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Specification

Edexcel GCSE in Business Studies (2BS01)
Edexcel GCSE in Business Communications (2BC01)
Edexcel GCSE in Business Studies and Economics (2BE01)
Edexcel GCSE (Short Course) in Business Studies (3BS01)

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Welcome to the Edexcel GCSE in Business Specification

This specification and the assessment have been written to help all your students succeed. It has been designed in sections to help you find your way around the content.

- The 'specification at a glance' pages give a clear and simple summary of the qualification, including the assessment arrangements, so you have all the important information in one handy place.

- Section A features the unit content. Written by our team of teachers and examiners, it is presented in a style that allows you to quickly and easily see what you need to teach and students need to learn.

- Section B provides clear and concise information about the assessment, including guidance about controlled assessment. You will also find all the practical information you need on making entries and assessing your students.

- Section C includes information on the full range of support, services and training available to help you plan and deliver the course. You will find information on the range of teaching and learning material that will help you implement the course effectively, and a summary of all our services designed to support you every step of the way.

However, that's not all.

The Edexcel GCSE Business qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:
www.edexcel.com/gcse2009

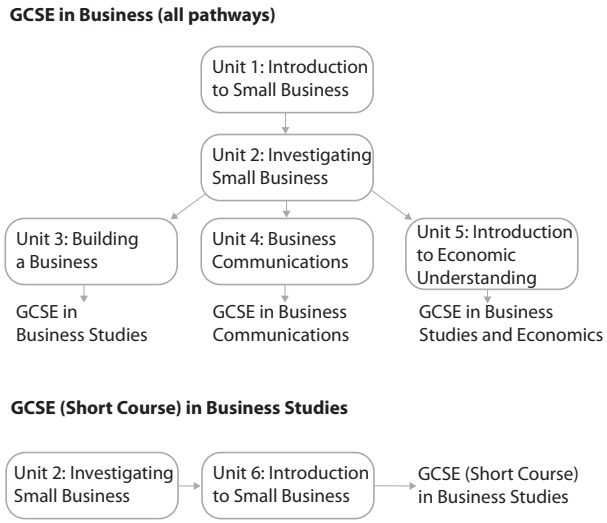
Introduction

The Edexcel GCSEs in Business Studies, Business Communications, Business Studies and Economics and Short Course in Business Studies are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

How is this specification different to previous GCSE Business specifications?

The Edexcel GCSEs in Business Studies (1503), Business and Communication Systems (1504), Business Studies and Economics (1171) and the Short Course in Business Studies (3503) have been combined into one specification. This new specification is exciting and innovative. It comprises a common enterprise-themed core and a choice of specialised units for three of the pathways (Business Studies, Business Communications, and Business Studies and Economics), as well as a Short Course, offering flexibility and choice for both centres and students.



Key subject aims

GCSE qualifications in business subjects should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The GCSEs should prepare students to make informed decisions about further learning opportunities and career choices.

GCSE qualifications in business subjects enable students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to 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.

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Specification at a glance

Course structure

This specification is divided into six units of content. There are four pathways within the specification.

- GCSE in Business Studies: Unit 1, Unit 2 and Unit 3
- GCSE in Business Communications: Unit 1, Unit 2 and Unit 4
- GCSE in Business Studies and Economics: Unit 1, Unit 2 and Unit 5
- GCSE (Short Course) in Business Studies: Unit 2 and Unit 6

GCSE in Business Studies, Business Communications and Business Studies and Economics

Unit 1 Introduction to Small Business *Unit code: 5BS01

- Compulsory unit
- Externally assessed
- Availability: January and June series
- First assessment: June 2010

25% of the total GCSE

Overview of content

This unit contains five topics:

- spotting a business opportunity
- showing enterprise
- putting a business idea into practice
- making the start-up effective
- understanding the economic context.

Overview of assessment

- External examination: 45 minutes
- Compulsory multiple-choice and objective test questions with a total of 40 marks**

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Unit 2 Investigating Small Business *Unit code: 5BS02

- Compulsory unit
- Internally assessed
- Availability: June series
- First assessment: June 2010

25% of the total GCSE

Overview of content

- Same content as Unit 1.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Students complete one Edexcel-set task with a total of 40 marks.
- Research/investigation – approximately two weeks of curriculum of time (a maximum of six hours).
- Analysis/evaluation of task (final write-up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

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Unit 3 Building a Business *Unit code: 5BS03

- Compulsory unit for GCSE Business Studies pathway only
- Externally assessed
- Availability: June series
- First assessment: June 2010

50% of the total GCSE

Overview of content

This unit contains five topics:

- marketing
- meeting customer needs
- effective financial management
- effective people management
- the wider world affecting business.

Overview of assessment

- Written examination: 1 hour 30 minutes
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

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Unit 4 Business Communications *Unit code: 5BS04

- Compulsory unit for GCSE Business Communications pathway only
- Externally assessed
- Availability: June series
- First assessment: June 2010

50% of the total GCSE

Overview of content

This unit contains four topics:

- communication
- communication with stakeholders of a business
- business communication tools
- communicating via the web.

