, support staff, specialists);
- materials (e.g. products for retailing, raw materials).

You will need to find out what kinds of resources are used by the business needs to carry out their main business activities – whether this is making goods or providing a service – and why they need them. You will need to find out how quality is checked and improved and if the businesses use automation or computer-aided processes in their production (e.g. robots, CAD/CAM).

### ***Marketing and sales***

Businesses meet customers' needs through a range of activities. These activities include:

- market research;
- promotion;
- sales.

You will need to understand how these activities are carried out by the business and how they help to meet the business' aims and objectives. You need to find out how IT is, or could be, used by the businesses you are investigating to promote sales.

### ***Customer service***

All businesses depend on their customers to buy goods or use services. In return, customers expect goods and services to be available when they want them, to be safe and reliable, and to offer value for money.

To develop a good relationship with their customers, businesses provide a range of customer services, including:

- providing information;
- giving advice;
- providing credit facilities;
- delivering goods;
- providing after-sales service.

You will need a brief overview of these activities and how the work of customer services affects other people working in the business. (Note: a detailed understanding of the work of customer services will be required in Unit 3.)

### ***Research and development***

You will need to understand how and why businesses research markets and products and how research can aid development. You need to consider how IT has helped some businesses with market research. You will also need to understand that in order to remain competitive, businesses need to develop new goods and services and update the existing ones.

## **1.6 Business Communications and Changing use of ICT**

As you investigate business activity, you need to consider how ICT might be best used to facilitate communication with other people:

- within their functional area;
- outside their functional area;
- outside of the business as a whole.

Whilst organisations use written forms of communication (e.g. memos, letters, financial documents, advertisements, e-mail attachments/documents); other forms of communication include:

- oral communication (e.g. telephones, meetings, telephone conferencing);
- video communication (e.g. video conferencing, internet video link);
- graphical communication (e.g. production drawings, on screen, via the internet).
- electronic communications (e.g. e-mail and use of intranet, market research, and the use of the internet for marketing and sales);

You will need to find out which method might be most appropriate for different business needs.

You will understand how ICT is also used by organisations to cut costs and improve goods and services. Examples might include:

- facilities to share common data (e.g. stores records, employee records, financial data, orders);
- security systems, (e.g. virus protection, backup against loss, confidentiality/password protection);
- on line support for customers (e.g. order progress, new products, sales, response to queries);
- electronic transactions (bar code systems, sales, stock control, orders, invoices, electronic funds transfer).

## 1.7 Business within Society

Businesses can manage much of their own world but there are external influences to which they have to respond and over which they have less control. These external influences include:

- their business competitors;
- customers
- economic conditions;
- environmental constraints.

In order to be successful a business must be able to respond to any changes brought about by these external influences.

### **Competition**

Most businesses face some kind of competition from others as they try to win and retain customers. The greater use of the internet has increased the size of the market place. With this in mind, you need to identify possible competitors for the businesses you study. These competitors could be:

- local;
- national;
- international.

You also need to consider the main features which make products competitive, including:

- price;
- quality;
- availability.

### **Customers**

You need to identify the ways in which different products can be linked to different kinds of customers according to:

- age;
- gender;
- income;
- lifestyle;
- where they live.

The use of new technologies such as telephone sales and the Internet have made it possible for customers who have ICT access to buy goods and services from around the world.

### **Economic Conditions**

However well a business manages its own activities, its success will depend on conditions in the economy as a whole. A business can be affected by changes in:

- interest rates (e.g. increasing the cost of a loan to pay for new machinery);
- prices (e.g. a general increase in the price of raw materials);
- exchange rates (e.g. making UK goods more expensive for foreign customers).

The government of the day is expected to manage the national economy so that:

- businesses can confidently plan their future activities;
- customers can plan their spending and saving activities.

You need to identify how the businesses you study and their customers might be affected by changes in economic conditions.

### **Environmental Sustainability**

In our current business climate, most organisations strive for an environmentally friendly approach to producing goods and providing services. This is due to a greater public awareness of green issues.

You will need to study how the following can contribute to a more sustainable environment:

- alternative energy sources
- energy efficiency and optimisation
- waste minimisation and recycling

You need to find out about current initiatives and good practice that allow for business activities to be conducted in a more environmentally friendly way.

## UNIT 2: Business Finance and Decision Making

### About this unit

This unit provides an introduction to decision making and business finance. You will look at how businesses can measure their performance through keeping accounts and you will find out the value of ICT in helping them to manage their finances. You will learn about simple recording systems, how to interpret financial documents and how to identify different options for businesses when faced with financial decisions.

Throughout this unit it is assumed that the term 'products' includes both goods and services.

This unit has links with unit 1 (The Business and its Environment), unit 3 (People in Business) and unit 4 (Business Finance and Decision Making II).

