



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

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## Business Studies 3133 *Specification B* 2010

Material accompanying this Specification

- Papers and Mark Schemes
- Reports on the Examination

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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# Background Information

## 1

# General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies revised their GCSE syllabuses for examination in 2003 onwards.

### 1.1 Introduction

#### Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of Communication, Application of Number and Information Technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of Working with Others, Improving own Learning and Performance and Problem Solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

#### ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A\* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A\* - D.

Citizenship

From 2002, students in England will be required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

## 2

## Specification at a Glance

### *Business Studies B*

This is one of two AQA GCSE specifications in Business Studies.

Specification A involves one written paper, based on a pre-released Case Study, and coursework chosen from one of six Options which are developments of Core Subject Content areas.

This specification, Specification B, requires candidates to take two written papers (1 and 3). In addition candidates may take **either** coursework which can be on a theme taken from any area of the Subject Content, or an alternative written paper. There is a free-standing GCSE (Short Course) in Business Studies based on this specification which uses Written Paper 1 plus either Written Paper 2 or coursework.

There are two tiers of Assessment: Foundation (G-C) and Higher (D-A\*).

GCSE Business Studies B	
Written Paper 1 Foundation and Higher Tiers Structured questions based on a case study of a business situation.	37½% of total marks 1¼ hours
<b>EITHER</b>	<b>OR</b>
Coursework 25% of total marks Coursework consists of a problem solving assignment – approximately 2000 words	Written Paper 2 25% of total marks Foundation and Higher Tiers 1 hour A case study problem solving paper requiring a written report based on a study of evidence supplied with the paper.
Written Paper 3 Foundation and Higher Tiers Structured questions set on two or more business case studies.	37½% of total marks 1¼ hours

  

Foundation Tier	←
3133F	
Higher Tier	
3133H	

# 3

## Availability of Assessment Units and Entry Details

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### 3.1 Availability of Assessment Units

Examinations based on this Specification are available in the June examination series only.

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### 3.2 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The **Subject Code** for entry to the GCSE award is 3133.

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### 3.3 Classification Codes

Each specification is assigned to a national classification code, indicating the subject area to which it belongs.

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.

The classification code for this specification is 3210.

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### 3.4 Private Candidates

Private candidates may use this specification in the following situations:

- for candidates who have not previously entered for the specification, the written component option only is available;
- where a GCSE award has already been made, the coursework component result may be carried forward if the rest of the qualification is being retaken.

Private candidates should write to AQA for a copy of “*Supplementary Guidance for Private Candidates*”.

**3.5 Access Arrangements and Special Consideration**

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, GCSE, Entry Level and Key Skills. This is published on the JCQ website.

We can make arrangements so that candidates with disabilities (under the terms of the DDA) can access the assessment. These arrangements are made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

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

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**3.6 Language of Examinations**

All assessments will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelic.

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This AQA GCSE in Business Studies (Specification B) complies with the following:

- The GCSE Subject Criteria for Business Studies and Economics;
- GCSE, GCE, and AEA Code of Practice April 2008;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

### 4.2 Rationale

Business Studies concerns the business aspects of organisations within their economic, political and social contexts. Business Studies involves the investigation of how enterprise adds value by organising the production of goods and services. The performance of business is studied from a range of perspectives. Using case studies, Business Studies ensures that candidates have knowledge, understanding and experience of the real world of business organisations. The use of case study materials also requires that candidates use a variety of methods to analyse and evaluate this evidence and thus make reasoned judgements in the context of real business scenarios.

AQA has produced two distinctive specifications in Business Studies. These provide continuity with previously offered GCSE Business Studies courses and also permit teachers and candidates a choice of routes through assessment. Specification A requires candidates to take two assessment components. These are a single two-hour written paper, based on a pre-released case study issued approximately eight weeks prior to the examination, and coursework based on the study of one of six optional areas of the Subject Content. Specification B requires candidates to take three assessment components. These consist of two one and a quarter hour written papers based on unseen case studies, together with either a coursework assignment based on a business problem or a third written paper based on a case study of a business problem. Each specification contains subject content arranged in a manner appropriate to its assessment package.

A Short Course specification has been devised based on Specification B which uses Written Paper 1 from the Specification B assessment package together with the coursework or Written Paper 2. The Subject Content has been appropriately modified for the Short Course.

