

# GCSE

Specification

## Business Subjects and Economics

**Business Studies**

**Applied Business (Double Award)**

**Business and Communication Systems**

**Economics**

For exams in 2010 onwards and  
certification 2011 onwards

**Business Studies (Short Course)**

**Economics (Short Course)**

For exams in 2010 onwards and  
certification 2010 onwards



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M17 1EH

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# 1 Introduction

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24-hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students.

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Business Subjects and Economics?

- A large degree of continuity from the previous GCSE specifications.
- The modular structure will provide a more flexible approach enabling candidates to study the subjects in a manner which is best suited to their learning styles.
- The subjects available now include an Economics short course.
- The specifications are designed to encourage candidates to consider the practical application of business and economic concepts. The units provide teachers with the opportunity to explore the theories and concepts in the context of events in the business and economic world.
- Provides progression for those wishing to continue their studies to GCE Business, GCE Economics, GCE Applied Business, and the Advanced Diploma in Business, Administration and Finance.

## 1.3 How do I start using this specification?

### Already using the existing AQA Business or Economics specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc at **<http://www.aqa.org.uk/rn/askaqa.php>** Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You

can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website at (**[http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

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## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqaa.org.uk](mailto:teachersupport@aqaa.org.uk)**

# 2 Specification at a Glance

## GCSE Business Studies 4133

### Setting up a Business (Section 3.1)

**Assessed by**  
**Unit 1 – Setting up a Business**  
 Written Paper (1 hour)  
 60 marks/40%

**plus**

### Growing as a Business (Section 3.2)

**Assessed by**  
**Unit 2 – Growing as a Business**  
 Written Paper (1 hour) 60 marks/35%

**and**

Controlled Assessment  
**Unit 3 – Investigating Businesses**  
 40 marks/25%

## GCSE Business Studies (Short Course) 4131

### Setting up a Business (Section 3.1)

**Assessed by**  
**Unit 13 – Business Start Up**  
 Written Paper (1 hour) 40 marks/50%

**and**

Controlled Assessment  
**Unit 14 – Investigating Small Businesses**  
 40 marks/50%

## GCSE Applied Business (Double Award) 4136

### Setting up a Business (Section 3.1)

**Assessed by**  
**Unit 1 – Setting up a Business**  
 Written Paper (1 hour)  
 60 marks/20%

**plus two of the following**

### People in Business (Section 3.4)

**Assessed by**  
 Controlled Assessment  
**Unit 4 – People in Business**  
 70 marks/30%

### Marketing and Customer Needs (Section 3.5)

**Assessed by**  
 Controlled Assessment  
**Unit 5 – Marketing and Customer Needs**  
 70 marks/30%

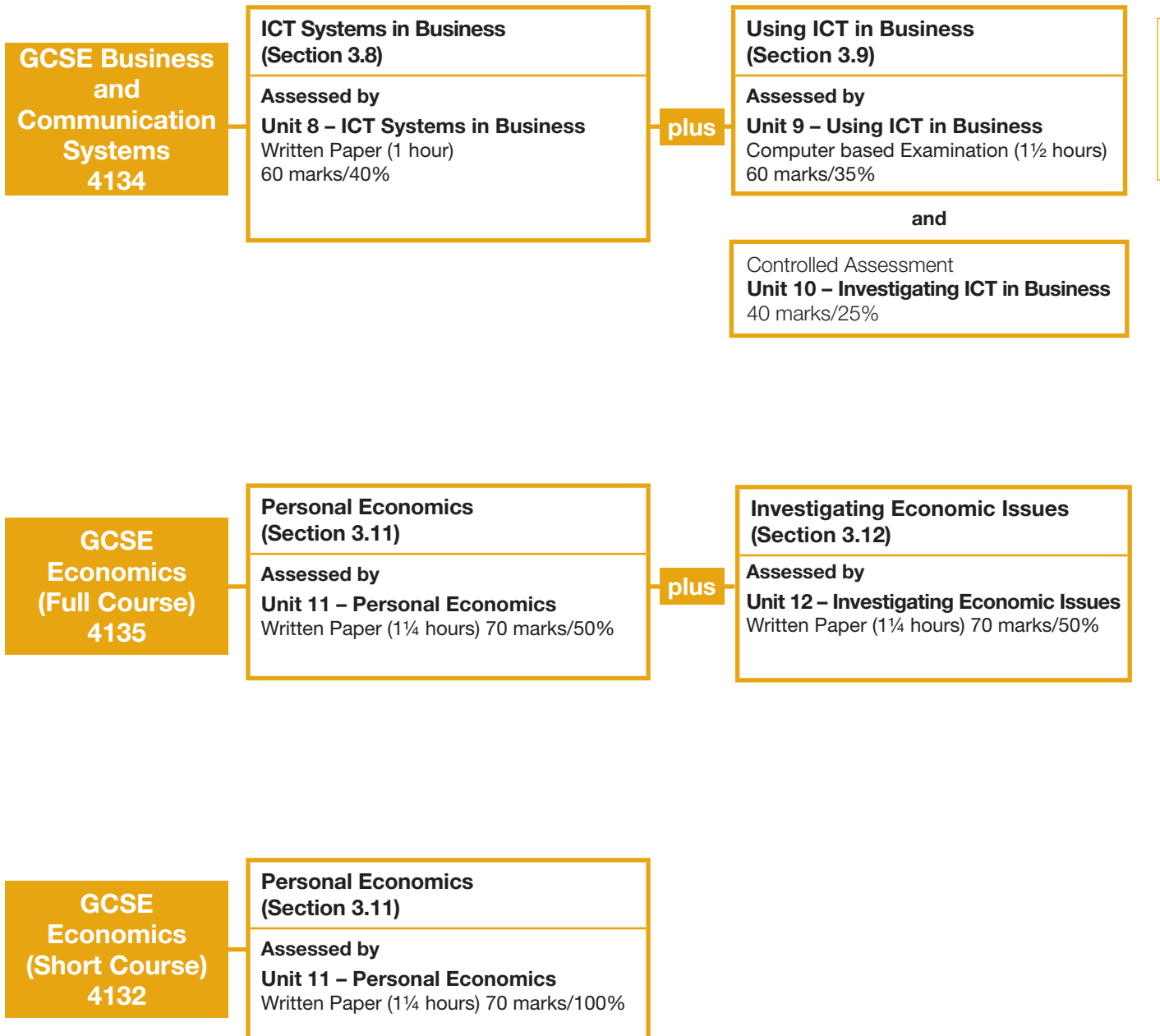
### Enterprise (Section 3.6)

**Assessed by**  
 Controlled Assessment  
**Unit 6 – Enterprise**  
 70 marks/30%

**plus**

### Business Finance (Section 3.7)

**Assessed by**  
**Unit 7 – Business Finance**  
 Written Paper (1 hour)  
 60 marks/20%



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# 3 Subject Content

## 3.1 Unit 1 – Setting up a Business

This unit introduces candidates to issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

### 1. Starting a Business

This section introduces candidates to the issues involved with starting a business.

SPECIFICATION	AMPLIFICATION
1.1 Starting a Business Enterprise <ul style="list-style-type: none"> <li>• sources of business ideas</li> <li>• looking for a gap in the market</li> <li>• identification of a product or market niche</li> <li>• reasons for starting a business</li> <li>• franchises.</li> </ul>	Candidates should understand what a business is and the reasons why businesses are set up eg to produce goods, supply services, distribute products etc. Businesses should include social enterprises.  Candidates should understand the advantages and disadvantages of operating as a franchisee, rather than setting up an independent business.
1.2 Setting Business Aims and Objectives <ul style="list-style-type: none"> <li>• types of business aims and objectives</li> <li>• purpose of setting objectives</li> <li>• using business objectives to measure success</li> <li>• influence of stakeholders on business objectives.</li> </ul>	Candidates should be aware of the main types of business aims, including: survival, profit, growth, market share, customer satisfaction, ethical and sustainable.  Candidates should be familiar with the role of objectives in running a business and how they can be used to measure the success of a business.  Candidates should have an understanding of the importance of stakeholders in influencing the objectives of a small business.
1.3 Business Planning <ul style="list-style-type: none"> <li>• the purpose of business planning</li> <li>• the main sections within a business start-up plan</li> <li>• uncertainty and risk for start-up businesses.</li> </ul>	Candidates need to understand how business planning assists in the setting up of a business and the raising of finance.  Candidates should know the main sections of a business plan.  Candidates will not be expected to write a business plan.  Candidates need to be aware of the risks faced by businesses and what can be done to minimise risk.
1.4 Choosing the Appropriate Legal Structure for the Business <ul style="list-style-type: none"> <li>• sole trader</li> <li>• partnership</li> <li>• private limited company (Ltd).</li> </ul>	Candidates should know the benefits and drawbacks of the different legal structures, including the appropriateness of gaining limited liability status, and the consequences of increasing the number and range of stakeholders.
1.5 Choosing the Location of the Business <ul style="list-style-type: none"> <li>• factors influencing start-up location decisions.</li> </ul>	Candidates should understand the factors influencing where a business is located, including: the availability of raw materials, transport, labour, competition/other businesses, technology, proximity to the market and costs.

## 2. Marketing

This section provides candidates with an introduction to marketing within the context of a business with a limited budget. Consideration is given to the role of information technology in marketing.

SPECIFICATION	AMPLIFICATION
<p>2.1 Conducting Market Research with Limited Budgets</p> <ul style="list-style-type: none"> <li>• reasons for conducting market research</li> <li>• market research methods.</li> </ul>	<p>Candidates should understand the methods of market research likely to be used by a business with a limited budget including: telephone and other surveys, questionnaires, customer/supplier feedback, focus groups and internet research.</p>
<p>2.2 Using the Marketing Mix</p> <ul style="list-style-type: none"> <li>• elements of the marketing mix</li> <li>• selecting an appropriate marketing mix for a small business.</li> <li>• the use of ICT in assisting international marketing.</li> </ul>	<p>Candidates need to be familiar with the four elements of the marketing mix – Product, Price, Promotion and Place. Detailed knowledge of each, however, is not required.</p> <p>Using a given scenario, candidates should be able to recommend appropriate marketing activities for a business with a limited budget.</p> <p>Candidates should consider the products that a small business is likely to offer and how it could alter the products to meet customer needs.</p> <p>Candidates need to have an understanding of the basic relationship between price and demand. eg a price rise would probably affect the profits of a small business in a competitive market.</p> <p>Candidates should understand the promotion methods suitable for a small business, given a limited budget e.g. advertising in local newspapers, the Internet, use of personal recommendation and business cards.</p> <p>When considering place, candidates should recognise the growing importance of e-commerce and how it can extend the reach of businesses to include international markets.</p>

## 3. Finance

This section introduces candidates to the importance of finance to a business. It investigates sources of finance and financial advice when setting up a small business. Candidates will be introduced to basic financial terms and simple cash flow statements.

SPECIFICATION	AMPLIFICATION
<p>3.1 Finance and Support for a Small Business</p> <ul style="list-style-type: none"> <li>• sources of finance</li> <li>• sources and types of advice available to small businesses.</li> </ul>	<p>Candidates need to be aware of the difficulties that many new businesses face when attempting to raise funds.</p> <p>Candidates should be familiar with the main sources of finance available to a small business, including: overdraft, bank loans and mortgages, loans from friends and family, and grants.</p> <p>Candidates should be aware of organisations that can support small businesses.</p>

<p>3.2 Financial Terms and Simple Calculations</p> <ul style="list-style-type: none"> <li>• basic financial terms</li> <li>• calculating profit and loss.</li> </ul>	<p>Candidates need to understand the terms: price, sales, revenue, costs and profit and the relationship between these.</p> <p>Candidates should be able to perform simple calculations based on these figures to determine profit/loss.</p>
<p>3.3 Using Cash Flow</p> <ul style="list-style-type: none"> <li>• interpreting simple cash flow statements</li> <li>• the importance of cash flow statements</li> <li>• identifying solutions to cash flow problems.</li> </ul>	<p>Candidates should be able to interpret simple cash flow statements.</p> <p>Candidates need to understand the consequences of cash flow problems and that these could lead to the business going into receivership and closing down.</p> <p>Candidates should be able to recommend possible solutions to cash flow problems, such as re-scheduling payments and receipts of income.</p> <p>Candidates will not be expected to complete a cash flow statement.</p>

#### 4. People in Businesses

This section considers suitable ways by which businesses might recruit, motivate and retain staff.

SPECIFICATION	AMPLIFICATION
<p>4.1 Recruiting</p> <ul style="list-style-type: none"> <li>• the need for recruitment</li> <li>• recruitment methods</li> <li>• remuneration</li> <li>• monetary and non-monetary benefits.</li> </ul>	<p>Candidates should understand the benefits of full and part-time employment to the business.</p> <p>Candidates need to understand the appropriate internal and external methods by which a business might recruit staff, such as: personal recommendation, advertising and interviewing.</p> <p>Candidates should have an understanding of the factors that determine the level of wages/salaries paid to employees, including levels of skill and experience.</p> <p>Candidates should have an understanding of the use of other monetary benefits, including pension payments and bonuses.</p> <p>Candidates need to understand the use of non-monetary rewards to employees, such as fringe benefits.</p>
<p>4.2 Motivating Staff</p> <ul style="list-style-type: none"> <li>• benefits to the business of motivated staff</li> <li>• methods of motivation used by small businesses.</li> </ul>	<p>Candidates should understand the benefits to the business of having well-motivated staff. Candidates should be able to suggest relevant ways by which small businesses might motivate their employees. These could include: training, greater responsibility and financial rewards.</p>
<p>4.3 Protecting Staff through Understanding Legislation</p> <ul style="list-style-type: none"> <li>• equal pay and minimum wage laws</li> <li>• discrimination</li> <li>• employment rights</li> <li>• health and safety.</li> </ul>	<p>Candidates need to have an understanding of the legal responsibilities of employers and their staff. Whilst it is not necessary to be able to name and quote from an Act of Parliament, candidates require a broad understanding of how such laws can affect small businesses.</p>

## 5. Operations Management

This section considers the importance of operational decisions in managing a business. It explores how operations management can help a business to be more effective, and the role technology can play in this process.