***This unit is assessed through a written paper.***

### What you need to learn

#### 2.1 ***Investigating the flow of financial documents used to make a business purchase***

When a business buys or sells goods and services, a variety of financial documents are completed in sequence. Businesses must be aware of these documents and how and when they should be completed. You will need to understand the purpose of each document and the part it plays in the sequence of ordering, checking, recording and paying for goods and services. You will need to be able to complete examples of each accurately, and understand how important accuracy in such documents is for businesses. You will need to understand how these financial documents provide the basic information for business accounts.

The documents include:

- purchase orders;
- delivery notes;
- goods received notes;
- invoices;
- credit notes;
- statements of account sent by the business;
- remittance advice slips;
- cheques;
- receipts.

Some businesses produce documents by hand, others use ICT to automate some parts or all of the process. You will need to find out about computerised accounting systems and understand the advantages and disadvantages of using them. Businesses are likely to gain a real competitive edge through the effective use of ICT systems.

## 2.2 Investigating methods of making and receiving payments

A business makes payments for what it buys, and receives payments for goods it sells or services it provides. You will need to assess the suitability of a number of cash and non-cash payment methods, including:

- cash;
- cheque;
- credit card;
- debit card;
- credit transfer/direct debit.

You will need to understand how each payment method works, what costs are involved for the buyer and the seller, and how much time each method of payment takes.

## 2.3 Planning for Business Uncertainty

Like any preparation for the future a business will face uncertainty. It has to make assumptions and estimates about the months ahead.

### ***Using a Budget***

Businesses use budgets to forecast their short-term expenditures and revenues. Budgets contain the expenditure targets drawn up by separate departments and by the business as a whole. They can cover time periods from between a month to several years, but typically run for a year.

You need to be able to prepare simple sales and purchases budgets and understand how the preparation and use of a budget can help a business to:

- plan its expenditure;
- check on its performance.

### ***Calculating the break even point***

A business activity only makes a profit when the revenue from sales is greater than the cost of supplying the goods or service. 'Break even' is the point at which total revenue equals total costs. Businesses need to know the amount of goods or services they have to produce in order to break even.

To work out the break-even point of a business, you will need to know:

- variable costs (e.g. cost of raw materials). These are running costs that are directly related to how much is produced by the business;
- fixed costs (e.g. costs of overheads such as rent, rates and insurance). These must be paid, however much the business produces;
- the revenue that will be received from sales of the goods or service.

You will need to calculate the point at which a business activity breaks even using a break-even chart or the formula:

$$\text{Break - even point} = \frac{\text{fixed costs}}{\text{(selling price per unit less variable cost per unit)}}$$

You need to be able to use a break-even chart to estimate the likely profitability of a business activity and to help make decisions about changing costs or revenues. You need to understand the usefulness of ICT in the production of break-even charts.

You should understand the limitations of break-even analysis

## **2.4 Financial Statements**

### ***Calculating the Profit or Loss of a Business***

The level of profit or loss can be found from a break-even chart, but it can also be calculated using a profit and loss account. Profit is the reward to the owner for undertaking the risk of setting up in business. The profit and loss account records:

- sales;
- cost of sales;
- gross profit;
- overheads/expenses;
- net profit.

You will need to understand the format of a profit and loss account, and how calculations of profit or loss are made for a business activity.

Some businesses do these calculations manually, others use computer applications. You will need to understand the advantages and disadvantages of using a computer to record and calculate profit and loss statements. and break-even charts.

### ***Understanding a Balance Sheet***

A balance sheet provides a snapshot of the financial position of a business on a particular date. It is produced every 12 months to check the sources of a businesses' funds and what has happened to those funds. The balance sheet records:

- capital or owners' funds (shareholders' funds);
- liabilities;
- fixed assets;
- current assets.

You will need to understand the format of a balance sheet, and how calculations of assets and liabilities are made for a business activity.

You will need to be able to critically evaluate profit and loss accounts and balance sheets in order to make business decisions.

## 2.5 Interpretation of Business Accounts

The financial accounts of a business are often interpreted for decision making purposes. Different stakeholders in the business may be interested in different aspects of the profit and loss account and the balance sheet.

You need to explore how these documents could be of interest to:

- customers;
- employees (including managers);
- owners and shareholders;
- the local community;
- the government;
- pressure groups;
- suppliers;
- financiers
- current and prospective investors.

Accounting Ratios are often used to help interested parties to interpret financial accounts.

You will need to be able to calculate (using the formulae below) and interpret the following ratios:

Gross Profit Percentage	$\frac{\text{Gross Profit}}{\text{Sales}} \times 100$
Net Profit Percentage	$\frac{\text{Net Profit}}{\text{Sales}} \times 100$
Return on Capital Employed (ROCE)	$\frac{\text{Net Profit}}{\text{Capital Employed}} \times 100$
Current	$\frac{\text{Current Assets}}{\text{Current Liabilities}} \times 100$
Liquid/Acid Test	$\frac{\text{Current Assets} - \text{Stock}}{\text{Current Liabilities}} \times 100$
Debtors' Collection Period	$\frac{\text{Debtors}}{\text{Credit Sales}} \times 365$
Creditors' Payment Period	$\frac{\text{Creditors}}{\text{Cost of Sales}} \times 365$



## UNIT 3: People in Business

### About this unit

This unit helps you to understand the roles played by people with different interests in a business and to look in detail at the working relationships between employers and employees. It helps you to think about the experience of business employees, about the recruitment and training process and how you might apply for your first job.