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4.3 Prior level of attainment and recommended prior learning	No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. However, candidates will be expected to demonstrate skills of literacy and numeracy commensurate with having followed a programme of study at Key Stage 3.
4.4 Progression	<p>This qualification is a recognised part of the National Qualifications framework. As such, GCSE provides progression from Key Stage 3 to post-16 studies.</p> <p>It lays an appropriate foundation for further study of Business Studies and/or related subjects at GCE Advanced Subsidiary or Advanced levels or Applied GCE Advanced Subsidiary or Advanced levels. It also enables candidates to progress to NVQs.</p> <p>In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.</p>

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## 5

## Aims

A course based on this specification should encourage candidates to:

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

# 6

## Assessment Objectives

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### 6.1 Assessment Objectives

This Business Studies specification requires candidates to:

- a. demonstrate knowledge and understanding of the specified subject content;
- b. apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues;
- c. select, organise, interpret and use information from various sources to analyse problems and issues;
- d. evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

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### 6.2 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Quality of written communication will be assessed in the written papers and coursework.

## 7

## Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises three components.

Written Paper 1	Foundation	1¼ hours
37½% of the marks	Higher Tier	1¼ hours

This paper will consist of structured questions based on an unseen case study of a business situation. The case study will be issued with the paper. This paper will be common to the Short Course.

## EITHER Coursework

25% of the marks

Coursework will consist of a single problem solving assignment of approximately 2000 words. Candidates will be expected to investigate and propose a solution to a business problem or hypothesis.

OR Written Paper 2	Foundation	1 hour
25% of the marks	Higher	1 hour

This will be a problem solving exercise based on the use of given data about a business problem. It will be assessed using the same criteria as coursework.

Written Paper 3	Foundation	1¼ hours
37½% of the marks	Higher Tier	1¼ hours

This paper will consist of structured questions set on two or more unseen business case studies. The case studies will be issued with the paper.

## 7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	Written Paper 1	Coursework / Written Paper 2	Written Paper 3	
a. Knowledge and understanding	12½	0	12½	25
b. Application	9	7	9	25
c. Analysis	8	9	8	25
d. Evaluation	8	9	8	25
<b>Overall Weighting of Units (%)</b>	<b>37½</b>	<b>25</b>	<b>37½</b>	<b>100</b>

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

# Subject Content

## 8

## Summary of Subject Content

### Background information

The Subject Content of this specification is designed to be contextual and inter-related. Section 10 *External environment and business* provides an overarching set of concepts which, when taken together with Section 11 *The ownership and control of business* and Section 12 *Aims and objectives of business*, sets out the possible aims and objectives for these forms of business organisation and are at the centre of the Subject Content and provide a context within which the remainder of the Subject Content is to be studied.

There is no optional content and the remaining four content sections, 13 *The management of people within a business*, 14 *Accounting and Finance*, 15 *Production* and 16 *Marketing* should receive approximately the same amount of teaching time and assessment coverage. Sections 13-16 should be investigated in depth in the context of, and as they apply and relate to, and interact with, sections 10, 11 and 12.

The Subject Content and the way it is set out attempt to match the way that real world Business operates. In particular a specific emphasis on enterprise culture is included in section 10 as well as receiving additional reference in other sections.

### External environment and business

This section needs to be closely linked to the sections that follow.

Content includes:

- business effects on the community and its environment;
- external factors affecting business;
- an understanding of the role of the entrepreneur and the effects on other stakeholders.

### The ownership and control of business

Within this section the emphasis should be upon the main forms of business organisation and include:

- criteria which distinguish between the main forms of business;
- the extent and nature of the growth of business.

### The aims and objectives of business

The objectives of different types of business organisations need to be considered in terms of targets and criteria for success.

### **The management of people within a business**

Methods, organisation and control of business, for example, leadership and motivation of people within a business. This section also includes the function of Personnel Management within the business and the effects and management of change.

### **Finance**

The three elements within this section are sources of finance, business planning and analysis of profitability, liquidity and performance.

### **Production**

This section is concerned with the way organisations use and manage resources to produce goods and services. This section also includes location decisions.

### **Marketing**

This section is concerned with the way in which consumers behave in the market place. This section includes:

- markets;
- market research;
- the marketing mix;
- legal and ethical constraints.

## 9

## Background Information

### 9.1 Business Studies criteria

GCSE criteria for Business Studies specify that the specification content must include:

- the relationship between business activity and the changing environment within which it takes place;
- the structure, organisation and control of the main forms of business;
- business management in a competitive environment;
- marketing objectives and related strategies;
- production objectives and related strategies;
- aims and objectives and the business environment and criteria for judging success;
- roles, relationships and management in business;
- the sources, uses and management of finance and the use of accounting information as an aid to decision making.

### 9.2 Organisation

It is intended that this content should be studied from a range of perspectives, i.e. economic, political, sociological and psychological.

The subject content in this particular specification fully meets all of the above descriptions but is set out in seven sections, both to help achieve some continuity and to give a clear indication of the nature of the subject to be assessed. The use of checklists in the form of bullet points in some sections does not imply that each section should be fully taught before moving to the next. Nor does the order of the sections imply that there is a correct route through the content. Rather, teachers are encouraged to integrate the content from various sections in their teaching and learning strategies as this will be reflected in all the forms of assessment. It is important that candidates should have a critical understanding of the content, so that they can apply their knowledge of the terms, theories and concepts to the analysis of case studies and real and simulated business problems.