SPECIFICATION	AMPLIFICATION
<p>5.1 Production Methods for Manufacturing and Providing a Service</p> <ul style="list-style-type: none"> <li>• methods of production</li> <li>• efficiency and technology</li> <li>• quality issues.</li> </ul>	<p>Candidates should be familiar with job and batch production methods and understand when each is appropriate.</p> <p>Candidates should understand the importance to businesses of operating efficiently and the ways in which costs might be lowered, especially with changes in technology.</p> <p>Candidates should have an understanding of customer expectations of quality.</p>
<p>5.2 Customer Service</p> <ul style="list-style-type: none"> <li>• importance of customer service</li> <li>• consumer protection</li> <li>• impact of ICT.</li> </ul>	<p>Candidates should be aware of the importance to small businesses of providing good service to customers, including: reliability, product information and good after sales service.</p> <p>Candidates need to understand that customers are protected by law, which influences businesses, such as the fitness for purpose of the product sold. A detailed knowledge of consumer protection legislation is not required.</p> <p>Candidates should be familiar with the ways in which advances in ICT have allowed customer services to develop, such as the use of websites, e-commerce and global and international markets.</p>

## Assessment

### Full course

When taken as part of a full course, this unit will be assessed by an external written assessment of 60 marks and 1 hour in length.

### Short course

When taken as a short course, this unit will be assessed by both Unit 13, an external written assessment of 40 marks and 1 hour in length and Unit 14, a controlled assessment.

## 3.2 Unit 2 – Growing as a Business

This unit builds upon the content of Unit 1, allowing candidates to study businesses as they grow and the issues that expansion raises.

1. The Business Organisation	
This section builds upon the work of Unit 1, and considers how the methods of expansion and objectives of larger businesses might differ from smaller businesses.	
SPECIFICATION	AMPLIFICATION
1.1 Expanding a Business <ul style="list-style-type: none"> <li>benefits and risks of expansion</li> <li>methods of expansion</li> <li>conflict between stakeholders.</li> </ul>	<p>Candidates should understand the benefits and risks to a business of expanding and be aware of methods of expansion used by large businesses, for example: mergers and takeovers, organic growth and franchising.</p> <p>Candidates should consider the ways in which the growth of a business can impact on its stakeholders. Candidates need to consider the ways in which stakeholders might react to protect their own interests.</p>
1.2 Choosing the Right Legal Structure for the Business <ul style="list-style-type: none"> <li>private limited companies (ltd)</li> <li>public limited companies (plc).</li> </ul>	<p>Candidates should understand the advantages and disadvantages of a private limited company becoming a public limited company.</p> <p>Candidates will not be expected to know about the legal process of incorporation.</p>
1.3 Changing Business Aims and Objectives <ul style="list-style-type: none"> <li>reasons for changing aims and objectives as businesses grow</li> <li>ethical and environmental considerations.</li> </ul>	<p>Candidates should consider how the aims and objectives of larger businesses might differ from smaller businesses, for instance becoming the dominant business in the market or expanding internationally.</p> <p>Candidates should be familiar with the wider social costs and benefits facing business operation, such as ethical and environmental considerations, and why it might be in the interests of a business to consider these issues within its objectives.</p>
1.4 Choosing the Best Location <ul style="list-style-type: none"> <li>the importance of location to growing businesses</li> <li>issues relating to overseas location.</li> </ul>	<p>Candidates should understand the importance of location to growing businesses in terms of minimising costs and increasing revenues.</p> <p>Candidates need to be able to consider the issues relating to international or global expansion. These issues include physical presence in international markets and cost considerations.</p>

## 2. Marketing

This section builds upon marketing concepts introduced in Unit 1 and relates them to the context of a growing business. Candidates will investigate each component of the marketing mix and review how a large business may choose the most appropriate components of the marketing mix and alter its marketing mix in response to market forces

SPECIFICATION	AMPLIFICATION
<p>2.1 The Marketing Mix – Product</p> <ul style="list-style-type: none"> <li>• product portfolio/mix</li> <li>• product life cycle.</li> </ul>	<p>Candidates should understand how and why businesses might broaden and balance their product portfolio as they grow.</p> <p>Candidates should understand that the demand for a product or service might change over time. They should be aware of the various stages of the product life cycle: development, introduction, growth, maturity and decline.</p> <p>Candidates should be aware of the methods that a company might adopt to extend the life of a product in its decline phase, and the impact these strategies might have on other aspects of the business.</p>
<p>2.2 Using the Marketing Mix – Price</p> <ul style="list-style-type: none"> <li>• pricing decisions for growth</li> <li>• factors affecting pricing decisions.</li> </ul>	<p>Candidates should understand how pricing can be used to facilitate business growth. These include: price skimming, price penetration, competitive pricing, loss leader and cost-plus.</p> <p>Candidates should be able to recognise the factors which might influence the pricing decision, eg the nature of the market, and the degree of competition.</p>
<p>2.3 Using the Marketing Mix – Promotion</p> <ul style="list-style-type: none"> <li>• promotional activities to enable growth</li> <li>• selecting the promotional mix.</li> </ul>	<p>Candidates should be familiar with the promotional methods which are likely to be employed by growing businesses. These include: advertising, sales promotion, sponsorship and direct marketing.</p> <p>Candidates should be able to recognise the factors influencing the selection of the promotional mix, eg the nature of the market, the nature of the product, and the activities of competitors.</p>
<p>2.4 Using the Marketing Mix – Place</p> <ul style="list-style-type: none"> <li>• channels of distribution to enable growth</li> <li>• selecting channels of distribution.</li> </ul>	<p>Candidates should be familiar with the different channels of distribution used by businesses to gain access to potential customers. These include: retailers, wholesalers, telesales, mail order and internet selling.</p> <p>Candidates should be able to recognise the appropriateness of each distribution method for a given scenario.</p>

### 3. Finance

This section introduces candidates to aspects of finance faced by large businesses. Candidates will become familiar with the sources of finance available to large businesses, compared to the small/start-up businesses covered in Unit 1. Basic, simplified financial statements are introduced in this section and candidates will be expected to be able to analyse the content of these documents.

SPECIFICATION	AMPLIFICATION
3.1 Finance for Large Businesses <ul style="list-style-type: none"> <li>• sources of finance available</li> <li>• appropriateness of the sources.</li> </ul>	<p>Candidates need to be familiar with the main methods that a large business might use to raise funds. These include: retained profits, a new share issue, obtaining a loan or mortgage and selling unwanted assets.</p> <p>Candidates should be able to recognise the advantages and disadvantages of each method for a given situation.</p>
3.2 Profit and Loss Accounts and Balance Sheets <ul style="list-style-type: none"> <li>• purpose of financial statements</li> <li>• components of financial statements</li> <li>• interpretation of data given on financial statements.</li> </ul>	<p>Candidates should understand the importance of a profit and loss account and balance sheet to the stakeholders when assessing the performance of the business.</p> <p>Candidates should be able to identify the various components of a profit and loss account and balance sheet.</p> <p>Candidates should be able to make judgements on the performance of a business through interpretation of the information contained in simplified versions of the profit and loss accounts, balance sheet and by the application of gross and net profit margins and current and acid test ratios.</p> <p>Candidates will be given the relevant formulae for ratios, where appropriate, as part of the examination paper.</p>

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### 4. People in Businesses

This section introduces candidates to the human resources function in a large business. Candidates will also be introduced to the different organisational structures of a business and the processes by which businesses recruit, motivate and retain their employees.

SPECIFICATION	AMPLIFICATION
4.1 Reorganising Organisational Charts and Management Hierarchies <ul style="list-style-type: none"> <li>• internal organisational structures</li> <li>• appropriateness of centralisation/ decentralisation for growing businesses.</li> </ul>	<p>Candidates should be familiar with internal organisation structures, organisation trees, and layers of management.</p> <p>Candidates should understand the term 'span of control'. They should be aware of the effect that the shape of the organisational structure has on how the organisation is managed.</p> <p>Candidates should be familiar with the concepts of centralisation and decentralisation and the benefits and challenges that both can bring to a business.</p>

<p>4.2 Recruitment and Retention of Staff</p> <ul style="list-style-type: none"> <li>• the staff recruitment process</li> <li>• appraisal and training</li> <li>• methods of motivation</li> <li>• retention of staff.</li> </ul>	<p>Candidates should understand the process that businesses use to recruit and select new employees.</p> <p>Candidates should understand the benefits of an induction training programme and what might be included in it.</p> <p>Candidates should be aware of the advantages and disadvantages of on the job training, such as in house training, and off the job training such as external courses.</p> <p>Candidates should understand how and why businesses use an appraisal or performance review system.</p> <p>Candidates should understand the methods by which businesses motivate and retain suitable employees, including the roles of training, remuneration and styles of management.</p> <p>Specific motivational theories (such as Maslow) will not be examined.</p>
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## 5. Operations Management

This section introduces candidates to the organisation of production or service provision. Candidates will increase their understanding of production methods to include flow production. The concepts of efficiency and quality assurance are introduced in this section.

SPECIFICATION	AMPLIFICATION
<p>5.1 Production Methods for Growing Businesses</p> <ul style="list-style-type: none"> <li>• use of flow production</li> <li>• efficient production methods</li> <li>• lean production techniques.</li> </ul>	<p>Candidates should be familiar with flow production and the how this can create efficient use of resources.</p> <p>Candidates should understand how specialisation and division of labour can impact on efficiency.</p> <p>Candidates should consider how production might be made more efficient by the use of lean production techniques, eg Just In Time and the impact these might have on employees (such as training and motivation).</p>
<p>5.2 Recognising Challenges of Growth</p> <ul style="list-style-type: none"> <li>• advantages of growth</li> <li>• disadvantages of growth.</li> </ul>	<p>Candidates should understand the ways, both internal and external, in which large businesses obtain a cost advantage over smaller businesses.</p> <p>Candidates should also consider how the disadvantages of growth might occur within a growing business, eg longer chains of communication and complexities within the production process.</p>
<p>5.3 Maintaining Quality Assurance in Growing Businesses</p> <ul style="list-style-type: none"> <li>• identifying quality problems</li> <li>• methods of maintaining consistent quality.</li> </ul>	<p>Candidates should be aware of the possible quality issues that growing businesses face eg consistency and the cost of maintaining quality (outsourcing, inspection costs).</p> <p>Candidates should be aware of the methods of maintaining consistent quality, including concepts such as Total Quality Management (TQM).</p>

## Assessment

This unit will be assessed by an external written assessment of 60 marks and 1 hour in length.

### 3.3 Unit 3 – Investigating Businesses

This unit is a controlled assessment unit. The work must be each candidate's own individual response and must be produced under controlled conditions.

#### Task Setting

All controlled assessment tasks will be set by AQA.

Tasks will be **replaced each year** and will only be available for one assessment opportunity.

AQA will provide centres with pre-released material which will require candidates to undertake a business investigation.

#### Task Taking

- Preparation

Before candidates carry out their investigation of the business, centres should prepare them by covering the relevant section(s) of the specification.

During this phase, centres should ensure that candidates are familiar with the skills which will be assessed, especially the need to evaluate their findings.

- Research and Planning

It is suggested that between five and eight hours should be allocated for candidates to research the business.

During the research and planning phase, teachers may give feedback to individual candidates to support them in their learning, but this assistance must be recorded.

Candidates may work with others during the research and planning stage. Each candidate must, however, produce an individual response to the tasks.

#### Final Presentation

Candidates should spend up to three hours writing up their findings. (Additional time can be given for candidates with special assessment requirements). This time may be divided into more than one session, provide that the teacher collects all materials at the end of each session, keeps them under secure conditions and returns them to candidates at the beginning of the next session. Centres are not allowed to give feedback to candidates during this time.

When completing their work, candidates must work independently under teacher supervision.

#### Task Marking

Centres must mark all controlled assessments using the marking criteria shown on the next two pages.

The work will be moderated by AQA according to the procedures outlined in section 7 of this specification.

Level	AO1 (12 marks)	AO2 (14 marks)	AO3 (14 marks)
4	<p><b>12–10 marks</b></p> <p>The candidate selects relevant and detailed data/information from a wide range of sources. Appropriate methods are used to organise and communicate the data/information effectively.</p> <p>The candidate demonstrates substantial knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>14–11 marks</b></p> <p>The candidate demonstrates the ability to apply effectively and consistently skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>thoroughly planning and carrying out the investigation;</li> <li>successfully completing key parts of the investigation.</li> </ul>	<p><b>14–11 marks</b></p> <p>The candidate draws a range of appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>an analysis of the selected data/information to produce key findings;</li> <li>an evaluation, supported by a reasoned justification, of the significance of the key findings.</li> </ul> <p>Ideas are well structured and organised in a clear and appropriate form. Spelling, punctuation and grammar are used accurately. Specialist terms are used frequently and effectively.</p>
3	<p><b>9–7 marks</b></p> <p>The candidate selects relevant data/information from a range of sources. Some appropriate methods are used to organise and communicate the data/information.</p> <p>The candidate demonstrates good knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>10–7 marks</b></p> <p>The candidate demonstrates the ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>planning and carrying out the investigation;</li> <li>completing aspects of the investigation.</li> </ul>	<p><b>10–7 marks</b></p> <p>The candidate draws some appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>a partial analysis of selected data/information to produce some findings;</li> <li>a judgement, with some justification, of the significance of the findings.</li> </ul> <p>Ideas are organised in an appropriate form. Spelling, punctuation and grammar are used with reasonable accuracy. Some appropriate use of specialist terms is evident.</p>

2	<p style="text-align: center;"><b>6–4 marks</b></p> <p>The candidate selects data/information from a limited range of sources. A limited attempt is made to organise the data/information.</p> <p>The candidate demonstrates a basic knowledge and understanding of some relevant business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>6–4 marks</b></p> <p>The candidate demonstrates some ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• attempting to complete aspects of the investigation.</li> </ul>	<p style="text-align: center;"><b>6–4 marks</b></p> <p>The candidate reaches some simple conclusions based on:</p> <ul style="list-style-type: none"> <li>• a review of selected data/information in order to identify results from the investigation;</li> <li>• a basic judgement, based upon limited evidence, of the significance of the investigation's results.</li> </ul> <p>An attempt to organise and structure ideas in an appropriate form. Spelling, punctuation and grammar are used with some accuracy but there are some errors. Specialist terms are used occasionally.</p>
1	<p style="text-align: center;"><b>3–1 marks</b></p> <p>The candidate has collated data/information from a limited range of sources. The data/information is presented without any attempt to organise it.</p> <p>The candidate demonstrates limited knowledge and understanding of some business concepts and issues. There is little use of business terminology.</p>	<p style="text-align: center;"><b>3–1 marks</b></p> <p>The candidate attempts to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• describing some outcomes of the investigation.</li> </ul>	<p style="text-align: center;"><b>3–1 marks</b></p> <p>The candidate states some conclusions based on:</p> <ul style="list-style-type: none"> <li>• collected data/information;</li> <li>• unsupported judgements.</li> </ul> <p>Ideas are presented in a way that is adequate to convey meaning. The rules of spelling, punctuation and grammar are not fully understood and there are frequent errors. Few or no specialist terms are used.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate presents no relevant data/information nor demonstrates any knowledge and understanding of business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to apply knowledge and understanding to the investigation.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to state conclusions nor analyse and evaluate evidence.</p>

## 3.4 Unit 4 – People in Business

In this unit candidates will investigate how businesses organise and motivate their staff. Candidates will also reflect on their potential as future employees by considering their personal attributes.