It gives you the opportunity to think about your rights and responsibilities as an employee but also to put yourself in the position of an employer concerned with the interests of his/her staff.

Customers are very important stakeholders in any business. You will explore the ways in which a business communicates with its customers and ensures fair practice through customer services departments. You will look at the part played by information technology in allowing direct contact between businesses and their customers world-wide.

You will also develop a basic knowledge and understanding of consumer protection provided by codes of practice, independent organisations and legislation as well as an ability to apply these tools to resolve consumer complaints.

Throughout this unit it is assumed that the term 'products' includes both goods and services.

This Unit has links with unit 1 (The Business and its Environment) and unit 2 (Business Finance and Decision Making) and unit 4 (Business Finance and Decision Making II).

***This unit is assessed through a Controlled Assessment.***

### What you need to learn

#### 3.1 The role of employer and employee as stakeholders

As stakeholders, employers and employees might have conflicting interests. However a good working relationship is essential for business success. Clearly defined roles, legally defined rights and responsibilities and a willingness to embrace change will help achieve this.

##### ***Defining job roles***

For a business to be successful, everyone must know what they and others should be doing. This can be achieved through the clear use of both organisation charts and job descriptions.

Understanding is needed of roles across job levels in terms of:

- manager;
- supervisor;
- operative;
- support staff.

A typical job description could be analysed in terms of:

- their key responsibilities;
- their tasks or activities;
- their job security;
- decision-making and problem-solving;
- skills, qualifications and personal qualities required;
- the related pay and benefits.

### ***Working arrangements***

You need to know the basis of the formal agreements known as employment contracts which are agreed by employers and employees. Employment contracts cover:

- permanent and temporary, full and part-time work;
- hours of work, including shift work, flexitime, overtime, breaks from work;
- places of work, including offices, retail outlets, tele-working, mobile and home-based working;
- pay and benefits, including holidays.

You must understand the importance of flexibility and why working arrangements may need to change. Reasons for change may include:

- to increase productivity;
- to improve the quality of products;
- to be more competitive than other businesses;
- to introduce new technology;
- to introduce team-working and multi-skill practices.

*You need to look at the effects of these changes on both employers and employees.*

### ***Rights of employers and employees***

If employers and employees are to work well together, both groups need to know what is expected of them. You will need to understand what employers expect of employees. Employers expect employees to:

- meet the terms of their contracts;
- co-operate in meeting the objectives of the business;
- follow health and safety regulations.

Employees expect to be:

- fairly paid according to their contract;
- provided with a safe working environment;
- an annual holiday entitlement;
- appropriately trained;
- permitted to join trade unions or staff associations;
- allowed access to any confidential computer records kept on them as employees.

### ***Resolving disagreements***

Disagreements at work can occur over the treatment of individual employees or groups of employees. Measures are in place to resolve such situations including:

- business grievance policy and procedures;
- negotiations with trade unions or other representative organisations;
- employment tribunals;
- arbitration services (like the Advisory, Conciliation and Arbitration Service –ACAS - for England, Scotland and Wales);
- European Court of Justice

## **3.2 Recruitment and training**

In a competitive job market, organisations look to appoint and train employees with the right skills and attitudes. The recruitment process has to be managed to meet the particular needs of the business whilst meeting legal and ethical requirements.

### ***Recruitment***

The activities carried out during the recruitment process need to be understood from the point of view of both employer and employee. These include:

- identifying the vacancy;
- drawing up a job description;
- drawing up a person specification;
- advertising the vacancy;
- shortlisting applicants;
- interviewing applicants;
- selecting and appointing the most appropriate candidate.

There are legal and ethical rules which affect the recruitment process that you will need to be aware of. Included here will be legislation on discrimination linked to disability, gender and race and ethical guidance on good practice.

These remain ongoing throughout the course of employment.

### ***The Job Application Process***

Applying for a job will involve presenting a good record of your achievements to date. As both a prospective employee and employer you need to consider the key features of a good CV, application form, letter of application and interview performance in terms of:

- describing your own skills;
- listing your achievements in and out of school;
- identifying your range of interests;
- demonstrating your enthusiasm;
- what you might bring to the job in the future.

### ***Staff development, training and motivation***

The need for staff training to enhance promoted job opportunities is often important. This can be achieved through a number of development and training methods including:

- the use of ongoing training for all staff;
- the use of appraisal or performance reviews ;
- retraining to use new technology or new working practices;
- the use of national awards such as Investors in People and National Training Awards.