## External Environment and Business

In general, business organisations should be explored from a range of perspectives. In this particular section a major emphasis is likely to be the economic perspective. Government economic policy, for example, is likely to play an important part in influencing business decisions.

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### 10.1 Business in the community and its environment

The external benefits and external costs of business actions on the community and environment.

External benefits including:

- the creation of jobs and income;
- improvements in standards of living;
- improvements in facilities and amenities;
- economic and social regeneration;
- effects on other businesses.

External costs including:

- forms of pollution;
- the adverse effects of business, change and development on employment, income and expenditure;
- loss of amenities and heritage;
- pressures on infrastructure.

---

### 10.2 External factors affecting business

The main factors outside the business which may affect it need to be explored including:

- changes in rates of unemployment and inflation;
- changes in exchange rates and the move towards globalization;
- changes in taxation;
- changes in interest rates;
- competition;
- population trends;
- health and safety legislation;
- broad policies on education and training;

- trends in markets including e-commerce;
- enterprise culture and support;
- the impact of the EU, including the social chapter.

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### 10.3 Enterprise culture

The importance and impact of enterprise culture underpins the delivery of the specification. The UK is said to have an 'enterprise culture'. This is a state of affairs where the entrepreneur and the small business is encouraged and helped to succeed. Small businesses are seen as making a significant contribution to the economy, providing employment and adding value. Enterprise culture includes:

- the qualities required of an entrepreneur;
- encouraging motivation;
- the nature and rewards of risk taking;
- government and other support for risk taking;
- reasons for the success and failure of enterprises.

## The Ownership and Control of Business

The private and public sectors should be distinguished. Within these sectors, emphasis should be placed on a range of criteria which identify and distinguish between the main forms of business. The growth of firms, particularly through merger, should be included.

The structure, organisation and control of a business will have implications for its finance, production methods, marketing strategy and its management of people. The extent and direction of a firm's growth will need to be considered within the economic environment.

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### 11.1 Forms of business: ownership and operation

The main forms within the private and public sector including:

- sole proprietors;
- partnerships;
- private and public limited liability companies;
- co-operatives;
- publicly owned organisations;
- franchise operations.

---

### 11.2 Criteria for comparison of the forms of business

The above forms of business need to be considered in terms of their:

- set up;
- ownership;
- management;
- control;
- liability.

Any problems and benefits arising from any of the above criteria should also be considered. Candidates should understand how management in each form of business responds to a competitive business environment.

### 11.3 Growth

The internal and external methods of growth need to be explored showing the reasons for and direction of growth together with any constraints.

Reasons for growth including:

- increasing market share;
- eliminating rivals;
- protecting the firm from competition;
- gaining economies of scale;
- increasing profit.

Directions of growth;

- vertical integration;
- horizontal integration;
- lateral;
- conglomerate.

Constraints on growth including:

- financial limitations;
- size of the market;
- government controls;
- human resources.

## The Aims and Objectives of Business

The emphasis should be on the understanding and importance of the clear objectives of a business and the purposes behind its activities. This should include how objectives may vary between different types and sizes of business. The objectives should also be seen as targets for a business to judge its success over a period of time.

The candidates should be able to review these aims and objectives in relation to the overall economic environment in which business activity takes place. For example, changes in government policy and in the performance of the economy may cause a business to alter its objectives. Candidates should also be able to view the aims and objectives in terms of people's different roles. For example, the objective of profitability could be looked at from the viewpoint of both consumer and shareholder.

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### 12.1 Objectives

Businesses may choose one or several from a range of objectives. These could include:

- making the most of something, including maximising sales, turnover or profit;
- keeping stability, including maintaining market share or a reasonable income;
- personal or more general objectives, including being independent (own boss) or obtaining customer satisfaction.

## 13

## The Management of People Within a Business

The structure of different business organisations should be identified and departmental functions explained along with the importance of their interdependence. The roles of people within the departments should be explored, with the management of people being considered from both the employer's and the employee's viewpoint.

Candidates should be given opportunities to explore both the psychological and sociological perspectives of the management of people. For example, the exploration of leadership could include the psychological reasoning behind the different styles; the recruitment and selection of labour could explore sociological aspects. The effects of changes in the business environment should also be included; for example, the effects of changes in legislation on industrial relations.

### 13.1 Structure of organisations

This should include organisation charts, span of control, hierarchy, chain of command and communication methods and problems.

### 13.2 Methods of management

The effects of the following on the business should be considered:

- leadership styles;
- delegation;
- team work;
- methods of motivation;
- management of change.