1. Business Organisation	
In this section candidates will investigate how businesses organise their staff and define their job roles. They will also investigate the working arrangements of staff at different levels of hierarchy within businesses and how these meet the needs of the business.	
SPECIFICATION	AMPLIFICATION
1.1 Investigating Organisational Structures <ul style="list-style-type: none"> <li>interpreting organisation charts</li> <li>how communication and decision-making takes place within organisations.</li> </ul>	<p>Candidates should know how to identify the levels of hierarchy and chain of command using an organisation chart.</p> <p>Candidates should understand that communication and decision-making do not necessarily occur in ways indicated by organisation charts, eg unofficial channels of communication and specially convened decision-making groups.</p>
1.2 Investigating Job Roles <ul style="list-style-type: none"> <li>the use of job descriptions</li> <li>defining job roles.</li> </ul>	<p>Candidates should understand the use of job descriptions to define job roles and provide information about them, ie job title, accountability, duties and responsibilities, hours of work and rates of pay.</p> <p>Candidates should be able to identify the key job roles in medium to large sized businesses, including: managers, supervisors and employees.</p> <p>Candidates should investigate the following aspects of job roles: key responsibilities, tasks or activities, job security, decision-making and problem-solving, skills, qualifications and personal qualities required.</p>
1.3 Investigating Working Arrangements <ul style="list-style-type: none"> <li>the use of employment contracts</li> <li>the importance of flexible working arrangements.</li> </ul>	<p>Candidates should be familiar with the contents of employment contracts, including: permanency, hours of work, place(s) of work, pay and benefits.</p> <p>Candidates should be aware of the importance of flexible working arrangements and the reasons why they sometimes need to be altered, eg to increase productivity or improve the quality of products. Candidates should be able to explain how these changes can affect the welfare and morale of employees.</p>

## 2. Employee Motivation

In this section candidates will investigate the factors motivating employees. The study of motivation should be practical and focus on factors affecting motivation and the actual methods of motivation used by businesses.

SPECIFICATION	AMPLIFICATION
<p>2.1 Effective Working Relationships</p> <ul style="list-style-type: none"> <li>• impact of legislation</li> <li>• importance of employer expectations</li> <li>• importance of employee expectations.</li> </ul>	<p>Candidates should be aware of the impact of legislation on effective working relationships, such as: equal pay, discrimination linked to disability, gender and race, employment rights, working hours and health and safety.</p> <p>Candidates should understand the importance of employer expectations, such as: employees meeting terms of their contracts, co-operation of employees in meeting the objectives of the business and employees following health and safety regulations.</p> <p>Candidates should understand the importance of employee expectations, such as: being paid according to their contract, being provided with a safe working environment, receiving appropriate training and being permitted to join trade unions or staff associations.</p>
<p>2.2 Motivating Staff</p> <ul style="list-style-type: none"> <li>• factors affecting motivation</li> <li>• methods of motivating employees</li> <li>• importance of appraisal and training.</li> </ul>	<p>Candidates should be aware of the varied factors that motivate employees such as: positive appraisal, suitable working conditions, acceptable levels of pay and appropriate training.</p> <p>Candidates should understand that the relative importance of motivational factors will vary for each employee.</p> <p>Candidates should understand how businesses use appraisal/performance review and training, including on the job training (eg job shadowing, rotation and mentoring) and off the job training (eg external courses and placements).</p> <p>Knowledge of specific motivational theories (such as Maslow) is not required.</p>

### 3. Attributes of Employees

In this section candidates will explore their own skills and personality traits, considering how these indicate their suitability for particular types of occupations

SPECIFICATION	AMPLIFICATION
<p>3.1 Understanding Personal Skills Profiles</p> <ul style="list-style-type: none"> <li>• the range of personal skills</li> <li>• producing a personal skills profile</li> <li>• the importance of personal skills.</li> </ul>	<p>Candidates should be aware of the range of skills that individuals have to offer potential employers, such as: team working, entrepreneurial skills, self confidence, motivation, communication skills, supervisory skills.</p> <p>Candidates should be able to explain how these skills can be identified through the use of psychometric tests and the extent to which businesses use these in their recruitment process.</p>
<p>3.2 Understanding Personality Tests</p> <ul style="list-style-type: none"> <li>• the importance of personality tests</li> <li>• relevance for career planning.</li> </ul>	<p>Candidates should be able to describe how personality tests are used to identify and describe personality traits. They should be aware of the importance of identifying the skills and personality traits of individuals to establish the right type of occupation.</p>

## Assessment

This unit will be assessed by means of a controlled assessment. The work must be the candidate's own individual response produced under controlled conditions.

## Task Setting

This unit will be assessed on a portfolio of evidence, based on the candidate's own research of a business, which must investigate:

- A how organising staff and defining their job roles contribute to the success of the business
- B the key factors motivating a manager, supervisor and employee within the business
- C whether the business might be suitable to you as a future place of employment, taking into account your own skills and personality traits.

Candidates' portfolios must include evidence of materials used to make at least one presentation on the suitability of the business as a future place of employment.

## Task Taking

- Preparation

Before candidates embark on their investigation centres should prepare them by teaching the key terms and concepts contained within this unit. It is anticipated that this will take up to 50 hours.

During this phase, you should also ensure that candidates are familiar with the marking criteria and are aware of the need to evaluate their findings.

- Research and Planning

Having taught the topics, it is suggested that candidates spend about 17 hours researching the business.

During the research and planning phase, teachers may give feedback to individual candidates to support them in their learning but this assistance must be recorded.

Candidates may work with others during the research and planning stage. Each candidate must, however, produce an individual response to the tasks.

## Final Presentation

Candidates should spend about seven hours writing up their findings. While writing up their response, candidates must work independently and complete all work under supervision.

This time may be divided into more than one session, provided that the teacher collects all materials at the end of each session, keeps them under secure conditions and returns them to candidates at the beginning of the next session.

## Task Marking

Centres must mark all controlled assessments using the marking criteria on the next two pages.

The work will be moderated by AQA according to the procedures outlined in section 7 of this specification.

Level	AO1 (21 marks)	AO2 (25 marks)	AO3 (24 marks)
<b>4</b>	<p><b>21–16 marks</b></p> <p>The candidate selects relevant and detailed data/information from a wide range of sources. Appropriate methods are used to organise and communicate the data/information effectively.</p> <p>The candidate demonstrates substantial knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>25–19 marks</b></p> <p>The candidate demonstrates the ability to apply effectively and consistently skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>thoroughly planning and carrying out the investigation;</li> <li>successfully completing key parts of the investigation.</li> </ul>	<p><b>24–19 marks</b></p> <p>The candidate draws a range of appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>an analysis of the selected data/information to produce key findings;</li> <li>an evaluation, supported by a reasoned justification, of the significance of the key findings.</li> </ul> <p>Ideas are well structured and organised in a clear and appropriate form. Spelling, punctuation and grammar are used accurately. Specialist terms are used frequently and effectively.</p>
<b>3</b>	<p><b>15–11 marks</b></p> <p>The candidate selects relevant data/information from a range of sources. Some appropriate methods are used to organise and communicate the data/information.</p> <p>The candidate demonstrates good knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>18–13 marks</b></p> <p>The candidate demonstrates the ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>planning and carrying out the investigation;</li> <li>completing aspects of the investigation.</li> </ul>	<p><b>18–13 marks</b></p> <p>The candidate draws some appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>a partial analysis of selected data/information to produce some findings;</li> <li>a judgement, with some justification, of the significance of the findings.</li> </ul> <p>Ideas are organised in an appropriate form. Spelling, punctuation and grammar are used with reasonable accuracy. Some appropriate use of specialist terms is evident.</p>

2	<p style="text-align: center;"><b>10–6 marks</b></p> <p>The candidate selects data/information from a limited range of sources. A limited attempt is made to organise the data/information.</p> <p>The candidate demonstrates a basic knowledge and understanding of some relevant business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>12–7 marks</b></p> <p>The candidate demonstrates some ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• attempting to complete aspects of the investigation.</li> </ul>	<p style="text-align: center;"><b>12–7 marks</b></p> <p>The candidate reaches some simple conclusions based on:</p> <ul style="list-style-type: none"> <li>• a review of selected data/information in order to identify results from the investigation;</li> <li>• a basic judgement, based upon limited evidence, of the significance of the investigation's results.</li> </ul> <p>An attempt to organise and structure ideas in an appropriate form. Spelling, punctuation and grammar are used with some accuracy but there are some errors. Specialist terms are used occasionally.</p>
1	<p style="text-align: center;"><b>5–1 marks</b></p> <p>The candidate has collated data/information from a limited range of sources. The data/information is presented without any attempt to organise it.</p> <p>The candidate demonstrates limited knowledge and understanding of some business concepts and issues. There is little use of business terminology.</p>	<p style="text-align: center;"><b>6–1 marks</b></p> <p>The candidate attempts to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• describing some outcomes of the investigation.</li> </ul>	<p style="text-align: center;"><b>6–1 marks</b></p> <p>The candidate states some conclusions based on:</p> <ul style="list-style-type: none"> <li>• collected data/information;</li> <li>• unsupported judgements.</li> </ul> <p>Ideas are presented in a way that is adequate to convey meaning. The rules of spelling, punctuation and grammar are not fully understood and there are frequent errors. Few or no specialist terms are used.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate presents no relevant data/information nor demonstrates any knowledge and understanding of business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to apply knowledge and understanding to the investigation.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to state conclusions nor analyse and evaluate evidence.</p>

## 3.5 Unit 5 – Marketing and Customer Needs

In this unit candidates will investigate how businesses use marketing activities to meet customers' needs and deal with competition.

### 1. Customer Needs

In this section candidates will explore how businesses carry out customer research in order to identify and understand the needs of their customers and, therefore, attempt to meet them

SPECIFICATION	AMPLIFICATION
1.1 Understanding Customer Needs <ul style="list-style-type: none"> <li>the range of customer needs</li> <li>the importance of customer characteristics.</li> </ul>	<p>Candidates should be aware of the different types of customer needs, including: understanding the value and suitability of a product, information about a product and its functions and reassurance about after-sales services.</p> <p>Candidates should understand how customer needs change according to the customer's characteristics. These customer characteristics include: age, sex, location, socio-economic factors and lifestyle.</p>
1.2 Measuring Customer Satisfaction <ul style="list-style-type: none"> <li>methods of customer research</li> <li>presenting the results of customer research</li> <li>analysing the results of customer research to meet customer needs.</li> </ul>	<p>Candidates should be aware of the different methods of carrying out customer research. These should include: use of existing business data (eg sales records, complaints and returned goods), primary research such as questionnaires, observations, customer panels or interviews.</p> <p>Candidates should be aware of the ways in which customer research can be presented, including the use of tables, charts and line graphs.</p> <p>Candidates should be able to analyse the results of customer research by recognising significant features of the results and any trends or patterns within them.</p>

### 2. Marketing Activities

In this section candidates will explore the ways in which businesses try to establish an advantage over their competitors by altering their marketing activities. The study of marketing activities should focus on how businesses use these activities in practice. Consideration should be given to how technology is, or could be, used to enhance these activities.

SPECIFICATION	AMPLIFICATION
2.1 Selecting Products <ul style="list-style-type: none"> <li>developing a product range.</li> </ul>	<p>Candidates should understand why businesses remove, modify and add products to their product ranges.</p>
2.2 Setting Prices <ul style="list-style-type: none"> <li>the factors influencing pricing decisions.</li> </ul>	<p>Candidates should be aware of the factors that influence a products price. These include: the cost of the product, customer value and competitor prices.</p>

<p>2.3 Using Promotional Activities</p> <ul style="list-style-type: none"> <li>• the range of promotional activities available to businesses</li> <li>• communicating with customers.</li> </ul>	<p>Candidates should be aware of the following promotional activities: personal selling, merchandising, sales promotion and advertising.</p> <p>Candidates should understand how businesses select the method and content of promotional activities to communicate effectively with customers.</p>
<p>2.4 Choosing Appropriate Outlets/Distributors</p> <ul style="list-style-type: none"> <li>• factors influencing the choice of outlets/distributors</li> <li>• the impact of technology.</li> </ul>	<p>This should focus on a practical consideration of how businesses select the most appropriate outlet/distributor.</p> <p>Candidates should be aware of how technology, such as ICT, has created new outlet/distribution opportunities.</p>
<p>2.5 Marketing Activities and Competition</p> <ul style="list-style-type: none"> <li>• identifying competitors</li> <li>• establishing a competitive advantage</li> <li>• the importance of location.</li> </ul>	<p>Candidates should be able to identify the following features of competitors: prices charged for similar products, characteristics of similar products, location and promotional activities used.</p> <p>Candidates should be aware of how businesses respond to competition by altering their marketing activities to establish a competitive advantage, eg by offering new products or implementing new promotional activities.</p> <p>Candidates should understand how the location of a business affects its ability to deal with competitors, eg proximity to customers and competitors.</p>

### 3. Customer Service

In this section candidates will investigate the meaning and importance of customer service and how businesses decide on the level of customer service they will offer to their customers.