### **3.3 The Importance of Customers as Stakeholders**

Customers as stakeholders are important to all organisations. You will learn how businesses identify varying customer needs, what businesses include as part of customer service and the role new technology and practices has on improving customer service. You will also consider how customers are protected by the law.

#### ***Why customers are important***

Businesses need to attract and keep good customers. Good customers provide regular sales revenue and also information about the success of a product. Good customer service will allow a business to:

- gain and retain customers;
- gain customer satisfaction and loyalty;
- improve the image and reputation of the business;
- provide information about the product in use;
- help a business to keep market share;
- increase sales revenue and profits.

#### ***Customers and their expectations***

You need to learn about the different types of customers served by business including:

- internal customers (e.g. other sections within the same business);
- external customers (e.g. individuals or other businesses).

Customer expectations are wide and varied but can include:

- good quality products,
- value for money,
- advice and guidance,
- after-sales service,

This should not be seen as a definitive list as other customer expectations may be more appropriate to specific organisations.

### **Customer satisfaction**

Businesses need to measure customer satisfaction in order to make improvements to the products. This can be done by:

- analysing sales performance (e.g. sales levels, numbers of customers, loyalty card records);
- recording the number of complaints and/or returned goods;
- making comparisons with competitors.

You need to know how businesses carry out market research to collect feedback from customers. This can be done using:

- 'on the spot' questions from staff;
- observation;
- questionnaires, completed by person or by post;
- customer panels or interviews;
- a website;
- e-mail.

### **Investigating customer service**

The features of customer service will vary between different businesses. You need to look at features such as:

- the products (e.g. quality, safety, packaging, clarity of information);
- staff (e.g. helpfulness, dress, accuracy of information, communication skills such as telephone manner, managing a telephone conversation);
- premises (e.g. clean, well-signposted, accessible for disabled, range of facilities);
- delivery (e.g. availability, speed, reliability);
- after-sales care (e.g. dealing with complaints, exchanging goods, guarantees and repairs);
- other features (e.g. range of payment methods, customer care telephone lines, staff training).

You need to consider how new technology, especially the use of e-mail and business web sites, can be used to improve and develop customer service.

## **3.4 Protecting the customer**

There are voluntary codes of practice, independent organisations and legislation in place to protect both business and customer. You need to understand the main principles behind current consumer laws covering:

- sale of products (Sale of Goods, Consumer Protection)
- labelling of products (Trade Descriptions, Weights and Measures)

You should be aware of some of the voluntary codes of practice such as ASA and ABTA as well as the independent organisations such as British Standards Institute, Consumers' Association, Office of Fair Trading and Citizens' Advice Bureaux.

The need for and impact of voluntary codes of practice, independent organisations and legislation in resolving a customer complaint will need to be understood.

## UNIT 4: Business Finance and Decision Making 2

### About this unit

This unit builds upon the decision making and business finance knowledge acquired in Unit 2. You will look at the importance of keeping track of flows of money into and out of a business and how businesses can measure their performance through keeping financial records. You will further investigate the value of ICT to businesses in helping them to manage their finances and to plan ahead using spreadsheet programmes. Estimates of costs and revenues allow businesses to plan and, if necessary, borrow money to finance new developments. You will find out how ICT can be used to record and communicate financial transactions to reduce costs.

Throughout this unit it is assumed that the term 'products' includes both goods and services.

This unit has links with unit 1 (The Business and its Environment) unit 2 (Business Finance and Decision Making) and unit 3 (People in Business).

***This unit is assessed through a written paper.***

### What you need to learn

#### 4.1 Covering the costs of a new product or service

When businesses are planning to produce a new product, they must carefully work out the costs involved and the revenue they are likely to make from selling the product.

For a business that you study, you will need to be able to identify its sources of revenue and the following costs:

- start-up costs;
- running costs.

Start-up costs are those that need to be met before a business can start selling the new products. These include paying for market research, and buying premises, machinery and fixtures and fittings.

Running costs are those that need to be met so that a business can go through the day-to-day process of producing and selling their goods/services. These include advertising the product, paying rent on the premises, paying for power to run the machinery, paying government taxes on sales and paying for raw materials and workers' wages.

You will also need to be able to recognise typical costs and revenues involved in a range of businesses (e.g. in manufacturing, retailing and service industries).

## 4.2 Production

### ***Production Methods***

You will need to be able to recognise that the production method depends upon the product being manufactured. You must be able to recognise the features of the following methods of production and state their advantages and disadvantages:

- Job
- Batch
- Continuous

### ***Impact of ICT on Production***

You will need to understand how technology, e.g. CAD/CAM, EFT and EPOS impacts on production, retail and service industries, customers, workers, society and the environment.