### 13.3 Problems of management

Problems arising from the structure of organisations and methods of management including:

- communication;
- co-ordination;
- control;
- motivation.

13.4 Role of Personnel Management

The main aspect of work covered by the Personnel department should be considered including:

- assessing labour requirements;
- recruitment and selection of people;
- training;
- industrial relations;
- application of legislation.

## 14

## Accounting and Finance

The three key elements are the sources, uses and management of finance. Candidates should be aware that the scope and scale of financial decisions will obviously be dependent upon the structure, organisation and control of the firm. Decisions made by small sole proprietors will have less far reaching effects than those made by large companies, where finance must be linked with other business decisions. A key focus must be the use of accounts and financial information as an aid to decision making. The main perspective involved in this specialised area of the syllabus will be the economic perspective.

### 14.1 Sources and uses of finance

The sources need to be considered in terms of why the finance is needed, its cost, availability and the likely time period for the finance. Uses of finance to include:

- purchase of fixed assets using owner's funds, retained profits, bank loans, hire purchase, leasing;
- purchase of current assets using supplier's credit, overdraft;
- financing of short-term needs including use of working capital.

### 14.2 Planning

Planning needs to be considered at start up and as an ongoing procedure. The methods used and limitations of the following techniques need to be explored:

- the production of a business plan;
- break-even;
- cash flow.

### 14.3 Analysis of profitability, liquidity and performance

Candidates need to be able to calculate, analyse and make decisions using the following measures of profitability, liquidity and performance:

- data from profit and loss accounts;
- data from balance sheets;
- ratio of gross profit to sales revenue;
- ratio of net profit to sales revenue;
- current ratio;
- acid test ratio;
- return on capital employed.

Candidates should also be able to make decisions and suggest methods of improving profitability, liquidity and performance.

## Production

Production should be viewed in its widest sense, covering primary, secondary and tertiary sectors. This section is mainly concerned with the way organisations use and manage resources to produce goods and services. This should include a critical consideration of the effects of introducing new technology in a wide variety of business situations including the introduction of new production strategies.

Production should be studied from psychological, sociological and economic perspectives; for example, the type of production methods used may influence the way people behave or work and affect the efficiency of the organisation.

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### 15.1 Resources and the production chain

Production is a process by which a product or service is created to meet the needs of the consumers. Consideration needs to be given to:

- resources required;
- stages passed in reaching the consumer and the added value created;
- manufacturing methods.

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### 15.2 Production strategies

Candidates need to understand that decisions are made by businesses as to appropriate methods of:

- choosing the right scale of production to gain appropriate economies of scale and minimise diseconomies;
- measuring and improving efficiency including productivity, unit costs and resource management;
- stock control including Kanban, JIT and lean production techniques;
- quality management including traditional quality checks, statistical process control, total quality management and Kaizen.

### 15.3 Location decisions

Both the factors a firm considers when locating in business and the role of external influences need to be considered, including:

- geographical factors;
- cost of the site;
- infrastructure;
- labour;
- the nature of the product;
- historical factors;
- external help and advice;
- availability of premises.

## Marketing

At the heart of this section is the requirement for candidates to show how marketing goes about identifying and satisfying customers' needs in a changing and competitive environment.

Candidates should be aware that marketing is the contact between the business and its environment, and that marketing policy will be influenced by the size and type of the business. Teaching and learning strategies should attempt to link the various components of marketing so that the relationship between them may be established and viewed as an integrated whole.

Candidates should view marketing from the psychological and sociological perspectives. Candidates should understand how consumers behave in the market place and appreciate the sociological factors which will influence their behaviour.

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**16.1 Market planning and research** Analysing the market involves a number of methods and strategies. These should include the analysis of existing and potential markets for goods and services.

Analysis of methods and strategies should include:

- market segmentation;
- SWOT analysis;
- field research;
- desk research;
- sampling methods including random, quota and targeted samples (where a specific age, gender or socio-economic group is identified for sampling);
- product life cycle.

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**16.2 Marketing mix** The application of the marketing mix should be applied to a variety of case study scenarios. Analysis should be made in context to evaluate possible solutions to problems.

Aspects of the mix to be considered are:

- product decisions;
- pricing methods, including cost plus policy, competitor pricing, promotional pricing, penetration pricing, skimming or creaming, loss leaders, predator or destroyer pricing;
- promotion techniques and decisions;
- channels of distribution.

**16.3 External constraints**

The consideration of external constraints should include:

- legal;
- moral;
- cultural;
- ethical constraints on marketing activities.

## Key Skills and Other Issues

17

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

### 17.1 Introduction

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

The units for 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, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA web site (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Business Studies can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others* and *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 the units, are signposted below.

**17.2 Key Skills Opportunities in Business Studies**

There are opportunities for developing and generating evidence of the application of all of the main and 'wider' Key Skills in the Subject Content Section in this course, both in preparation for the written papers and in the coursework, as illustrated below.