SPECIFICATION	AMPLIFICATION
<p>3.1 Effective Customer Service</p> <ul style="list-style-type: none"> <li>• the features of customer service</li> <li>• the importance of customer service.</li> </ul>	<p>Candidates should be familiar with the features of customer service relating to: staff (eg helpfulness and communication skills), premises (eg layout, directions and range of facilities), delivery of goods (eg availability and speed), and after-sales care (eg exchange of goods and guarantees).</p> <p>The importance of customer service should be considered in terms of its ability to: gain/retain customers, gain customer satisfaction and loyalty and improve the image and reputation of the business.</p>
<p>3.2 Altering the Levels of Customer Service</p> <ul style="list-style-type: none"> <li>• meeting the needs of the target market</li> <li>• the impact of technology.</li> </ul>	<p>Candidates should be aware of how businesses alter customer service features (eg after-sales care) according to the needs of their target markets. They should be aware of the ways in which the level of customer service offered can be matched against the requirements of different target markets, eg whether or not to provide dedicated telephone support lines.</p> <p>The impact of technology should be considered in terms of how it can be used to improve and develop customer service, especially through the use of email and websites.</p>

## Assessment

This unit will be assessed by means of a controlled assessment. The work must be the candidate's own individual response, produced under controlled conditions.

## Task Setting

This unit will be assessed on a portfolio of evidence, based on the candidate's own research of a business which must investigate:

- A how measuring customer satisfaction contributes to the success of the business
- B the key marketing activities and customer service used by the business to meet customer needs
- C whether the business is successfully meeting customer needs, taking into account the activities of competitors.

Candidates' portfolios must include evidence of materials used to make one presentation on whether the business is successfully meeting customer needs.

## Task Taking

- Preparation

Before candidates embark on their investigation, centres should prepare them by teaching the key terms and concepts contained within this unit. It is anticipated that this will take up to 50 hours.

During this phase, you should also ensure that candidates are familiar with the marking criteria and are aware of the need to evaluate their findings.

- Research and Planning

Having taught the topics, it is suggested that candidates spend about 17 hours researching the business.

During the research and planning phase, teachers may give feedback to individual candidates to support them in their learning but this assistance must be recorded.

Candidates may work with others during the research and planning stage. Each candidate must, however, produce an individual response to the tasks.

## Final Presentation

Candidates should spend about seven hours writing up their findings. While writing up their response candidates must work independently and complete all work under supervision.

This time may be divided into more than one session, provided that the teacher collects all materials at the end of each session, keeps them under secure conditions and returns them to candidates at the beginning of the next session.

## Task Marking

Centres must mark all controlled assessments using the marking criteria on the next two pages.

The work will be moderated by AQA according to the procedures outlined in section 7 of this specification.

Level	AO1 (21 marks)	AO2 (25 marks)	AO3 (24 marks)
<b>4</b>	<p><b>21–16 marks</b></p> <p>The candidate selects relevant and detailed data/information from a wide range of sources. Appropriate methods are used to organise and communicate the data/information effectively.</p> <p>The candidate demonstrates substantial knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>25–19 marks</b></p> <p>The candidate demonstrates the ability to apply effectively and consistently skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>thoroughly planning and carrying out the investigation;</li> <li>successfully completing key parts of the investigation.</li> </ul>	<p><b>24–19 marks</b></p> <p>The candidate draws a range of appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>an analysis of the selected data/information to produce key findings;</li> <li>an evaluation, supported by a reasoned justification, of the significance of the key findings.</li> </ul> <p>Ideas are well structured and organised in a clear and appropriate form. Spelling, punctuation and grammar are used accurately. Specialist terms are used frequently and effectively.</p>
<b>3</b>	<p><b>15–11 marks</b></p> <p>The candidate selects relevant data/information from a range of sources. Some appropriate methods are used to organise and communicate the data/information.</p> <p>The candidate demonstrates good knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>18–13 marks</b></p> <p>The candidate demonstrates the ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>planning and carrying out the investigation;</li> <li>completing aspects of the investigation.</li> </ul>	<p><b>18–13 marks</b></p> <p>The candidate draws some appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>a partial analysis of selected data/information to produce some findings;</li> <li>a judgement, with some justification, of the significance of the findings.</li> </ul> <p>Ideas are organised in an appropriate form. Spelling, punctuation and grammar are used with reasonable accuracy. Some appropriate use of specialist terms is evident.</p>

2	<p style="text-align: center;"><b>10–6 marks</b></p> <p>The candidate selects data/information from a limited range of sources. A limited attempt is made to organise the data/information.</p> <p>The candidate demonstrates a basic knowledge and understanding of some relevant business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>12–7 marks</b></p> <p>The candidate demonstrates some ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• attempting to complete aspects of the investigation.</li> </ul>	<p style="text-align: center;"><b>12–7 marks</b></p> <p>The candidate reaches some simple conclusions based on:</p> <ul style="list-style-type: none"> <li>• a review of selected data/information in order to identify results from the investigation;</li> <li>• a basic judgement, based upon limited evidence, of the significance of the investigation's results.</li> </ul> <p>An attempt to organise and structure ideas in an appropriate form. Spelling, punctuation and grammar are used with some accuracy but there are some errors. Specialist terms are used occasionally.</p>
1	<p style="text-align: center;"><b>5–1 marks</b></p> <p>The candidate has collated data/information from a limited range of sources. The data/information is presented without any attempt to organise it.</p> <p>The candidate demonstrates limited knowledge and understanding of some business concepts and issues. There is little use of business terminology.</p>	<p style="text-align: center;"><b>6–1 marks</b></p> <p>The candidate attempts to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• describing some outcomes of the investigation.</li> </ul>	<p style="text-align: center;"><b>6–1 marks</b></p> <p>The candidate states some conclusions based on:</p> <ul style="list-style-type: none"> <li>• collected data/information;</li> <li>• unsupported judgements.</li> </ul> <p>Ideas are presented in a way that is adequate to convey meaning. The rules of spelling, punctuation and grammar are not fully understood and there are frequent errors. Few or no specialist terms are used.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate presents no relevant data/information nor demonstrates any knowledge and understanding of business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to apply knowledge and understanding to the investigation.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to state conclusions nor analyse and evaluate evidence.</p>

## 3.6 Unit 6 – Enterprise

In this unit candidates will develop and explore the attributes associated with enterprise and entrepreneurship. They will do this by planning, implementing and evaluating an enterprise activity.

### 1. Understanding Enterprise

The aim of this section is to provide a broad overview of enterprise skills that are present in successful entrepreneurs. This section also seeks to introduce candidates to the idea that enterprise skills are not only found in businesses (for profit organisations), but also in social enterprise (not for profit organisations, charities etc).

SPECIFICATION	AMPLIFICATION
<p>1.1 Understanding Enterprise</p> <ul style="list-style-type: none"> <li>• the range of enterprise skills</li> <li>• the importance of enterprise skills</li> <li>• the benefits of starting a business or enterprise.</li> </ul>	<p>Candidates should identify enterprise skills, including: self confidence and motivation, risk taking, being able to identify and take advantage of marketing opportunities, innovation, building teams, a 'can do' attitude and a determination to succeed.</p> <p>Candidates should be able to understand the importance of enterprise skills to all types of organisations including both profit and not for profit organisations.</p> <p>Candidates should consider the relative importance of the skills in determining the success of enterprising activities.</p> <p>Candidates should be able to explain the benefits of running a business or enterprise, and what is required from them to be successful.</p>

### 2. Planning and Implementing an Enterprise Activity

After exploring enterprise skills, candidates will set up and run a small enterprise. Candidates may set up a business or a social enterprise. Central to this section will be identifying and selecting a business opportunity, conducting market research and writing a business plan. Candidates will implement the enterprise outlined in their business plan. They will understand that plans rarely remain unchanged when being implemented and are subject to external and internal influences.

SPECIFICATION	AMPLIFICATION
<p>2.1 Planning an Enterprise Activity</p> <ul style="list-style-type: none"> <li>• selecting and developing the business idea</li> <li>• carrying out market research</li> <li>• developing the business plan</li> </ul>	<p>Candidates should understand the need to carry out a risk and reward assessment and SWOT analysis before starting the activity.</p> <p>Candidates should understand the need to carry out market research to establish the likely success of the activity. This includes the collection, collation and analyse of marketing information for a business.</p> <p>When developing the business plan, candidates should include: business aims and objectives, forecasted sales and costs, cash flow forecast and profit/income calculation.</p>

<p>2.2 Setting up the Team to Run the Enterprise Activity</p> <ul style="list-style-type: none"> <li>• benefits of team work</li> <li>• allocating tasks</li> <li>• setting individual targets</li> <li>• effective communication.</li> </ul>	<p>Candidates should understand the benefits of team work by recognising the strengths and weaknesses of individual members and the different roles that each will have within the team.</p> <p>Candidates should set objectives for the enterprise plan and break them down into individual tasks. Candidates should be able to organise the resources to enable the plan to be implemented.</p> <p>Candidates should understand the importance of setting targets which are SMART.</p> <p>Candidates should consider how effective communication takes place both within the team and with other stakeholders.</p>
<p>2.3 Implementing the Enterprise Activity</p> <ul style="list-style-type: none"> <li>• importance of motivation</li> <li>• management of risk</li> <li>• monitoring performance.</li> </ul>	<p>While implementing the enterprise activity candidates will consider the need for motivation, both self motivation and motivation of others. They will need to understand the relationship between incentives and motivation.</p> <p>Candidates should investigate how risks are managed as the activity is implemented.</p> <p>Candidates should be aware of the importance of continually monitoring the performance of the activity to establish its success.</p>

### 3. Evaluating the Enterprise

Candidates should undertake an in depth evaluation of their individual team role as well as that of the group. Following in depth reflection about their business, candidates should produce an action plan for both their personal development and the development of the business, in light of their enterprise experience.

SPECIFICATION	AMPLIFICATION
<p>3.1 Evaluating the Enterprise</p> <ul style="list-style-type: none"> <li>• meeting targets</li> <li>• team performance</li> <li>• individual performance</li> <li>• personal development.</li> </ul>	<p>Candidates need to assess to what extent their various targets were met at each of the critical stages in the enterprise process.</p> <p>Candidates will need to assess how each individual within the team contributed to the overall performance of the business.</p> <p>Candidates should analyse their own contribution to the success of the business explaining clearly what they have learned from the experience.</p> <p>Candidates should be able to produce an action plan for their own future personal development, indicating the steps they will take to improve.</p> <p>Candidates should be able to produce an action plan for the development of the business, highlighting the main factors which need to be addressed in order to achieve future success.</p>

## Assessment

This unit will be assessed by means of a Controlled Assessment. The work must be the candidate's own individual response, produced under controlled conditions.

## Task Setting

This unit will be assessed on a portfolio of evidence, based on the candidate's own research into setting up and running an enterprise activity which must investigate:

- A how enterprise skills contribute to the success of enterprising activities
- B the planning and implementation of an enterprise activity
- C whether the enterprise activity was planned and implemented effectively, taking into account your own contributions and those of other team members.

Candidates' portfolios must include evidence of materials used to make one presentation on whether the enterprise activity was planned and implemented effectively.

## Task Taking

- Preparation

Before candidates embark on their Enterprise, centres should prepare candidates by teaching the key terms and concepts contained within this unit. It is anticipated that this will take up to 50 hours.

During this phase, you should also ensure that candidates are familiar with the marking criteria and are aware of the need to evaluate their findings.

- Planning and Implementing

Having taught the topics, it is suggested that you give candidates about 17 hours to plan and implement the Enterprise Activity.

During the planning and implementing phase, you may give feedback to individual candidates to support them in their learning but this assistance must be recorded.

Candidates will need to work with others during the planning and implementing stage. Each candidate must, however, produce an individual response to the tasks.

## Final Presentation

Candidates should spend about seven hours evaluating the Enterprise and writing up their findings. While writing up their response candidates must work independently and complete all work under supervision.

This time may be divided into more than one session, provided that the teacher collects all materials at the end of each session, keeps them under secure conditions and returns them to candidates at the beginning of the next session.

## Task Marking

Centres must mark all controlled assessments using the marking criteria on the next two pages.

The work will be moderated by AQA according to the procedures outlined in section 7 of this specification.

Level	AO1 (21 marks)	AO2 (25 marks)	AO3 (24 marks)
4	<p><b>21–16 marks</b></p> <p>The candidate selects relevant and detailed data/information from a wide range of sources. Appropriate methods are used to organise and communicate the data/information effectively.</p> <p>The candidate demonstrates substantial knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>25–19 marks</b></p> <p>The candidate demonstrates the ability to apply effectively and consistently skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>thoroughly planning and carrying out the investigation;</li> <li>successfully completing key parts of the investigation.</li> </ul>	<p><b>24–19 marks</b></p> <p>The candidate draws a range of appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>an analysis of the selected data/information to produce key findings;</li> <li>an evaluation, supported by a reasoned justification, of the significance of the key findings.</li> </ul> <p>Ideas are well structured and organised in a clear and appropriate form. Spelling, punctuation and grammar are used accurately. Specialist terms are used frequently and effectively.</p>
3	<p><b>15–11 marks</b></p> <p>The candidate selects relevant data/information from a range of sources. Some appropriate methods are used to organise and communicate the data/information.</p> <p>The candidate demonstrates good knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>18–13 marks</b></p> <p>The candidate demonstrates the ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>planning and carrying out the investigation;</li> <li>completing aspects of the investigation.</li> </ul>	<p><b>18–13 marks</b></p> <p>The candidate draws some appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>a partial analysis of selected data/information to produce some findings;</li> <li>a judgement, with some justification, of the significance of the findings.</li> </ul> <p>Ideas are organised in an appropriate form. Spelling, punctuation and grammar are used with reasonable accuracy. Some appropriate use of specialist terms is evident.</p>

Level	AO1 (21 marks)	AO2 (25 marks)	AO3 (24 marks)
2	<p><b>10–6 marks</b></p> <p>The candidate selects data/information from a limited range of sources. A limited attempt is made to organise the data/information.</p> <p>The candidate demonstrates a basic knowledge and understanding of some relevant business concepts, issues and terminology.</p>	<p><b>12–7 marks</b></p> <p>The candidate demonstrates some ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>carrying out the investigation;</li> <li>attempting to complete aspects of the investigation.</li> </ul>	<p><b>12–7 marks</b></p> <p>The candidate reaches some simple conclusions based on:</p> <ul style="list-style-type: none"> <li>a review of selected data/information in order to identify results from the investigation;</li> <li>a basic judgement, based upon limited evidence, of the significance of the investigation's results.</li> </ul> <p>An attempt to organise and structure ideas in an appropriate form. Spelling, punctuation and grammar are used with some accuracy but there are some errors. Specialist terms are used occasionally.</p>
1	<p><b>5–1 marks</b></p> <p>The candidate has collated data/information from a limited range of sources. The data/information is presented without any attempt to organise it.</p> <p>The candidate demonstrates limited knowledge and understanding of some business concepts and issues. There is little use of business terminology.</p>	<p><b>6–1 marks</b></p> <p>The candidate attempts to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>carrying out the investigation;</li> <li>describing some outcomes of the investigation.</li> </ul>	<p><b>6–1 marks</b></p> <p>The candidate states some conclusions based on:</p> <ul style="list-style-type: none"> <li>collected data/information;</li> <li>unsupported judgements.</li> </ul> <p>Ideas are presented in a way that is adequate to convey meaning. The rules of spelling, punctuation and grammar are not fully understood and there are frequent errors. Few or no specialist terms are used.</p>
0	<p><b>0 marks</b></p> <p>The candidate presents no relevant data/information nor demonstrates any knowledge and understanding of business concepts, issues and terminology.</p>	<p><b>0 marks</b></p> <p>The candidate makes no attempt to apply knowledge and understanding to the investigation.</p>	<p><b>0 marks</b></p> <p>The candidate makes no attempt to state conclusions nor analyse and evaluate evidence.</p>

## 3.7 Unit 7 – Business Finance

Every business needs to manage its finances. If it does not manage its finances successfully then the business is likely to fail. This unit introduces four key elements of business finance: sources of business finance, costs and break-even, financial statements and financial planning and forecasting.