### ***Quality Control and Quality Assurance***

You need to be able to demonstrate an understanding of quality and quality control systems in the production of goods. You need to be familiar with:

- Self-checking and inspection
- Total Quality Management (TQM)
- Quality Circles
- Investors in People (I.I.P)
- Quality Certification e.g. BS EN ISO 9000

## 4.3 Stock Control

It is essential that a business controls its stock, either by means of manual records or by means of a computer program. You will examine the stock records of a business and see how stock levels are controlled and how a business decides to re-order items. You need to be familiar with the following terms:

- Minimum Stock Level
- Maximum stock level
- Re-order level
- Re-order quantity

You will also need to calculate the Re-order level using the following formulae:

$$\text{Re-order Level} = \left[ \frac{\text{Av. daily issue of stock} \times \text{number of days for delivery from supplier}}{\quad} \right] + \text{minimum stock level}$$

You will need to understand the importance of effective stock control management in the production process e.g. just in time (JIT).

You will also need to recognise the role played by ICT in helping to reduce costs. For example, the use of bar codes to record sales makes it possible to keep very low levels of stock and this reduces the costs of both buying and storing goods.

### **Stock Valuation**

You will need to be able to calculate the valuation of stock using the following methods:

- First In, First Out (FIFO)
- Last In, First Out (LIFO)
- Average Cost (AVCO)

You will need to know the advantages and disadvantages of each method.

## **4.4 Decision Trees**

When businesses operate in enterprising ways they sometimes need to make decisions that are risky. Most decisions involve some degree of risk and when the outcome is uncertain Decision Trees can be used to help reach a decision. They help to minimise business risk.

You will need to understand the notation for decision trees but you will not be expected to construct them. You will need to be able to interpret simple decision trees and be able to calculate Expected Values to help you to make a decision about a particular course of action.

## **4.5 Using a cash flow forecast**

Businesses try to predict what money they will have coming in and what money they will need to pay out. If they do not do this, they may run out of money and may struggle to survive as a business.

You will need to understand how preparing and using a cash-flow forecast can help businesses to decide whether or not to:

- produce new goods or services;
- invest in new resources;
- carry out new activities;
- expand or reduce existing activities.

You will need to identify which are:

- inflows – sales revenue, loans from banks, grants from government;
- outflows – payments for raw materials, wages, rent, interest on loans, telephone, new machinery, taxes.

You will need to be able to complete a simple cash-flow forecast that shows the total inflows and outflows and the balance of money.

You need to be able to interpret a cash-flow forecast and identify possible problems, such as regular outflows outstripping inflows, larger than expected bills, or too large a level of surplus cash.



You need to recognise the advantages and disadvantages of using spreadsheets to build cash-flow forecasts. You need to be able to construct a simple spreadsheet to record costs and revenues for a business. You will learn how to use a spreadsheet to predict the impact of changes in costs on the inflows and outflows of cash.

#### **4.6 Sources of Finance**

A new business is likely to be financed by a mixture of the owners' funds and loans. Once underway, a business might seek to finance new developments using profits from sales. Companies with shareholders as owners can issue new shares. You need to understand why businesses may use different sources of finance for different purposes. You need to know why a business may prefer to use the following sources of finance:

- Owners' funds
- Profits
- Loans
- Government grants
- Hiring and leasing
- Issuing shares
- Selling assets
- Venture capital.

#### **4.7 Financial planning**

Like any preparation for the future, a business has to make assumptions and estimates about the months ahead. Income and spending estimates are made for both departments and for the whole business, usually for 12 months at a time. Cash-flow forecasts can help to provide a more detailed picture of what is happening or might happen from month to month.

You need to find out how such financial plans are of use to:

- business departments;
- the business as a whole;
- investors in the business;
- creditors who might lend money to the business.

You need to understand how financial documents can be used to plan for:

- an expansion of a business;
- the costs of unexpected events;
- reductions in the costs of the business.

**3****ASSESSMENT**

Assessment for GCSE in Applied Business is untiered, i.e. all units cater for the full range of ability and allow access to grades A\*-G or A\*A\*-GG for the single and double awards respectively.

**3.1 Single Award Structure**

To obtain a single award candidates are required to study two units.

UNIT	TITLE	STATUS	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
1	The Business and its Environment	MANDATORY	60%	Controlled Assessment
2	Business Finance and Decision Making	MANDATORY	40%	Written Paper

**3.2 Double Award structure**

To obtain a double award candidates are required to study the four units.

UNIT	TITLE	STATUS	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
1	The Business and its Environment	MANDATORY	30%	Controlled Assessment
2	Business Finance and Decision Making	MANDATORY	20%	Written Paper
3	People in Business	MANDATORY	30%	Controlled Assessment
4	Business Finance and Decision Making II	MANDATORY	20%	Written Paper

### 3.3 Unit Assessments

The Assessment for each unit will be as follows:

#### **Unit 1. The Business and its Environment**

This unit will be assessed by a controlled assessment which is set by the WJEC, internally assessed and externally moderated.

Candidates will have the opportunity to report upon a chosen Business(s) within their local environment. Candidate tasks will be sent to centres in advance of the controlled assessment window.

Please see section 5 for further information.