**Application of Number Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>N1.1</b> Interpret information from different sources	✓	✓	✓	✓	✓	✓	✓
<b>N1.2</b> Carry out calculations	✓	✓	✓	✓	✓	✓	✓
<b>N1.3</b> Interpret results and present findings	✓	✓	✓	✓	✓	✓	✓

**Application of Number Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>N2.1</b> Interpret information from different sources	✓	✓	✓	✓	✓	✓	✓
<b>N2.2</b> Carry out calculations	✓	✓	✓	✓	✓	✓	✓
<b>N2.3</b> Interpret results and present findings	✓	✓	✓	✓	✓	✓	✓

**Communication Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>C1.1</b> Take part in discussions	✓	✓	✓	✓	✓	✓	✓
<b>C1.2</b> Read and obtain information	✓	✓	✓	✓	✓	✓	✓
<b>C1.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓	✓

**Communication Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>C2.1a</b> Contribute to discussions	✓	✓	✓	✓	✓	✓	✓
<b>C2.1b</b> Give a short talk	✓	✓	✓	✓	✓	✓	✓
<b>C2.2</b> Read and summarise information	✓	✓	✓	✓	✓	✓	✓
<b>C2.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓	✓

**Information Technology Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>IT1.1</b> Find, explore and develop information	✓	✓	✓	✓	✓	✓	✓
<b>IT1.2</b> Present information, including text, numbers and images	✓	✓	✓	✓	✓	✓	✓

**Information Technology Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>IT2.1</b> Search for and select information	✓	✓	✓	✓	✓	✓	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓	✓	✓	✓	✓	✓	✓
<b>IT2.3</b> Present combined information, including text, numbers and images	✓	✓	✓	✓	✓	✓	✓

**Working with Others Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓	✓	✓	✓	✓	✓	✓
<b>WO1.2</b> Work towards agreed objectives	✓	✓	✓	✓	✓	✓	✓
<b>WO1.3</b> Identify progress and suggest improvements	✓	✓	✓	✓	✓	✓	✓

**Working with Others Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>WO2.1</b> Plan work and confirm working arrangements	✓	✓	✓	✓	✓	✓	✓
<b>WO2.2</b> Work cooperatively towards achieving identified objectives	✓	✓	✓	✓	✓	✓	✓
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓	✓	✓	✓

**Improving Own Learning and Performance Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓	✓	✓	✓	✓	✓	✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓	✓	✓	✓	✓	✓	✓
<b>LP1.3</b> Review progress and achievements	✓	✓	✓	✓	✓	✓	✓

### Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓	✓	✓	✓	✓	✓	✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓	✓	✓	✓	✓	✓	✓
<b>LP2.3</b> Review progress and identify evidence of achievements	✓	✓	✓	✓	✓	✓	✓

### Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>PS1.1</b> Confirm understanding of given problems	✓	✓	✓	✓	✓	✓	✓
<b>PS1.2</b> Plan and try out ways of solving problems	✓	✓	✓	✓	✓	✓	✓
<b>PS1.3</b> Check if problems have been solved and describe the results	✓	✓	✓	✓	✓	✓	✓

### Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content						
	10	11	12	13	14	15	16
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓	✓	✓	✓	✓	✓	✓
<b>PS2.2</b> Plan and try out options	✓	✓	✓	✓	✓	✓	✓
<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓	✓	✓	✓

**17.3 Further Guidance**

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

**18****Spiritual, Moral, Ethical, Social, Cultural and Other Issues****18.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues**

The study of Business Studies can contribute to a candidate's understanding of moral, ethical, social and cultural issues. Candidates should be made aware that business decisions are influenced invariably by the value systems of individuals, firms and governments reflecting cultural background and moral views of the world. For example, the appreciation of business ethics encourages understanding of moral issues and the consideration of companies operating on a global level, across cultural divides, encourages understanding of cultural issues. Also, consideration of why people work, such as the social motives and other non-financial factors, encourages understanding of social issues.

More specifically, the study of the subject can help candidates to:

- explore and discuss with others spiritual issues, religious beliefs, creative abilities or personal insights (Section 13);
- encourage recognition and understanding of candidates' own individual worth, and the value of other individuals or communities (Sections 12 and 13);
- discern, consider and discuss moral values and attitudes (Section 12);
- reach moral judgements and to express personal views (Section 10);
- analyse the conduct of individuals and society as a whole, and consider socially accepted codes of behaviour (Sections 13 and 16);
- consider values and attitudes that prevail in society and social groups (Section 10);
- explore notions of family, community, society or other social grouping and their impact on individuals and groups (Sections 10 and 16);
- discuss social concepts, attitudes and developments (Section 15);
- experience, appreciate and relate to cultures other than their own (Sections 15 and 16).