### 1. Costs and Break-Even

This section investigates the nature of the costs that businesses face and how these costs combine with sales revenue to create a break-even output. The purpose, use and limitations of break-even analysis will be considered.

SPECIFICATION	AMPLIFICATION
1.1 Business Costs <ul style="list-style-type: none"> <li>• identifying business costs.</li> </ul>	Candidates should be able to identify and explain the different types of costs including: fixed, variable and semi-variable costs.
1.2 Using Break-Even Analysis to Make Decisions <ul style="list-style-type: none"> <li>• purpose of break-even</li> <li>• calculation of break-even</li> <li>• interpretation of break-even.</li> </ul>	Candidates should be able to explain that break-even analysis allows a business to make decisions about changing costs or revenues.  Candidates need to be able to calculate break-even from a break-even chart or using a formula.  Candidates need to be aware of the effects that changes in costs and revenue have on break-even. This will include the use of 'what if' scenarios, such as the introduction of new products or services and increased fixed or semi variable costs.

## 2. Understanding and Using Financial Statements

This section considers how a business can be financed. This section will investigate the preparation of Profit and Loss Accounts and Balance Sheets and their use to the stakeholders of the business.

SPECIFICATION	AMPLIFICATION
2.1 Sources of Business Finance <ul style="list-style-type: none"> <li>• identifying suitable sources of finance.</li> </ul>	Candidates will need to be able to identify and explain the appropriate sources of finance available to a business including: owner's funds, retained profits, loans and mortgages, overdrafts, leasing, issuing shares and venture capital.
2.2 Profit and Loss Accounts <ul style="list-style-type: none"> <li>• importance of profit and loss accounts to a business</li> <li>• calculation of profit or loss</li> <li>• use of a profit and loss accounts.</li> </ul>	Candidates will need to be able to explain that a profit and loss account shows the amount of net profit or loss a business has made during a period of time.  In order to calculate net profit or loss, candidates need to be able to use sales, cost of sales, gross profit and expenses in a profit and loss account.  Candidates need to understand the importance of the profit or loss figures to the stakeholders when assessing the performance of the business.
2.3 Balance Sheet <ul style="list-style-type: none"> <li>• importance of a balance sheet to a business</li> <li>• preparing a balance sheet</li> <li>• using a balance sheet to attract investors.</li> </ul>	Candidates need to understand that a balance sheet shows the financial position of a business at a particular point in time.  In order to prepare a simple balance sheet, candidates need to be able to use and understand fixed and current assets, long-term and current liabilities and owners' funds.  Candidates need to understand the importance of a balance sheet to the stakeholders of a business, including indicating the current level of debt and the availability of assets to be able to secure finance.

### 3. Financial Planning and Forecasting

Financial statements, such as cash-flow forecasts, provide useful information for the owners and other stakeholders of a business. This section will investigate how financial statements can be analysed by use of financial ratios and ICT so that meaningful decisions can be made.

SPECIFICATION	AMPLIFICATION
<p>3.1 Cash-Flow Forecasts</p> <ul style="list-style-type: none"> <li>• importance of cash-flow forecasts to a business</li> <li>• completing a cash-flow forecast</li> <li>• using a cash-flow forecast to solve problems</li> <li>• using ICT.</li> </ul>	<p>Candidates need to understand that a cash-flow forecast is an aid to planning for the future.</p> <p>Candidates will need to be able to complete a simple cash-flow forecast that shows the total inflows and outflows of a business and opening and closing balances of cash.</p> <p>Candidates need to be able to interpret a cash-flow forecast and identify possible problems, such as regular outflows outstripping inflows, larger than expected bills and too large a level of surplus cash. They should be able to provide suitable solutions, such as re-scheduling payments and receipts of income.</p> <p>Candidates need to be able to explain how the use of ICT, such as a spreadsheet, can help a business in the construction of cash-flow forecasts and help in financial decision-making.</p>
<p>3.2 Financial Ratios</p> <ul style="list-style-type: none"> <li>• purpose of financial ratios</li> <li>• calculation of financial ratios</li> <li>• interpretation of financial ratios.</li> </ul>	<p>Candidates need to understand that financial ratios provide a basis for comparison between figures from different years or between other similar businesses.</p> <p>Candidates may be required to calculate from provided formulae the current ratio, acid-test, gross and net profit margins and simple return on capital employed.</p> <p>Candidates will need to be able to interpret these ratios to make judgements about the solvency and profitability of a business.</p>

### Assessment

This unit will be assessed by an external written assessment of 60 marks and 1 hour in length.

## 3.8 Unit 8 – ICT Systems in Business

This unit introduces candidates to the importance of business and communication systems which contribute to the success of a business, in achieving its objectives. In particular, candidates will consider how ICT systems affect the way people work and how they can potentially improve communication both internally and externally. Candidates will be encouraged to consider not only the benefits of ICT in the workplace, but also the potential risks relating to the health and safety of staff and the security of data.

1. Administration	
This section introduces candidates to the importance of administration and how it supports the main functions of a business from its initial setting up to ensuring its continued survival and growth when faced with increasing competition.	
SPECIFICATION	AMPLIFICATION
<p>1.1 The Business Environment</p> <ul style="list-style-type: none"> <li>• aims and objectives of business</li> <li>• the criteria for judging the success of a business</li> <li>• the influence of stakeholders.</li> </ul>	<p>Candidates should be able to identify the principal aims and objectives of a business and understand how they are used to assess its success, eg profitability, job creation, market share, growth and ethics.</p> <p>Candidates should be aware of the different stakeholders in a business and in particular the ways in which employees interact with customers.</p> <p>Candidates should appreciate how the interests of different stakeholders can impose constraints on a business, eg the need for profitability, sustainability, customer satisfaction, government legislation and employee organisations.</p>
<p>1.2 Business Administration</p> <ul style="list-style-type: none"> <li>• the role of administration</li> <li>• how administration supports the main business functions</li> <li>• the importance of accuracy in the preparation, storage and retrieval of information</li> <li>• job roles</li> <li>• routine and non-routine tasks</li> <li>• routine and non-routine decision-making</li> <li>• prioritising and planning.</li> </ul>	<p>Candidates should understand that administration involves the storing, processing, retrieving and disseminating of information to support the business functions (ie human resources, finance, operations, marketing and sales, customer service and research and development). Candidates should be aware of the importance of administration in ensuring the efficient running of a business, enabling it to respond to actual and potential competition.</p> <p>Candidates should be aware of the range of job roles (ie managers, supervisors and operatives) and be able to identify appropriate titles and responsibilities within different management structures (eg flat or hierarchical).</p> <p>Candidates should understand the difference between routine tasks (such as filing, inputting data) and non-routine tasks (such as dealing with new product development). Candidates should understand the difference between routine and non-routine decision-making and identify the appropriate decision-makers.</p> <p>Candidates should understand the importance of planning, eg for a meeting, and the consequences of poor planning for a business. Candidates should understand the processes involved in planning and prioritising.</p>

<p>1.3 Workplace Organisation</p> <ul style="list-style-type: none"> <li>• different kinds of working environment</li> <li>• advantages and disadvantages of different office layouts</li> <li>• impact of modern developments on working practices</li> <li>• ergonomics</li> <li>• sustainability.</li> </ul>	<p>Candidates should be able to describe the layout and organisation of open plan and cellular offices and how office layout is influenced by the needs of the business and the nature of the task.</p> <p>Candidates should be able to assess the advantages and disadvantages of different office layouts.</p> <p>Candidates should understand how technological changes such as video conferencing, teleconferencing and hot desking have affected working practices. They should recognise the positive and negative effects on business of the growth in flexible working, eg teleworking, homeworking and flexitime.</p> <p>Candidates should be aware of the importance of designing tasks and work areas so as to maximize work efficiency and quality.</p> <p>Candidates should be aware of the increasing importance of using resources in an environmentally friendly manner.</p>
<p>1.4 Health and Safety at Work</p> <ul style="list-style-type: none"> <li>• the importance of health and safety in the workplace.</li> </ul>	<p>Candidates should be aware of the responsibilities of employers to provide a safe working environment and for employees to act in a safe manner. Candidates should be aware of how health and safety regulations affect ICT users, (eg the Display Screen Regulations) and their implications on workstations and office layout.</p>
<p>1.5 ICT Data Systems in Business</p> <ul style="list-style-type: none"> <li>• data sources</li> <li>• data input devices</li> <li>• data storage devices</li> <li>• data output devices.</li> </ul>	<p>Candidates should be aware that there are a wide range of primary and secondary sources of data. Candidates should appreciate the need to collect accurate and relevant data which can be processed appropriately.</p> <p>Candidates should understand the purposes and appropriateness of the main:</p> <ul style="list-style-type: none"> <li>• data input devices: keyboard, scanner, digital camera, data forms (manual and database) and voice recognition</li> <li>• data storage devices: hard disks, CDs/DVDs and high capacity storage devices, such as USB memory sticks</li> <li>• data output devices: printers, monitors and projectors.</li> </ul>
<p>1.6 Security of Data</p> <ul style="list-style-type: none"> <li>• methods of protecting data</li> <li>• data protection legislation.</li> </ul>	<p>Candidates should understand the importance of the security of data (personal and financial) and the main methods of protecting data from unauthorised access (both internally and externally) including virus protection software, firewalls, passwords, encryption of documents and screen-savers.</p> <p>Candidates should be aware that the Data Protection Act places legal restrictions on the collection, storage and communication of personal data.</p>

## 2. Human Resources

This section introduces candidates to the importance of people in helping businesses achieve their objectives. In particular the importance of recruiting, retaining and rewarding staff, and providing a safe working environment.

SPECIFICATION	AMPLIFICATION
<p>2.1 Recruitment and Selection of Staff</p> <ul style="list-style-type: none"> <li>• contracts of employment</li> <li>• methods of internal and external recruitment</li> <li>• job description and person specification.</li> </ul>	<p>Candidates should be aware of the different types of contracts: temporary, part-time and permanent and know their most important features, eg job position, place of work, hours of work and salary.</p> <p>Candidates should understand the process involved in the recruitment and selection of staff, both internally and externally.</p> <p>Candidates should be aware of the methods used to recruit staff including notice boards, job centres, agencies, advertisements in newspapers and the trade press, as well as the increasing use of the internet to recruit on line.</p> <p>Candidates should know how to match a person's knowledge and skills obtained from an application form and Curriculum Vitae (CV) against a job description and person specification to produce a short-list of candidates.</p>
<p>2.2 Training</p> <ul style="list-style-type: none"> <li>• methods of training</li> <li>• induction</li> <li>• in-house training</li> <li>• off-the-job training.</li> </ul>	<p>Candidates need to be aware of how a business can develop and train its staff both in-house and externally.</p> <p>Candidates should be able to choose the most appropriate method of training for particular purposes.</p> <p>Candidates should be able to identify the benefits of staff development training both to the individual and the business.</p>
<p>2.3 Rewarding Staff</p> <ul style="list-style-type: none"> <li>• methods of remuneration</li> <li>• other forms of reward.</li> </ul>	<p>Candidates should know the different methods of remuneration such as wages and salaries, overtime, bonus and commission and be able to carry out simple pay calculations.</p> <p>Candidates should be aware of other forms of reward paid to staff, including fringe benefits, such as staff discounts, medical care and life insurance.</p>
<p>2.4 Employment Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• equal opportunities.</li> </ul>	<p>Candidates should be aware of current legislation affecting employment rights and responsibilities and equal opportunities such as those relating to discrimination on the grounds of gender, race, disability and age.</p>

### 3. Communication

This section provides candidates with an understanding of the structure and importance of communication systems in meeting the aims and objectives of business.