#### **Unit 2. Business Finance and Decision Making**

This unit will be externally assessed by an examination of 1 hour 15 minutes duration. The examination will consist of short answer and extended responses.

#### **Unit 3. People in Business**

This unit will be assessed by a controlled assignment which is set by the WJEC, internally assessed and externally moderated.

Candidates will have the opportunity to report upon a chosen Business(s) within their local environment. Candidate tasks will be sent to centres in advance of the controlled assessment window.

Please see section 5 for further information

#### **Unit 4. Business Finance and Decision Making II**

This unit will be externally assessed by an examination of 1 hour 15 minutes duration. The examination will consist of short answer and extended responses.

### 3.4 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 appropriate conclusions**

The weighting of assessment objectives across units is as follows (Single Award in brackets):

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Unit 1</b>	<b>7.5 (15%)</b>	<b>12 (24%)</b>	<b>10.5 (21%)</b>	<b>30 (60%)</b>
<b>Unit 2</b>	<b>8 (16%)</b>	<b>6 (12%)</b>	<b>6 (12%)</b>	<b>20 (40%)</b>
<b>Unit 3</b>	<b>7.5</b>	<b>12</b>	<b>10.5</b>	<b>30</b>
<b>Unit 4</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>20</b>
<b>Total Weighting</b>	<b>31</b>	<b>36</b>	<b>33</b>	<b>100%</b>

### 3.5 Quality of Written Communication

Candidates will be assessed on the quality of their written communication within the assessment of all units.

Marking information will 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 complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

## 4

**AWARDING, REPORTING AND RE-SITTING**

The GCSE qualification in Applied Business can be gained as a Single or a Double Award.

This is a linear specification in which all assessments must be taken at the end of the course. Where units have already been used to aggregate a GCSE Single Award, those same units may be re-used to aggregate to a GCSE Double Award. 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 UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

GCSE Single Award qualifications are reported on an eight point scale from A\* to G, where A\* is the highest grade. GCSE Double Award qualifications are reported on a fifteen point-grade scale (A\*A\*, A\*A, AA etc – GG) where A\*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.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
UNIT 1	120	108	96	84	72	60	48	36	24
UNIT 2	80	72	64	56	48	40	32	24	16
UNIT 3	120	108	96	84	72	60	48	36	24
UNIT 4	80	72	64	56	48	40	32	24	16
QUALIFICATION									
SINGLE AWARD	200	180	160	140	120	100	80	60	40

**QUALIFICATION – DOUBLE AWARD Maximum Mark 400**

A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG
360	340	320	300	280	260	240	220	200	180	160	140	120	100	80

# 5

## ADMINISTRATION OF CONTROLLED ASSESSMENT

The regulation of the Controlled Assessments consists of three stages:

- Task setting;
- Task taking;
- Task marking.

The regulatory authorities have specified certain levels of control at each stage so as to ensure that the assessments of Controlled Assessments are valid, reliable and authentic.

### Task Setting

Each Controlled Assessment requires candidates to produce evidence of study into a set of content components as outlined in this section and expanded upon by a **Research Brief** which will be available from the WJEC prior to the commencement of the unit. This document provides guidance on the necessary research the candidates will be required to undertake in advance of receiving the tasks. The tasks for the Controlled Assessments will be available to centres in the spring for completion within a six week window as specified by the WJEC. Tasks will allow centres and candidates to contextualise their responses to suit their specific circumstances including their access to businesses, resources and their geographic location. Specific dates for the task taking window will be included within the Research Brief.

The Controlled Assessment will include task specific assessment guidance.

Centres/candidates will have a choice of Controlled Assessments to select from, these will be refreshed every year.

### Task Taking

The level of supervision for task taking varies according to activity.

#### Authenticity Control

Candidates will complete all work under informal supervision with the exception of research, which may be completed under *limited supervision*.

Research is likely to include both primary and secondary sources. Where candidates undertake primary research requiring the use of questionnaires and or interview schedules then the gathering of data may be undertaken off-site. The development of questions should, however, be completed under supervision within the classroom.

### Feedback Control

Candidates are required to complete the tasks of the Controlled Assessment independently. Where specific advice or guidance is requested by the candidate, this should be recorded by the teacher and noted as assessment feedback on the Controlled Assessment cover sheet (Documents ABU1/CS – unit 1 and/or ABU3/CS – unit 3). Such requests will, by necessity, impact on the marks awarded to candidates. Interim feedback by the teacher on tasks undertaken by candidates is not permitted.

### Timing of the Controlled Assessment

There is an allowance of 10 hours for the completion of the tasks. This does not include research on which there is no time limit. The 10 hours may be planned.

### Collaboration Control

Candidates will be expected to produce evidence of their interpersonal skills and their cognitive skills in terms of reflecting upon and reviewing the performance of others. This is likely to require collaborative working.

For all other aspects of the Controlled Assessment the work of the individual may be informed by working with others, but individual responses will be the basis on which assessment decisions are made.