<b>18.2 European Dimension</b>	AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where appropriate.
<b>18.3 Environmental Issues</b>	AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report <i>“Environmental Responsibility: An Agenda for Further and Higher Education”</i> 1993 in preparing this specification.  The specification has been designed so that it can be used as a medium for improving environmental education within the curriculum.
<b>18.4 Citizenship</b>	The specification will assist with the development of candidates’ reflection on and sense of, social and moral responsibility. Opportunities will be available for the development of knowledge and understanding of responsibilities. The specification will assist with the development of the skill of enquiry and communication of topical issues.
<b>18.5 Avoidance of Bias</b>	AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.
<b>18.6 Health and Safety</b>	This specification will encourage the development of a sense of responsibility for the health and safety of the self and others. Particular opportunities should be exploited to promote these issues.

# Centre-Assessed Component

## 19

### Nature of the Assignment

#### 19.1 Nature of the Assignment

The centre-assessed component will consist of a single integrated holistic assignment which should be completed as part of the candidates' normal class work. The length of the assignment will be approximately 2000 words. A portfolio of work is not appropriate.

Candidates should be set assignments based on a business problem or problems or a business-related hypothesis. These should permit candidates to investigate problems and propose solutions and should be designed to be rooted in the real business world. Its consistency with the approach of the remainder of the specification is that candidates will be expected to work with real businesses and must draw knowledge, expertise and skills from all areas of the specification.

The assignment may be started at any point in the course, but it is intended that the evaluation of evidence and the drawing of conclusions are completed as a synoptic exercise towards the end of the course.

#### 19.2 Assessment Objectives

Assignments **must** provide candidates with the opportunity to reach all levels of the Assessment Criteria for the centre-assessed component. Details of levels are included in Section 21.2. In brief they are:

- design and carry out desk and field research to collect data showing knowledge and initial understanding of the subject content;
- apply business concepts, theories, terms and knowledge to resolve problems and issues;
- select, organise, interpret, use and analyse information;
- evaluate evidence, draw reasoned conclusions and make judgements;
- present a report in a precise and logical manner;
- present relevant information in a form that suits its purpose;
- ensure that the text is legible and that the quality of written communication is accurate, so that meaning is clear.

## Guidance on Setting the Centre-Assessed Component

### 20.1 Setting Assignments

Centres are responsible for setting their own assignments for this component. They may choose from the suggested list of assignments below or adapt these assignments, or write their own.

Centres are responsible for ensuring that assignments provide candidates with the opportunity to reach all levels of the Assessment Criteria shown in 21.2

The assignment should be set in the form of a business problem or question to be solved or answered, or a statement to be proved or disproved. A clearly focused assignment will help to ensure that data collection is relevant and directed to the question or issue, that business terms are used and that the skills of analysis, evaluation and judgement can be demonstrated.

### 20.2 Possible Assignments

For the guidance of teachers and candidates, the following suggestions may be helpful in indicating possible assignments. It is stressed that these are for guidance only and are designed to indicate the general nature and scope of the coursework.

- a. Is there scope for a new business in the local area?
- b. How can a business proposal for a new business be planned and presented?
- c. How can the success of a business be measured?
- d. Assess the effect of a business development of your choice on the local community.
- e. What strategies could be used to help a small business survive in spite of competition?
- f. How effective is Firm X's quality control?
- g. Will the social benefits of a business development outweigh the social costs?
- h. How have external factors affected Firm X?
- i. What are the most important factors that affect demand for a product or service? Suggest how a local business could influence demand.
- j. Why and how could Firm X expand?
- k. Evaluate the possible ways to market a new product.

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<b>20.3 Focus</b>	A clearly focused assignment will help to ensure that data collection is relevant and directed to the question or issue, that business terms are used and that the skills of analysis, evaluation and judgement can be demonstrated. It will help to keep the work within approximately 2000 words.
<b>20.4 Validity of Information</b>	<p>Candidates need to be able to collect primary and secondary data about their chosen assignment. Care should be taken to ensure that research is related to the specified aims of the investigation. Business Studies theory used by candidates must be related and applied to the assignment in question.</p> <p>Sufficient data must be collected and analysed from which candidates can form reasoned judgements. For instance, it is difficult to make reasoned judgements from information gained from, say, three households.</p>
<b>20.5 Group Work</b>	It may be useful for information to be collected by a group of candidates as long as it is made clear which candidates have collected which information. Where candidates work as a group, it must be possible to identify the individual contribution of each candidate, so that the requirements in the specification are met. If work undertaken by one candidate is included in another candidate's presentation, there must be a specific acknowledgement.
<b>20.6 Presentation</b>	<p>Details of the forms of evidence that might be provided by candidates for each assessment criterion a to d are illustrated below.</p> <p>Evidence should include the collection of primary and secondary data. Primary data could include:</p> <ul style="list-style-type: none"><li>• questionnaires and surveys;</li><li>• interviews;</li><li>• observations such as traffic or footfall counts;</li><li>• visual data such as photographs, sketches, charts, scans, maps and plans;</li><li>• other evidence of research such as correspondence, measurements, diaries and records.</li></ul> <p>Secondary data could include:</p> <ul style="list-style-type: none"><li>• leaflets and booklets;</li><li>• CD or Internet based material;</li><li>• reports and accounts;</li><li>• newspaper and magazine articles and extracts.</li></ul> <p>All secondary data should be credited.</p>