SPECIFICATION	AMPLIFICATION
<p>3.1 The Purpose of Communication</p> <ul style="list-style-type: none"> <li>• the importance of communication</li> <li>• the benefits of communication.</li> </ul>	<p>Candidates should be able to describe the purposes of communication, eg the acquisition and dissemination of information or data both internally within teams and hierarchies and across the business, and externally with clients and other stakeholders.</p> <p>Candidates need to know the importance of communicating a message in an appropriate form to ensure its clarity and accuracy as well as putting across the image and tone the business wishes to convey.</p> <p>Candidates need to know the benefits of effective communication, eg if staff are well-informed they are likely to be more motivated to provide a high quality customer service, enhancing the image of the business and helping it achieve its objectives.</p>
<p>3.2 Communication Systems</p> <ul style="list-style-type: none"> <li>• the process of communication</li> <li>• channels of communication</li> <li>• methods of communication</li> <li>• choosing the most appropriate communication medium</li> <li>• barriers to communication.</li> </ul>	<p>Candidates should be able to understand the process of communication, identifying the sender, the receiver(s), the message and the medium.</p> <p>Candidates should be aware of the different channels of communication, such as: formal/informal, internal/external, confidential/non-confidential and urgent/non-urgent.</p> <p>Candidates should know that there are different methods of communication and that these can be categorised as: oral, visual, written and pictorial.</p> <p>Candidates should be able to choose the most appropriate medium of communication, taking into account the content of the message and the audience, eg oral (telephone, face-to-face meetings), visual (video conferencing, electronic notice boards), written (memos, letters, financial documents, advertisements, e-mail messages) and graphical (production drawings, graphs and charts).</p> <p>Candidates should be able to describe the features of the selected medium (eg the features of mobile phones, presentation software) and evaluate its appropriateness to a particular context.</p> <p>Candidates should be aware of the barriers that can prevent effective communication taking place, such as the use of jargon, noise, poor choice of communication channel or medium (eg using a mobile phone when the signal is unreliable) and inappropriate presentation of the message (eg the message may be too complex for the intended audience).</p>

<p>3.3 The Importance of ICT in Business Communications</p> <ul style="list-style-type: none"> <li>• uses of applications software</li> <li>• use of local and wide area networks, including intranet and the internet.</li> </ul>	<p>Candidates should be aware of the characteristics and uses of applications software for word processing, presentations, spreadsheets, databases (including relational databases), graphics and desk top publishing.</p>
<p>3.4 The Internet and E-Commerce</p> <ul style="list-style-type: none"> <li>• the purpose of a website</li> <li>• business opportunities</li> <li>• business risks.</li> </ul>	<p>Candidates should be able to identify, describe and evaluate ways in which businesses use the internet. These include informing customers about the business and its products, and enabling customers to place orders and pay for purchases. Candidates should understand the importance of the internet in helping businesses to be more competitive, responding to potential and actual competition.</p> <p>Candidates should know the advantages of the internet and e-commerce to a business, especially in terms of the opportunities to market its products '24/7' to customers thereby increasing and/or maintaining its market share.</p> <p>Candidates should understand the disadvantages of the internet and e-commerce to a business, such as: the threats of increased competition, the costs of setting up and maintaining a website, providing customer support outside normal office hours and the risks of unauthorised access and theft of customer data.</p>

### Assessment

This unit will be assessed by an external written assessment of 60 marks and 1 hour in length.

## 3.9 Unit 9 – Using ICT in Business

This unit introduces candidates to a range of software applications used to support each function of a business. It helps candidates to understand how a business can use software to capture, store, retrieve and analyse data so as to meet its requirements.

SPECIFICATION	AMPLIFICATION
<p>1.1 Selection and Use of Appropriate Software for Business Purposes</p> <ul style="list-style-type: none"> <li>• types of data</li> <li>• uses of data</li> <li>• presentation of data.</li> </ul>	<p>Candidates should be able to select and use appropriate software for business functions to capture and store data, taking into account the need for retrieval, ease of analysis and dissemination in appropriate formats.</p> <p>Candidates should be aware that data can come in a number of forms, eg text (qualitative), numerical and graphical (quantitative) and from a variety of internal and external sources.</p> <p>When selecting software to process data, candidates need to understand how the data will be used and the capabilities of different software, eg spreadsheets and databases can be used to capture data and perform calculations, and word-processing can be used to tabulate information and import graphics.</p> <p>Candidates should be able to design appropriate formats for presenting data for different purposes and for a variety of business functions, eg word-processed documents for an event, a spreadsheet to record payments and expenses, a database to record market research information and desk top publishing and graphics software to design a job advertisement.</p> <p>Candidates should be able to import objects and data from one software application to another, eg insert a chart into a word processed document, export a database file into a spreadsheet and create a mail merged letter.</p>

<p>1.2 Using Appropriate Software: Word Processing</p> <ul style="list-style-type: none"> <li>• create a document for business purposes</li> <li>• use a range of fonts and page layouts</li> <li>• use a range of graphics</li> <li>• combine text and graphics.</li> </ul>	<p>Candidates should be able to compose and input information accurately (ie correct spelling, punctuation and grammar) into a word document using a conventional layout for documents such as agendas, minutes, letters, advertisements and flyers.</p> <p>Candidates should be able to use a range of formats (font sizes, colour, style and type) and paragraph formats (line spacing, correct indentation (with bullet points) and alignment).</p> <p>Candidates should be able to produce a range of page layouts, including: the use of columns, tables, text boxes, headers and footers.</p> <p>Candidates should be able to produce a range of graphics, including: 'call outs', word art, pictures, drawings, diagrams and borders (for text, pages and objects).</p> <p>Candidates should be able to combine text and graphics in a variety of ways, eg by overlaying text on a graphic.</p>
<p>1.3 Using Appropriate Software: Spreadsheets</p> <ul style="list-style-type: none"> <li>• create a spreadsheet for a business purpose</li> <li>• manipulate data</li> <li>• use single and multiple (linked) sheets to create tables</li> <li>• key in labels, values, formulae and functions</li> <li>• create and apply validation rules</li> <li>• use conditional formatting</li> <li>• create charts.</li> </ul>	<p>Candidates should be able to input data accurately using appropriate headings, titles, headers and footers.</p> <p>Candidates should be able to format rows, cells and column widths.</p> <p>Candidates should be able to use formulae and functions to carry out a range of calculations, eg sum, average, max, min and if.</p> <p>Candidates should be able to choose an appropriate page format and print with grid lines.</p> <p>Candidates should be able to select a data series to create charts, using a variety of chart formats and be able to insert titles, legends and other text.</p>
<p>1.4 Using Appropriate Software: Databases</p> <ul style="list-style-type: none"> <li>• design and create appropriate data capture forms</li> <li>• design and create database tables</li> <li>• sort records using single or multiple criteria</li> <li>• search records using single or multiple criteria</li> <li>• filter records data and create reports.</li> </ul>	<p>Candidates should be aware of the need for data capture forms to be designed in a logical manner and, where appropriate, create input masks.</p> <p>Candidates should be able to encode data to make data entry more efficient.</p> <p>When designing and creating database tables, candidates should be able to identify the data type and insert, edit and delete fields.</p> <p>When creating reports to meet specific formats and requirements, candidates should be able to display field headings and titles. They should be able to choose an appropriate title for a report.</p>
<p>1.5 Using Appropriate Software: Graphics</p> <ul style="list-style-type: none"> <li>• create graphics</li> <li>• edit graphics</li> <li>• combine text and graphics.</li> </ul>	<p>Candidates should be able to create simple freehand and geometric shapes, use shading, patterns and a range of line styles.</p> <p>When editing graphics, candidates should be able to re-size and move graphics.</p>

<p>1.6 Using Appropriate Software: Presentation Software</p> <ul style="list-style-type: none"> <li>• create slide(s) for a business presentation</li> <li>• create transitions and animations</li> <li>• modify presentations</li> <li>• create presenter notes</li> <li>• create handouts.</li> </ul>	<p>Candidates should be able to create a new slide or slides, using either a blank slide or a template, to be used for a short presentation. Candidates should use a consistent style for their presentation to reflect the audience and purpose.</p> <p>Candidates should be able to insert and format text, using text boxes, including the use of bullet points.</p> <p>Candidates should be able to format the layout of a slide using text boxes and graphic objects, (eg charts, pictures, clip art and shapes), format colours and lines, (eg borders and objects).</p> <p>Candidates should be able to resize, crop, align and move objects, change background colour of slides and add/insert slides including one or more from a separate presentation.</p> <p>Candidates should be able to use transitions and animation effects, print specified numbers of slides per page and create and print presenters' notes and handouts.</p>
<p>1.7 Using Appropriate Software: Web Authoring</p> <ul style="list-style-type: none"> <li>• create a business web page</li> <li>• animate text</li> <li>• create hyperlinks.</li> </ul>	<p>Candidates should be able to create a web page ensuring there is a consistent page format.</p> <p>Candidates should be able to compose and input information accurately (including correct spelling, punctuation and grammar), use a range of formats (font sizes, colour, style and type) and paragraph formats (line spacing, correct indentation (with bullet points) and alignment).</p> <p>Candidates should be able to animate text, change background colour, use borders and lines, insert images and use frames.</p> <p>Candidates should be able to create hyperlinks to enable users to move around and between pages.</p>

### Assessment

This unit will be assessed by a computer based examination of 60 marks and 1 hour 30 minutes in length.

## 3.10 Unit 10 – Investigating ICT in Business

This unit is a controlled assessment and assesses the subject content in Unit 9 Using ICT in Business. The work must be each candidate's own individual response, produced under controlled conditions.

### Task Setting

All controlled assessment tasks will be set by AQA. Tasks will be **replaced each year** and will only be available for one assessment opportunity.

AQA will provide centres with pre-released material. This will require candidates to undertake an investigation into the use of ICT in business and a practical exercise.

### Task Taking

- Preparation

Before candidates carry out their investigation, centres should prepare them by covering the relevant section(s) of the specification. During this phase, centres should ensure that candidates are familiar with the skills which will be assessed.

- Research and Planning

It is suggested that between five to eight hours should be allocated for candidates to undertake research. During the research and planning phase, teachers may give feedback to individual candidates to support them in their learning but this assistance must be recorded.

Candidates may work with others during the research and planning stage. Each candidate must, however, produce an individual response to the tasks.

### Final Presentation

Candidates should spend between three to four hours in writing up their findings and producing the necessary document(s) or material. (Additional time can be given for candidates with special assessment requirements). When completing their work, candidates must work independently under teacher supervision.

This time may be divided into more than one session, provided that the teacher collects all materials at the end of each session, keeps them under secure conditions and returns them to candidates at the beginning of the next session.

Centres are **not** allowed to give feedback to candidates during this time.

### Task Marking

Centres must mark all controlled assessments using the marking criteria shown on the next two pages.

The work will be moderated by AQA according to the procedures outlined in section 7 of this specification.

Level	AO1 (12 marks)	AO2 (14 marks)	AO3 (14 marks)
4	<p><b>12–10 marks</b></p> <p>The candidate selects relevant and detailed data/information from a wide range of sources. Appropriate methods are used to organise and communicate the data/information effectively.</p> <p>The candidate demonstrates substantial knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>14–11 marks</b></p> <p>The candidate demonstrates the ability to apply effectively and consistently skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>thoroughly planning and carrying out the investigation;</li> <li>successfully completing key parts of the investigation.</li> </ul>	<p><b>14–11 marks</b></p> <p>The candidate draws a range of appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>an analysis of the selected data/information to produce key findings;</li> <li>an evaluation, supported by a reasoned justification, of the significance of the key findings.</li> </ul> <p>Ideas are well structured and organised in a clear and appropriate form. Spelling, punctuation and grammar are used accurately. Specialist terms are used frequently and effectively.</p>
3	<p><b>9–7 marks</b></p> <p>The candidate selects relevant data/information from a range of sources. Some appropriate methods are used to organise and communicate the data/information.</p> <p>The candidate demonstrates good knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>10–7 marks</b></p> <p>The candidate demonstrates the ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>planning and carrying out the investigation;</li> <li>completing aspects of the investigation.</li> </ul>	<p><b>10–7 marks</b></p> <p>The candidate draws some appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>a partial analysis of selected data/information to produce some findings;</li> <li>a judgement, with some justification, of the significance of the findings.</li> </ul> <p>Ideas are organised in an appropriate form. Spelling, punctuation and grammar are used with reasonable accuracy. Some appropriate use of specialist terms is evident.</p>

2	<p style="text-align: center;"><b>6–4 marks</b></p> <p>The candidate selects data/information from a limited range of sources. A limited attempt is made to organise the data/information.</p> <p>The candidate demonstrates a basic knowledge and understanding of some relevant business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>6–4 marks</b></p> <p>The candidate demonstrates some ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• attempting to complete aspects of the investigation.</li> </ul>	<p style="text-align: center;"><b>6–4 marks</b></p> <p>The candidate reaches some simple conclusions based on:</p> <ul style="list-style-type: none"> <li>• a review of selected data/information in order to identify results from the investigation;</li> <li>• a basic judgement, based upon limited evidence, of the significance of the investigation's results.</li> </ul> <p>An attempt to organise and structure ideas in an appropriate form. Spelling, punctuation and grammar are used with some accuracy but there are some errors. Specialist terms are used occasionally.</p>
1	<p style="text-align: center;"><b>3–1 marks</b></p> <p>The candidate has collated data/information from a limited range of sources. The data/information is presented without any attempt to organise it.</p> <p>The candidate demonstrates limited knowledge and understanding of some business concepts and issues. There is little use of business terminology.</p>	<p style="text-align: center;"><b>3–1 marks</b></p> <p>The candidate attempts to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• describing some outcomes of the investigation.</li> </ul>	<p style="text-align: center;"><b>3–1 marks</b></p> <p>The candidate states some conclusions based on:</p> <ul style="list-style-type: none"> <li>• collected data/information;</li> <li>• unsupported judgements.</li> </ul> <p>Ideas are presented in a way that is adequate to convey meaning. The rules of spelling, punctuation and grammar are not fully understood and there are frequent errors. Few or no specialist terms are used.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate presents no relevant data/information nor demonstrates any knowledge and understanding of business concepts, issues and terminology.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to apply knowledge and understanding to the investigation.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>The candidate makes no attempt to state conclusions nor analyse and evaluate evidence.</p>

## 3.11 Unit 11 – Personal Economics

This unit aims to equip candidates with the basic tools of the economist to help them understand their place in and contribution to the local, national and global economy as consumers, workers and citizens. They will be encouraged to investigate a range of contemporary issues, analysing the evidence from different perspectives so as to make reasoned judgements and informed decisions.

### 1. Money

In this section, candidates use the personal lifecycle as a framework to consider their needs and wants, how these are likely to change over time and how they can manage their personal finances more effectively. Candidates will be introduced to basic economic concepts to help them make informed judgements, by weighing up costs and benefits. Candidates are encouraged to explore the moral and ethical dilemmas that arise when making decisions to do with spending, saving, investing or borrowing money.