### Resource Control

Candidates may access any resources available to the centre and candidates. This includes access (under appropriate levels of supervision) during the 10 hour 'task taking' stage.

## **Task Marking**

### Annotation of Controlled Assessments

This should be achieved by:

- (i) summative comments on the Controlled Assessment cover sheet (Documents ABU1/CS – unit 1 and/or ABU3/CS – unit 3);
- (ii) annotation of the candidates' 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 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.

### Internal moderation of Controlled Assessments

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.

### Authenticity control

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. The documentation for the recording of the authenticity statement is a section of the cover sheets ABU1/CS and ABU3/CS for units one and three respectively. 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](http://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*, also available on the JCQ website.

### External Moderation of Controlled Assessments

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.

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.

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

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

### Recording of Controlled Assessment marks

Marks are to be inputted into the pre-populated web pages. Further details of the procedure for the inputting of marks can be found on the WJEC website - *Internal Assessment Manual*.



### **Submission of Controlled Assessments**

The following should be submitted:

- general notes of guidance given to all candidates;
- resource materials given to all candidates;
- the completed Controlled Assessment, for each candidate in the sample, in a soft covered binders or folders with the coversheets (ABU1/CS and/or ABU3/CS) 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 unless it is deemed critical to the completion of tasks. Where this is the case it is suggested that such materials are included as appendices and referenced accordingly.

### **Return of the 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 INSET or as exemplar material.

### **Retention of Controlled Assessment**

Centres are requested to retain the Controlled Assessments until the end of November following the Summer Examination(s).

## ASSESSMENT PROCEDURES

Assessment of the Controlled Assessments will be based on a judgement of level of performance against task specific mark bands.

Samples of Controlled Assessments and the task specific mark bands can be found on WJEC website [www.wjec.co.uk](http://www.wjec.co.uk).

Assessment information including the task specific mark bands will be issued with the Controlled Assessments.

## UNIT 1 THE BUSINESS AND ITS ENVIRONMENT

The following skills will be developed and applied within a business context as part of this unit through the study of the unit content and the completion of the controlled assignment:

- practical skills - time management, personal organisation and action planning
- presentational skills - addressing audiences using a variety of media and forms
- personal skills - showing evidence of progression
- interpersonal skills - communication and group work
- cognitive skills - reflection and review of own and others' performances.

The controlled assignment will include evidence of study into:

- Business aims and objectives
- Forms of business ownership
- Business location
- Business activity
- Functional areas
- Business communications and the changing use of ICT
- Business in society, including factors such as competitors, customers, economic conditions and environmental issues.

### Assessment Criteria

The assessment of this unit will be based on the three assessment objectives.

AO	Assessment Objectives	Mark
AO1	Recall, select and communicate knowledge and understanding of concepts, issues and terminology.	30
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	48
A03	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.	42

AO1 Recall, select and communicate knowledge and understanding of concepts, issues and terminology.

The candidate's ability to recall, select and communicate specified content will relate to:

- The understanding of aims and objectives and their importance to business success.
- The main features of differing types of business ownership.
- The factors influencing business location.
- The main activities carried out by businesses.
- The type of work undertaken in each functional area.
- Forms of communication available to a business.

AO2 Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out tasks.

The candidate's ability to apply skills and knowledge and to plan and carry out tasks will relate to:

- The identification of aims and objectives particular to a chosen business and how success in meeting them can be measured.
- The appropriateness of the form of business ownership to a chosen business.
- The main influences on the location of the chosen business.
- The knowledge of how the roles of the functional areas relate to the business activity of a chosen business.
- Effective communication in your chosen business and the role played by changes in ICT.
- Recognising main competitors and customers of a chosen business.
- The influence environmental concerns have had on the business.
- The marketing of one aspect of a business presented to an audience.

### **Skills**

- practical - time management, personal organisation and action planning
- presentational
- personal and interpersonal
- cognitive - reflection and review of their own and others' performances
- decision making - use of data and problem solving

AO3 Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

The candidate's ability to analyse, evaluate, make judgements and present appropriate conclusions should relate to:

- The individual contribution of each of the functional areas working together to achieve business aims and success.
- Alternative forms of business ownership for your chosen business.
- Trends in business sectors, why they occur and the affect they have had on your chosen business.
- The use made of ICT within individual functional areas (outside the area of business communication).
- An evaluation of the impact of external economic conditions on the success of your chosen business.
- An examination of latest government initiatives into environmental issues including pollution issues and wasteful use of resources.
- Evaluate and compare your marketing presentation and one other.

### UNIT 3 PEOPLE IN BUSINESS

The following skills will be developed and applied within a business context as part of this unit through the study of the unit content and the completion of the controlled assignment:

- practical skills - time management, personal organisation and action planning
- presentational skills - addressing audiences using a variety of media and forms
- personal skills - showing evidence of progression
- interpersonal skills - communication and group work
- cognitive skills - reflection and review of own and others' performances.