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The work may be submitted in any appropriate form. For example, photographs, maps and diagrams may be used to inform observations; tape recordings of interviews could be made; data could be presented as graphs or charts. Where tapes are submitted these should be accompanied by a brief written outline of their content. Evidence of data collected should be available.

Candidates should be encouraged to present coursework which allows them to gain sufficient marks under all criteria. Specifically, candidates need to be able to apply terms, concepts, theories and methods. They need to obtain information from various sources and they need to use several methods of presentation. The presentation of work using ICT is to be encouraged but candidates need to state on the Candidate Record Form that they have used ICT hardware and software themselves.

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### 20.7 Format

The assignment may follow any format as long as the presentation is logical and systematic.

A suitable structure could be:

- title and purpose of assignment;
- explanation of methodology and routes of inquiry;
- investigation – research and collection of data;
- sorting and selection of appropriate data;
- analysis, interpretation and evaluation of evidence;
- presentation of conclusions or judgements, with reasoning;
- recommendations for further action.

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### 20.8 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

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### 20.9 Support Material

Full details of support materials, including relevant website addresses, are available in the Teachers' Guide for GCSE Business Studies B.

## 21

## Assessment Criteria

## 21.1 Introduction

The coursework will be marked by the centre according to the following criteria. Candidates will be expected to demonstrate the ability to:

- a. select, organise, interpret and use information from various sources to analyse a business problem, situation or issue;
- b. apply knowledge and understanding of appropriate terms, concepts, theories and methods to the business problem, situation or issue;
- c. evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately;
- d. demonstrate quality of written communication.

Teachers are recommended to start at the highest level for each criteria and to look at the candidate's response to see if evidence of achievement of that level can be identified. If evidence of that level is not found, move down to the next level. It is not necessary for candidates to obtain the lower levels below that which is actually rewarded.

For many levels it is only necessary for candidates to show the applicable evidence once to be awarded in that level. There are some levels, however, where candidates need to show evidence more than once. This particularly applies where the term "consistently" is in the level descriptor.

Marks for each criterion are to be awarded in accordance with the levels of performance below, and must be supported by evidence provided by the candidate. The criteria in total assess the Assessment Objectives shown in Section 7.2.

## 21.2 Criteria

**Selection, organisation, interpretation and use of information from various sources to analyse the business problem, situation or issue**

## Marks

- |       |   |
|-------|---|
| 16-20 | The candidate selects and interprets the most relevant data from a wide variety of suitable sources; and consistently uses and organises information appropriately and accurately to effectively analyse the problem. |
| 11-15 | The candidate shows some ability to select and interpret the most relevant data from a range of sources, using and organising this information appropriately to analyse the problem.                                  |
| 6-10  | The candidate makes use of, and simply interprets, data from at least one source; and shows some ability to organise the information to address the problem.  |

Marks

- 1-5 The candidate selects information from at least one source and makes simple use of the data to address the problem.
- 0 No attempt is made to collect, select, use, interpret and organise the data.

**Application of knowledge and understanding of appropriate terms, concepts, theories and methods to address the problem**

Marks

- 13-16 The candidate consistently demonstrates the ability to apply effectively extensive knowledge and understanding of relevant business terms/concepts within the assignment.
- 9-12 The candidate is able to apply accurately knowledge and understanding of relevant terms and concepts within the assignment.
- 5-8 The candidate shows some ability to apply knowledge to the assignment and with some understanding of key terms.
- 1-4 The candidate shows some knowledge of a narrow range of business terms within the assignment.
- 0 The candidate shows no knowledge of business terms within the assignment.

**Evaluation of evidence, making reasoned judgements and presenting conclusions accurately and appropriately**

Marks

- 16-20 The candidates' conclusions arise from logical and critical evaluation of the evidence. Recommendations are realistic in the context of the chosen assignment and are presented accurately, appropriately and consistently.
- 11-15 The candidate makes reasoned judgements and draws appropriate conclusions supported by valid evidence and/or specific, additional knowledge. Comments about the lack or quality of evidence may be rewarded.
- 6-10 The candidate makes some attempt to evaluate the evidence and draws simple conclusions, which may be supported by some knowledge.
- 1-5 The candidate draws simple conclusions which have some connection to the problem. No additional knowledge is displayed. Typically this will be "X is best because ...." with a very simple reason given.
- 0 No evaluation, no reasoning and no conclusions.