SPECIFICATION	AMPLIFICATION
1.1 Understanding the Personal Lifecycle <ul style="list-style-type: none"> <li>• stages within the lifecycle</li> <li>• needs and wants.</li> </ul>	<p>Candidates should understand the idea of a personal lifecycle and the different stages within the cycle. Candidates should appreciate how at each stage, individuals will experience changes in their income, expenditure, savings and debt.</p> <p>Candidates should be aware of the difference between needs and wants and how these change over the personal lifecycle.</p>
1.2 Making Decisions <ul style="list-style-type: none"> <li>• choices and opportunity cost</li> <li>• costs and benefits.</li> </ul>	<p>Candidates should understand that as income is a scarce resource and wants are unlimited, choices need to be made.</p> <p>Candidates should understand the importance of weighing up costs and benefits and considering opportunity costs when making decisions.</p>
1.3 Choosing to Spend <ul style="list-style-type: none"> <li>• demand and the personal lifecycle</li> <li>• markets and prices</li> <li>• effects of competition.</li> </ul>	<p>Candidates should understand the meaning of demand and the factors that affect spending.</p> <p>Candidates should appreciate how moving to different stages in the personal lifecycle result in changes in demand for different types of goods and services.</p> <p>Candidates should have a basic understanding of how markets for goods operate and understand the reasons why prices change.</p> <p>Candidates should understand how businesses compete and the advantages and disadvantages of competition for consumers.</p>

<p>1.4 Choosing to Save</p> <ul style="list-style-type: none"> <li>• reasons for saving</li> <li>• methods of saving</li> <li>• choosing where to save.</li> </ul>	<p>Candidates should understand why people save and be aware of the main methods available, eg using banks, building societies and National Savings. Candidates are only required to have a basic understanding of shares and unit trusts and the working of the stock market.</p> <p>Candidates should be able to recommend suitable methods of saving and other financial products for different situations and justify their recommendations, appreciating the risks and rewards of each method.</p> <p>Candidates should know the difference between net and gross interest and understand the meaning of the Annual Equivalent Rate (AER).</p>
<p>1.5 Choosing to Borrow Money</p> <ul style="list-style-type: none"> <li>• reasons for borrowing money</li> <li>• methods of borrowing money</li> <li>• choosing where to borrow money</li> <li>• impact of changing interest rates.</li> </ul>	<p>Candidates should understand why people borrow money and be aware of the main methods of borrowing, eg mortgages, credit/store cards, personal loans, hire purchase and overdrafts.</p> <p>Candidates should be able to select suitable methods of borrowing for different situations and justify their recommendations. They should take into account the degree of risk involved and the importance of the Annual Percentage Rate (APR).</p> <p>Candidates should be aware of the effects of changes in interest rates on borrowers and savers.</p>
<p>1.6 Managing your Money</p> <ul style="list-style-type: none"> <li>• benefits of financial planning and budgeting</li> <li>• planning for uncertainty</li> <li>• moral and ethical issues</li> <li>• influence of government on personal finances.</li> </ul>	<p>Candidates should understand the benefits of financial planning and budgeting, including debt management. The timings of such planning should be linked to changes in the personal lifecycle.</p> <p>Candidates should be aware of how factors such as redundancy, unemployment and sickness/disability, changes in interest rates and prices affect a person's budget and how financial planning can make some allowance for these uncertainties.</p> <p>Candidates should explore some of the moral and ethical dilemmas that arise when making spending, saving and borrowing decisions, eg buying shares in companies making armaments or buying products from companies that exploit workers in developing countries.</p> <p>Candidates should understand how taxation and government expenditure on benefits and services can affect an individual's income, saving and expenditure during the personal lifecycle.</p>

## 2. Work

In this section candidates consider the world of work. Candidates will consider the rewards an individual can receive both in monetary and non monetary terms. Candidates will also be introduced to the market for labour and how this determines the reward for work.

SPECIFICATION	AMPLIFICATION
<p>2.1 Understanding the Purpose and Nature of Work</p> <ul style="list-style-type: none"> <li>• the meaning of work</li> <li>• specialisation and interdependence</li> <li>• impact of ICT on work.</li> </ul>	<p>Candidates should understand what is meant by work and the reasons why people work or do not work. Candidates should understand how work is a key part of economic activity in which goods and services are produced to satisfy needs and wants.</p> <p>Candidates should be aware of the specialised nature of work and understand the advantages and disadvantages of specialisation to the worker.</p> <p>Candidates should be aware of how developments in Information Communication Technology (ICT) have led to the decline of some industries and the growth of others as well as affecting the nature of work, such as the development of home working.</p>
<p>2.2 Understanding the Reward for Work</p> <ul style="list-style-type: none"> <li>• how people are paid</li> <li>• how labour markets determine pay</li> <li>• reasons for differences in pay</li> <li>• the influence of government on pay and working conditions.</li> </ul>	<p>Candidates should understand the main methods by which people are paid and the different items that appear on a pay slip including: deductions made for income tax, national insurance and pension contributions.</p> <p>Candidates should understand the difference between gross and net pay.</p> <p>Candidates should understand how the supply of labour is affected by a person's decision to work or not to work, and that this is influenced by both monetary and non monetary considerations, eg incentives, location, gender and race, taxation, state benefits etc.</p> <p>Candidates should understand that demand for labour is derived from the demand for the good or service produced, and that the supply and demand for labour will affect the amount that people are paid.</p> <p>Candidates should understand what can happen to wages when there are surpluses or shortages of labour and the benefits and limitations of the labour market.</p> <p>Candidates should be aware of the role of government in protecting workers, eg minimum wage, maximum working hours, health and safety and their effect on workers.</p>

<p>2.3 Understanding the Consequences of Unemployment</p> <ul style="list-style-type: none"> <li>• impact of unemployment on individuals and society</li> <li>• impact of government on unemployment.</li> </ul>	<p>Candidates should understand the monetary and non monetary costs of unemployment to the individual and to society.</p> <p>Candidates should understand the reasons why the duration of unemployment might vary between individuals.</p> <p>Candidates should understand why government is concerned about unemployment and the benefits available to those who are unemployed, linking these to the personal life cycle.</p> <p>Candidates should have a basic understanding of how policies relating to education, training and the provision of tax allowances and state benefits are used to help those who are unemployed.</p>
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<h3>3. The National and Global Economy</h3> <p>In this section candidates consider their role as a citizen in the national and global economy.</p>	
SPECIFICATION	AMPLIFICATION
<p>3.1 Understanding International Trade</p> <ul style="list-style-type: none"> <li>• UK's exports and imports</li> <li>• advantages and disadvantages of global trade.</li> </ul>	<p>Candidates should be aware of the main types of exports from, and imports to, the UK economy.</p> <p>They should appreciate the importance of trade to the UK economy.</p> <p>Candidates should appreciate the advantages resulting from global trade such as lower prices, increased availability and choice of goods for consumers, but also the disadvantages in terms of unstable commodity prices and the adverse effects on producers in the UK, as well as the wider social and environmental impact.</p>
<p>3.2 Exchange Rates</p> <ul style="list-style-type: none"> <li>• effect on imports and exports</li> <li>• effect on individual consumer.</li> </ul>	<p>Candidates should understand the impact of exchange rates on the importing and exporting of goods and services.</p> <p>Candidates should be aware of other factors that affect the sales of imports to, and exports from, the UK.</p> <p>Candidates should understand the effect that exchange rates have on the individual consumer, eg how this will affect the cost of travelling abroad and goods purchased in the UK.</p>
<p>3.3 The Power of the Consumer.</p>	<p>Candidates should understand how the actions of consumers can impact upon the national and global economy through activities such as: boycotting the products of 'sweat shop labour', purchasing fair trade or locally sourced products produced in a sustainable, ethical and environmentally sensitive manner. They should appreciate the role played by government, eg in campaigning for reductions in World poverty.</p>

<p>3.4 Understanding the Impact of the Global Economy on Work</p> <ul style="list-style-type: none"> <li>• effect of globalisation on the UK labour market</li> <li>• mobility of labour</li> <li>• impact of migration.</li> </ul>	<p>Candidates should be aware of the advantages and disadvantages of firms operating overseas including the difference in labour costs.</p> <p>Candidates should understand the positive and negative effects that globalisation has on the UK labour market, eg causing unemployment in some sectors and regions, but creating job opportunities in others. They should be aware of the role played by government in regulating the migration of labour.</p> <p>Candidates should be aware of the nature of migration, including regional, European and global aspects. They should understand why migration occurs, the barriers to working abroad and how both emigration and immigration can affect, and has affected, the UK labour market.</p>
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### 3 Assessment

This unit will be assessed by an external written assessment of 70 marks and 1 hour 15 minutes in length.

## 3.12 Unit 12 – Investigating Economic Issues

In the study of this unit candidates will further develop their understanding of economic concepts and theories studied in Unit 11. Candidates will apply these to a range of economic issues locally, nationally and globally.

<p><b>1. Managing the Economy</b></p> <p>In this section candidates will consider targets and policies the government may use to achieve its objectives. Candidates will consider fiscal, monetary and supply side policies within the context of the trade cycle. Candidates will consider the European Union and its effect on the UK Economy.</p>	
SPECIFICATION	AMPLIFICATION
<p>1.1 Economic Objectives of the Government</p> <ul style="list-style-type: none"> <li>• government objectives</li> <li>• methods of measurement and trends over time</li> <li>• government objectives, conflicts and ethical issues</li> <li>• the welfare state and its alternatives.</li> </ul>	<p>Candidates should understand the principal government objectives of economic growth, full employment, stable prices and balance of payments.</p> <p>Candidates should be aware of the methods available to measure economic performance, such as: inflation, economic growth, balance of payments, budget deficits and surpluses.</p> <p>Candidates should be aware that conflicts can arise when attempting to achieve these objectives and the links to equity and equality.</p> <p>Candidates should consider how ethical issues affect the achievement of government objectives.</p> <p>Candidates should be aware of the benefits and drawbacks of the welfare state and the alternative of individuals providing for themselves.</p>

<p>1.2 The Economy at Work</p> <ul style="list-style-type: none"> <li>• types of economy</li> <li>• market failure</li> <li>• externalities</li> <li>• the concept of an economic cycle</li> <li>• government revenue and expenditure</li> <li>• fiscal policies</li> <li>• monetary policies</li> <li>• supply side policies.</li> </ul>	<p>Candidates should be aware of the differences between free market and mixed economies.</p> <p>Candidates should understand market failure as the inability of the market system to allocate resources efficiently.</p> <p>Candidates should understand externalities as the difference between social costs (benefits) and private costs (benefits), and apply the concepts in a relevant context.</p> <p>Candidates should be able to explain the characteristics of the economic cycle: boom, recession, slump and recovery.</p> <p>Candidates need to consider how the government collects revenue and its patterns of expenditure.</p> <p>Candidates should be aware of how the government can affect levels of income and expenditure through fiscal policies.</p> <p>Candidates should be familiar with the role of the Bank of England in controlling the level of demand. Candidates should be aware of the use of interest rates to control inflation.</p> <p>Candidates should be familiar with supply side policies such as: education and training, incentives to work and competition policy.</p>
<p>1.3 The Role of the European Union (EU)</p> <ul style="list-style-type: none"> <li>• the effects of membership of the EU</li> <li>• the Euro</li> <li>• the impact of EU enlargement on the UK.</li> </ul>	<p>Candidates should understand the significance of the EU as a Single European Market with a single European currency.</p> <p>Candidates should know the potential benefits and drawbacks of the UK joining the Euro.</p> <p>A detailed knowledge of the European Commission and European Central Bank is not required.</p> <p>Candidates should have an appreciation of the potential impact on the UK economy of EU enlargement.</p>

## 2. Current Economic Issues

Two topics will be chosen from this section each year for candidates to study in depth. One topic will be based on local, UK or EU issues and the other will relate to the global economy. Candidates will be expected to apply appropriately economic theories and concepts they have covered in Unit 11 and the Managing the Economy section of this unit.

The aim of these topics is to encourage candidates to undertake investigative research into current economic issues and be able to analyse and evaluate the topics under consideration. Where possible, candidates are encouraged to investigate the local aspects of the issue.

The chosen topics for investigation will be pre-issued to centres each year.

Topics will be selected from the following:

- environmental issues: causes, consequences and solutions
- global warming and its effect on different economies and societies
- globalisation: the benefits and drawbacks from an economic viewpoint and ethical issues with the development of the world economy
- developing economies: India and China – issues of growth and the impact on developed countries
- underdevelopment: its causes and cures, focusing on least developed economies, eg sub-Saharan Africa
- dominant firms: impact on consumers and producers plus issues of control and regulation
- poverty: disparities in living standards and the ethical issues that arise from the implications of choice for society.

### Assessment

This unit will be assessed by an external written assessment of 70 marks and 1 hour 15 minutes in length.

There will be three questions, one assessing Managing the Economy and two assessing Current Economic Issues.

### 3.13 Unit 13 – Business Start up

This unit is taken by candidates studying the GCSE Business Studies Short Course. The subject content which is the same as Unit 1, will be assessed by both Unit 13, an External Assessment of 40 marks and 1 hour in length and Unit 14 a Controlled Assessment.

### 3.14 Unit 14 – Investigating Small Businesses

This unit is taken by candidates studying the GCSE Business Studies Short Course. This unit is a controlled assessment unit and assesses the subject content in Unit 1 Setting up a Business. The work must be each candidate's own individual response and must be produced under controlled conditions.

#### Task Setting

All controlled assessment tasks will be set by AQA.

Tasks will be **replaced each year** and will only be available for one assessment opportunity.

AQA will provide centres with pre-released material which will require candidates to undertake a business investigation.

#### Task Taking

- Preparation

Before candidates carry out their investigation, centres should prepare them by covering the relevant section(s) of the specification.

During this phase, centres should ensure that candidates are familiar with the skills which will be assessed, especially the need to evaluate their findings.

- Research and Planning

It is suggested that between five and eight hours should be allocated for candidates to research the business.

During the research and planning phase, teachers may give feedback to individual candidates to support them in their learning, but this assistance must be recorded.

Candidates may work with others during the research and planning stage. Each candidate must, however, produce an individual response to the tasks.

#### Final Presentation

Candidates should spend up to three hours writing up their findings. (Additional time can be given for candidates with special assessment requirements). This time may be divided into more than one session, provided that the teacher collects all materials at the end of each session, keeps them under secure conditions and returns them to candidates at the beginning of the next session.

Centres are not allowed to give feedback to candidates during this time.

When completing their work, candidates must work independently under teacher supervision.

#### Task Marking

Centres must mark all controlled assessments using the marking criteria shown on the next two pages.

The work will be moderated by AQA according to the procedures outlined in section 7 of this specification.