The controlled assignment will include evidence of study into:

- The role of employer and employee as stakeholders.
- Recruitment and training.
- The importance of customers as stakeholders.
- Protecting the consumer.

#### Assessment Criteria

The assessment of this unit will be based on the three assessment objectives.

AO	Assessment Objectives	Mark
AO1	Recall, select and communicate knowledge and understanding of concepts, issues and terminology.	30
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	48
A03	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.	42

AO1 Recall, select and communicate knowledge and understanding of concepts, issues and terminology.

The candidate's ability to recall, select and communicate specified content will relate to:

- The understanding of job levels defined in job specifications.
- The differing types of working arrangements.
- A knowledge and understanding of the recruitment process.
- Identifying customer expectations.
- An awareness of legislation, independent organisations and voluntary codes of practice protecting customers and business.

AO2 Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out tasks.

The candidate's ability to apply skills and knowledge and to plan and carry out tasks will relate to:

- The roles and responsibilities of job roles across different job levels within a chosen business.
- The differing types of working arrangements and rewards within those job roles.
- The motivational tools used by your organisation to encourage and retain staff.
- The role of training throughout individual careers in your chosen business.
- The effectiveness of measures used by your chosen business to meet customer service requirements.
- Knowledge of the important role of customers and the impact they have on the success of your chosen business.
- The methods utilised by your chosen business in gaining customer feedback.
- The presentation of one form of application for a post suitable for a school-leaver in your chosen business.

### **Skills**

- practical - time management, personal organisation and action planning
- presentational
- personal and interpersonal
- cognitive - reflection and review of their own and others' performances
- decision making - use of data and problem solving

AO3 Analyse and evaluate products, make reasoned judgements and present appropriate conclusions.

The candidate's ability to analyse, evaluate, make judgements and present appropriate conclusions should relate to:

- The influence and appropriateness of ethical and legal guidelines in the recruitment process in your chosen business.
- The reasons for change in working arrangements and the possible implications to employer and employees in your chosen business.
- The means by which an employment grievance may be settled within your chosen business including possible input from appropriate external agencies.
- An evaluation of customer service in your chosen business with possible improvements identified through study of customer service in alternative businesses.
- The impact of ICT, including websites and e-mail in developing customer service.
- The identification and appropriateness of a legal course of action in a customer dispute to achieve a level of customer satisfaction.
- Evaluate and compare your application method with a different method from the point of view of an employer and a prospective employee.

# 6

## 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 candidates' 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.

# 7

## THE WIDER CURRICULUM

### Key Skills

Key Skills are integral to the study of GCSE 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 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 Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Subject', available on WJEC website

### Opportunities for use of technology

The specification provides many opportunities for the use of technology. The assessment of units 1 & 3 is by Controlled Assessment – this allows for the use of technology in the completion of assessment evidence subject to centre resource levels and accessibility.

Developing skills in the preparation of business documents ( units 2 & 4 ) will also provide opportunities for candidates to use technology.

The specification also places technology within the business context and promotes a greater understanding through the study of IT support ( 1.5 ) and the changing use of IT ( 1.6 ).

### Spiritual, Moral, Ethical, Social and Cultural Issues

Not all Business organisations are created to generate a profit, within the specification there is scope for candidates to consider the aims and objectives of charities and voluntary groups alongside businesses which exist to generate profit.

The ownership of businesses (1.2) requires candidates to understand why certain businesses have a particular type of ownership. The formation of Co-operatives and the role of the Public Sector may provide ideal opportunities for consideration of Social and Ethical issues. Discussions regarding Marketing and Sales may promote the consideration of moral and ethical dilemmas which in turn may relate to customer protection (3.4)

## **Citizenship**

Business within Society (1.7) may provide opportunities for the consideration of the citizen – business interrelationship. The rights and responsibilities of citizens within the workplace and as potential employees are considered in unit 3.

## **Environmental issues**

This specification generates many opportunities for the consideration of environmental issues. Environmental Sustainability (1.7) requires candidates to consider how businesses strive for an environmentally friendly approach to their operations. It is also common for contemporary businesses to build 'green' statements into their aims and objectives (1.1). The environmentally friendly approach taken by many businesses in the United Kingdom may not always be shared by international competitors (1.7).

## **Health and Safety Consideration**

Health and safety considerations are present within many aspects of this specification. Unit 3 section 3.1 requires candidates to look at the rights of employers and employees including health and safety regulations. There are also opportunities to consider health and safety within the context of research & development (1.5) of businesses studied.

## **The European Dimension**

In choosing a business to use for the controlled assignments for units 1 & 3, candidates may select one of the many operating within the United Kingdom that are part of Pan-European organisations. This may provide the basis for further considerations of the European Dimension (1.2). Businesses chosen may also look to relocate (1.3) to a European location outside the UK and this may indeed form a part of their aims and objectives (1.1). It is also possible for businesses to seek financial assistance from European sources (1.3).