**Ability to demonstrate quality of written communication****Marks**

- 3 Information is clearly and logically presented using an appropriate form. The text is legible. The candidate spells, punctuates and uses the rules of grammar accurately, enabling the meaning to be clearly understood.
- 2 Information is presented in an appropriate form. The text is legible. The candidate generally spells, punctuates and uses the rules of grammar accurately, although there may be some errors. The meaning is clear.
- 1 Some of the information presented is in an appropriate form. Generally the text is legible. Although there are errors in spelling, punctuation and grammar, the candidate's meaning can be understood.
- 0 The candidate has failed to reach the standard required for the award of a mark.

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**21.3 Evidence to Support the Award of Marks**

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

## Supervision and Authentication

### 22.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. For candidates taking the centre-assessed component, it is necessary for some assessed work to be done outside the centre. Teachers must ensure that sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

The work submitted should be related to the problem posed. Every opportunity should be taken, where possible, to develop the practical skills of survey, research and problem-solving which are seen as complementary to the skills tested in the Written Paper.

### 22.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

In many centres, teachers and candidates may wish to negotiate the choice of problem, taking into account the candidate's preferences, aptitudes, etc. and the examination for which the work is, in due course, to be submitted.

### 22.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of centre-assessed components to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

It is accepted that certain parts of candidates' coursework may be taken from other sources where these are relevant and appropriate. This is perfectly acceptable provided that all such cases are clearly identified in the text and fully acknowledged on the *Candidate Record Form*, or in the supporting evidence. Where phrases, sentences or longer passages are quoted directly from a source, it is important that candidates use quotation marks.

## 22.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

Provided that it is considered essential, candidates may be given guidance during the course of their chosen work (i) on any problems encountered and (ii) to ensure that the work is kept within reasonable bounds of relevancy to the subject examination for which it is to be submitted. Records of all assistance of this type must be kept by the teacher and appropriate comments must be written on each candidate's work or may be separately recorded on the Candidate Record Form.

# 23

## Standardisation

### 23.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

### 23.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

## Administrative Procedures

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- 24.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in section 21.2. The marks and supporting information must be recorded in accordance with the instructions in Section 21.3. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
- 
- 24.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
- 
- 24.3 Factors Affecting Individual Candidates** Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- 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. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. 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 assessment. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
- 
- 24.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

## Moderation

### 25.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

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 other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form 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 or merit.

### 25.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the centre-assessed component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

## Awarding and Reporting

### 26

## Grading, Shelf-Life and Re-Sits

26.1	<b>Qualification Titles</b>	The qualification based on this specification has the following title: AQA GCSE in Business Studies.
26.2	<b>Grading System</b>	<p>The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, 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.</p> <p>Candidates must be entered for either the Foundation Tier or Higher Tier. For candidates entered for the Foundation Tier, grades C–G are available. For candidates entered for the Higher Tier A*–D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded where candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.</p>
26.3	<b>Re-Sits</b>	Individual components may not be retaken, but candidates may retake the whole qualification more than once.
26.4	<b>Minimum Requirements</b>	Candidates will be graded on the basis of work submitted for assessment.
26.5	<b>Carrying Forward of Centre-Assessed Marks</b>	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
26.6	<b>Awarding and Reporting</b>	This specification complies with the grading, awarding and certification requirements of the current GCSE, GCE, and AEA Code of Practice 2008 and will be revised in the light of any subsequent changes for future years.

# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors 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 (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade A** Candidates demonstrate in-depth knowledge and critical understanding of the full range of specification content. They apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of sources and analyse and interpret this information effectively. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately.
- Grade C** Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues. They select, organise, analyse and interpret information from a variety of sources. They also make reasoned judgements and present conclusions that are supported by evidence.
- Grade F** Candidates demonstrate knowledge and understanding of some aspects of the specification content. They begin to apply this knowledge and understanding, using some terms, concepts, theories and methods to address problems and issues. They show some ability to select, organise, analyse and interpret simple information from a variety of sources. They also make judgements and present simple conclusions that are sometimes supported by evidence.

# B

## Record Forms

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the administration area. They can be accessed via the following link [http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

## C

## Overlaps with other Qualifications

Some overlaps exist between this specification and GCSE specifications in Economics. The overlaps primarily occur in the sections which deal with external environment and business and the ownership and control of business. These sections include certain topics relating to basic economic performance, market systems and business behaviour in Economics.

Overlaps can also occur with the AQA Foundation and Intermediate GNVQ Business Units and also NVQs in Business and Finance.