Level	AO1 (12 marks)	AO2 (14 marks)	AO3 (14 marks)
4	<p><b>12–10 marks</b></p> <p>The candidate selects relevant and detailed data/information from a wide range of sources. Appropriate methods are used to organise and communicate the data/information effectively.</p> <p>The candidate demonstrates substantial knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>14–11 marks</b></p> <p>The candidate demonstrates the ability to apply effectively and consistently skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>thoroughly planning and carrying out the investigation;</li> <li>successfully completing key parts of the investigation.</li> </ul>	<p><b>14–11 marks</b></p> <p>The candidate draws a range of appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>an analysis of the selected data/information to produce key findings;</li> <li>an evaluation, supported by a reasoned justification, of the significance of the key findings.</li> </ul> <p>Ideas are well structured and organised in a clear and appropriate form. Spelling, punctuation and grammar are used accurately. Specialist terms are used frequently and effectively.</p>
3	<p><b>9–7 marks</b></p> <p>The candidate selects relevant data/information from a range of sources. Some appropriate methods are used to organise and communicate the data/information.</p> <p>The candidate demonstrates good knowledge and understanding of relevant business concepts, issues and terminology.</p>	<p><b>10–7 marks</b></p> <p>The candidate demonstrates the ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>planning and carrying out the investigation;</li> <li>completing aspects of the investigation.</li> </ul>	<p><b>10–7 marks</b></p> <p>The candidate draws some appropriate conclusions based on:</p> <ul style="list-style-type: none"> <li>a partial analysis of selected data/information to produce some findings;</li> <li>a judgement, with some justification, of the significance of the findings.</li> </ul> <p>Ideas are organised in an appropriate form. Spelling, punctuation and grammar are used with reasonable accuracy. Some appropriate use of specialist terms is evident.</p>

Level	AO1 (12 marks)	AO2 (14 marks)	AO3 (14 marks)
2	<p><b>6–4 marks</b></p> <p>The candidate selects data/information from a limited range of sources. A limited attempt is made to organise the data/information.</p> <p>The candidate demonstrates a basic knowledge and understanding of some relevant business concepts, issues and terminology.</p>	<p><b>6–4 marks</b></p> <p>The candidate demonstrates some ability to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• attempting to complete aspects of the investigation.</li> </ul>	<p><b>6–4 marks</b></p> <p>The candidate reaches some simple conclusions based on:</p> <ul style="list-style-type: none"> <li>• a review of selected data/information in order to identify results from the investigation;</li> <li>• a basic judgement, based upon limited evidence, of the significance of the investigation's results.</li> </ul> <p>An attempt to organise and structure ideas in an appropriate form. Spelling, punctuation and grammar are used with some accuracy but there are some errors. Specialist terms are used occasionally.</p>
1	<p><b>3–1 marks</b></p> <p>The candidate has collated data/information from a limited range of sources. The data/information is presented without any attempt to organise it.</p> <p>The candidate demonstrates limited knowledge and understanding of some business concepts and issues. There is little use of business terminology.</p>	<p><b>3–1 marks</b></p> <p>The candidate attempts to apply skills, knowledge and understanding when:</p> <ul style="list-style-type: none"> <li>• carrying out the investigation;</li> <li>• describing some outcomes of the investigation.</li> </ul>	<p><b>3–1 marks</b></p> <p>The candidate states some conclusions based on:</p> <ul style="list-style-type: none"> <li>• collected data/information;</li> <li>• unsupported judgements.</li> </ul> <p>Ideas are presented in a way that is adequate to convey meaning. The rules of spelling, punctuation and grammar are not fully understood and there are frequent errors. Few or no specialist terms are used.</p>
0	<p><b>0 marks</b></p> <p>The candidate presents no relevant data/information nor demonstrates any knowledge and understanding of business concepts, issues and terminology.</p>	<p><b>0 marks</b></p> <p>The candidate makes no attempt to apply knowledge and understanding to the investigation.</p>	<p><b>0 marks</b></p> <p>The candidate makes no attempt to state conclusions nor analyse and evaluate evidence.</p>

# 4 Scheme of Assessment

## 4.1 Aims and learning outcomes

GCSE Business courses based on this specification should encourage candidates to:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global 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.

GCSE Economics courses based on this specification should encourage candidates to:

- actively engage in the study of economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- understand the perspectives of a range of different stakeholders in relation to economic activity
- consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development
- recognise that their economic knowledge, understanding and skills helps them to understand current events and provides a basis for their role as citizens, and for the possible further study of economics.

4

## 4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

### Business Subjects

1. Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.
2. Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
3. Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

### Economics

1. Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.
2. Apply skills, knowledge and understanding in a variety of contexts.
3. Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

### Quality of Written Communication (QWC)

GCSE specifications which require candidates to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in all units.

### Weighting of Assessment Objectives for GCSE Economics Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Economics unit.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 11		
	External Assessment		
AO1	30		30
AO2	35		35
AO3	35		35
Overall weighting of units (%)	100		100

### Weighting of Assessment Objectives for GCSE Business Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Business units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 13 External Assessment	Unit 14 Controlled Assessment	
AO1	15	15	30
AO2	17.5	17.5	35
AO3	17.5	17.5	35
Overall weighting of units (%)	50	50	100

### Weighting of Assessment Objectives for GCSE Business

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Business units.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	Unit 1 External Assessment	Unit 2 External Assessment	Unit 3 Controlled Assessment	
AO1	12	10.5	7.5	30
AO2	14	12.25	8.75	35
AO3	14	12.25	8.75	35
Overall weighting of units (%)	40	35	25	100

## Weighting of Assessment Objectives for GCSE Business and Communication Systems

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Business and Communication Systems units.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	Unit 8 External Assessment	Unit 9 External Assessment	Unit 10 Controlled Assessment	
AO1	12	10.5	7.5	30
AO2	14	12.25	8.75	35
AO3	14	12.25	8.75	35
Overall weighting of units (%)	40	35	25	100

## Weighting of Assessment Objectives for GCSE Economics

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Economics units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 11 External Assessment	Unit 12 External Assessment	
AO1	15	15	30
AO2	17.5	17.5	35
AO3	17.5	17.5	35
Overall weighting of units (%)	50	50	100

## Weighting of Assessment Objectives for GCSE Applied Business Double Award

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Applied Business units.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	Unit 1 External Assessment	Unit 4/5/6 Controlled Assessment	Unit 7 External Assessment	
AO1	6	18	6	30
AO2	7	21	7	35
AO3	7	21	7	35
Overall weighting of units (%)	20	60	20	100

### 4.3 National criteria

This specification complies with the following.

- The Subject Criteria for Business subjects and Economics including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

### 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

### 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader 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 were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

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. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units			Availability of Certification	
	Units 1, 8, 11	Units 4, 5, 6, 13 and 14	All other Units	Short Course	GCSE single and double awards
January 2010					
June 2010	✓	✓		✓	
January 2011 onwards	✓			✓	
June 2011 onwards	✓	✓	✓	✓	✓

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

- Unit 1 – Setting up a Business (413001)
- Unit 2 – Growing as a Business (413002)
- Unit 3 – Investigating Businesses (413003)
- Unit 4 – People in Business (413004)
- Unit 5 – Marketing and Customer Needs (413005)
- Unit 6 – Enterprise (413006)
- Unit 7 – Business Finance (413007)
- Unit 8 – ICT Systems in Business (413008)
- Unit 9 – Using ICT in Business (413009)
- Unit 10 – Investigating ICT in Business (413010)
- Unit 11 – Personal Economics (413011)
- Unit 12 – Investigating Economic Issues (413012)

- Unit 13 – Business Start Up (413013)
- Unit 14 – Investigating Small Businesses (413014)
- GCSE Business Studies Short Course certification – (4131)
- GCSE Economics Short Course certification – (4132)
- GCSE Business Studies certification – (4133)
- GCSE Business and Communication Systems certification – (4134)
- GCSE Economics certification – (4135)
- GCSE Applied Business Double Award certification – (4136)
- QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

## 5.3 Private candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*. Arrangements must be agreed with AQA for the assessment and authentication of controlled assessment.

## 5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of examinations

We will provide units for this specification in English only.

## 5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE in Business Studies;
- AQA GCSE Double Award in Applied Business;
- AQA GCSE in Business and Communication Systems;
- AQA GCSE in Economics;
- AQA GCSE Short Course in Business Studies;
- AQA GCSE Short Course in Economics.

## 5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

The GCSE Double Award qualification will be graded on a fifteen-grade scale: A\*A\*, A\*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EF, FF, FG, GG. Candidates who fail to reach the minimum standard for grade GG will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

### Unit 1 – Setting up a Business

(maximum uniform mark = 80)

Grade	Uniform Mark Range
A*	72–80
A	64–71
B	56–63
C	48–55
D	40–47
E	32–39
F	24–31
G	16–23
U	0–15

### Unit 3 – Investigating Businesses

(maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

### Unit 2 – Growing as a Business

(maximum uniform mark = 70)

Grade	Uniform Mark Range
A*	63–70
A	56–62
B	49–55
C	42–48
D	35–41
E	28–34
F	21–27
G	14–20
U	0–13

### Unit 4 – People in Business

(maximum uniform mark = 120)

Grade	Uniform Mark Range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

**Unit 5 – Marketing and Customer Needs**

(maximum uniform mark = 120)

Grade	Uniform Mark Range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

**Unit 7 – Business Finance**

(maximum uniform mark = 80)

Grade	Uniform Mark Range
A*	72–80
A	64–71
B	56–63
C	48–55
D	40–47
E	32–39
F	24–31
G	16–23
U	0–15

**Unit 6 – Enterprise**

(maximum uniform mark = 120)

Grade	Uniform Mark Range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

**Unit 8 – ICT Systems in Business**

(maximum uniform mark = 80)

Grade	Uniform Mark Range
A*	72–80
A	64–71
B	56–63
C	48–55
D	40–47
E	32–39
F	24–31
G	16–23
U	0–15

**Unit 9 – Using ICT in Business**

(maximum uniform mark = 70)

Grade	Uniform Mark Range
A*	63–70
A	56–62
B	49–55
C	42–48
D	35–41
E	28–34
F	21–27
G	14–20
U	0–13

**Unit 11 – Personal Economics**

(maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

**Unit 10 – Investigating ICT in Business**

(maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

**Unit 12 – Investigating Economic Issues**

(maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

**Unit 13 – Business Start Up**

(maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

**Unit 14 – Investigating Small Businesses**

(maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

We calculate a candidate's total uniform mark by adding together the uniform marks for the relevant units. We convert this total uniform mark to a grade as follows.

**Business Studies (Short Course)**

(maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

**Business Studies (Full Course)**

(maximum uniform mark = 200)

Grade	Uniform Mark Range
A*	180–200
A	160–179
B	140–159
C	120–139
D	100–119
E	80–99
F	60–79
G	40–59
U	0–39

**Business & Communication Systems**

(maximum uniform mark = 200)

Grade	Uniform Mark Range
A*	180–200
A	160–179
B	140–159
C	120–139
D	100–119
E	80–99
F	60–79
G	40–59
U	0–39

**Economics (Short Course)**

(maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

**Applied Business Double Award**

(maximum uniform mark = 400)

Grade	Uniform Mark Range
A*A*	360–400
A*A	340–359
AA	320–339
AB	300–319
BB	280–299
BC	260–279
CC	240–259
CD	220–239
DD	200–219
DE	180–199
EE	160–179
EF	140–159
FF	120–139
FG	100–119
GG	80–99
U	0–79

**Economics (Full Course)**

(maximum uniform mark = 200)

Grade	Uniform Mark Range
A*	180–200
A	160–179
B	140–159
C	120–139
D	100–119
E	80–99
F	60–79
G	40–59
U	0–39

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## 5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates may re-sit the qualification an unlimited number of times.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

# 6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Authentication of controlled assessment work

In order to meet the requirements of the Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the controlled assessment/portfolio cover sheet or other appropriate place.

## 6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in contextualising the tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements.
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at **business-studies@aqa.org.uk**.

## 6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards;

- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of controlled assessment

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by flagging key pieces of evidence throughout the work by annotation either in the margin or in the text.

## 6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see <http://www.aqa.org.uk/deadlines.php>).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

## 6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Support of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

## 6.8 Retaining evidence and re-using marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result

has been made, the work must remain under secure conditions in case it is required by AQA.

Candidates who repeat the examination may carry forward their moderated controlled assessment marks.

# 7 Moderation

## 7.1 Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see). Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

## 7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on behalf of all centres in the consortium. If there are

different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

## 7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report

giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes.

# Appendices

## A 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 should be interpreted in relation to the content outlined in 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 (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

### Business Subjects

Grade	Description
A	<p>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.</p> <p>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.</p> <p>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.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately.</p> <p>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.</p> <p>They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.</p>
F	<p>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.</p> <p>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.</p> <p>They identify some evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.</p>

## Economics

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of concepts, theories and issues. They use economic terminology appropriately and accurately.</p> <p>They select and organise information appropriately from a wide variety of sources to investigate economic behaviour in a variety of contexts. They use a wide range of skills appropriately and apply their knowledge and critical understanding effectively to address problems and issues.</p> <p>They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, make informed and reasoned judgements, and to present reasoned and substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of a range of concepts, theories and issues. They use economic terminology appropriately.</p> <p>They select and organise information from a variety of sources to investigate economic behaviour in different contexts. They use a range of skills and apply their knowledge and understanding relevantly to address problems and issues.</p> <p>They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.</p>
F	<p>Candidates demonstrate limited knowledge and understanding of some concepts, theories, terminology and issues. They use some basic economic terminology.</p> <p>They show some ability to select and organise simple information to investigate economic behaviour. They use a limited range of skills and apply some knowledge and understanding to begin to address problems and issues.</p> <p>They identify simple evidence to address problems and issues, and make judgements. They present simple conclusions that are sometimes supported by evidence.</p>

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## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues relevant to the education of students at Key Stage 4 have been identified and taken into account of in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other Qualifications

Some overlaps exist between this specification and AQA's GCSE Leisure and Tourism specification.

## D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information and Communication Technology.

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Business Subjects and Economics can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

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

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers’ Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>.



## GCSE Business Subjects and Economics Teaching from 2009 onwards

**Qualification Accreditation Numbers: Business Studies 500/4508/8; Applied Business (Double Award) 500/4423/0; Business and Communications Systems 500/4422/9; Economics 500/4417/5; Business Studies (Short Course) 500/4416/3; Economics (Short Course) 500/4468/0;**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification codes for these specifications are Business Studies 3210; Business and Communications Systems 7460; Economics 4410.

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.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

Support meetings are available throughout the life of the specification.

Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

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