Overview of assessment

- Written examination: 1 hour 30 minutes
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

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Unit 5 Introduction to Economic Understanding *Unit code: 5BS05

- Compulsory unit for GCSE Business Studies and Economics pathway only
- Externally assessed
- Availability: June series
- First assessment: June 2010

50% of the total GCSE

Overview of content

This unit contains five topics:

- How can I start to think like an economist?
- Risk or certainty?
- Big or small?
- Is growth good?
- Is the world fair?

Overview of assessment

- Written examination: 1 hour 30 minutes
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short-and extended-answer, data response and scenario-based questions with a total of 90 marks.

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GCSE (Short Course) in Business Studies

Unit 2 Investigating Small Business *Unit code: 5BS02

- Compulsory unit
- Internally assessed
- Availability: June series
- First assessment: June 2010

50% of the total GCSE Short Course

Overview of content

- Same content as Unit 1.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Students complete one Edexcel-set task with a total of 40 marks.
- Research/investigation – approximately two weeks of curriculum time (a maximum of six hours).
- Analysis/evaluation of task (final write-up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

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Unit 6 Introduction to Small Business *Unit code: 5BS06

- Compulsory unit for GCSE (Short Course) in Business Studies pathway only
- Externally assessed
- Availability: January and June series
- First assessment: June 2010

50% of the total GCSE Short Course

Overview of content

- Same content as Unit 1.

Overview of assessment:

- External examination: 45 minutes
- Compulsory multiple-choice, objective test and extended-answer questions with a total of 40 marks**

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.

**The different nature of the assessment models for Unit 6 in the GCSE (Short Course) in Business Studies and Unit 1 of the full course GCSEs in Business Studies, Business Communications and Business Studies and Economics means that there is no possibility for 'fall back' from the full course GCSE to the GCSE (Short Course). However, it is possible to convert a Short Course (Unit 2 and Unit 6) to a full GCSE through completion of either Unit 3, Unit 4 or Unit 5.

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A Qualification content

Knowledge and understanding

This GCSE specification requires students 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 facts and opinions, to 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.

Skills

The following are skills within business contexts you would expect a student to develop during the course:

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

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Unit 1 Introduction to Small Business

Compulsory unit for GCSE in Business Studies, GCSE in Business Communications and GCSE in Business Studies and Economics

Overview

Content overview

This unit concentrates on the key issues and skills involved in enterprise. It provides a framework to consider the marketing, financial, human and operational issues involved in starting and running a small business.

This unit contains five topic areas.

Topic 1.1 Spotting a business opportunity

Topic 1.2 Showing enterprise

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the start-up effective

Topic 1.5 Understanding the economic context

Assessment overview

This unit will be externally assessed.

- Written examination: 45 minutes.
- The paper is untiered and consists of multiple-choice and objective test questions*.
- Students are required to answer all questions.
- The paper will be marked out of 40.
- Formulae will not be supplied with the question paper.

*Questions will only be set on content that appears in the *What students need to learn* section in the *Detailed unit content*. There will not be any questions set in the content that appears in the *Guidance* section.

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Detailed unit content

Topic 1.1 Spotting a business opportunity

The key to success in identifying a new business opportunity is careful research and analysis of a local or national market. This enables a business to gain insight into its marketplace (both customers and competitors) and focus on identifying a competitive advantage or opportunity.

What students need to learn	Guidance
Understanding customer needs: • customer needs are central to starting a business • how to collect and interpret primary and secondary market research in the context of starting a new business; the difference between qualitative and quantitative research data • the value of market knowledge through direct customer contact	This might be introduced through the use of a focus group in class on something of interest to students. Show how their likes and dislikes can be identified and how these preferences can be quantified.
Market mapping: • how to analyse customer buying habits and preferences • how businesses can identify market segments • how businesses can map their market to set out the key features of the market they are planning to operate in and identify a market gap	This can be done through a study of local businesses such as cafés or sports shops. Who goes to each one? Why do they prefer it? How can customers be divided into segments?
Analysing competitor strengths and weaknesses: • that initial planning to set up a business will require an analysis of the competitors in the market • how to analyse competitor strengths and weaknesses and the comparing a business offering with that of its rivals enables an entrepreneur to spot further opportunities	Students can focus on a chosen business sector such as shoe stores and identify competitive strengths and weaknesses. This may reveal common weaknesses that provide an opportunity for a new business.

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Topic 1.1 Spotting a business opportunity

The key to success in identifying a new business opportunity is careful research and analysis of a local or national market. This enables a business to gain insight into its marketplace (both customers and competitors) and focus on identifying a competitive advantage or opportunity.

What students need to learn	Guidance
Understanding the need to add value: • the meaning of the term 'added value' and explain its importance in business survival and success • the main sources of added value (convenience and speed, branding, quality, design, unique selling point)	Use a case study such as chocolate bars. What is the difference between, say, a Yorkie and an Aero?
What options exist for starting up a business? • the principles of franchising as it applies to small business start-ups • the advantages and disadvantages of using a franchise as a means of starting a new business and assess franchising against other business start-up options • how to identify a suitable start-up location	Visit a local franchise to learn the benefits and drawbacks – examples could include companies such as McDonalds and Pizza Express. The focus on locating a franchise is illustrative of the general importance of location in start-ups.

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Topic 1.2 Showing enterprise

This topic looks at the skills needed to be enterprising. This involves asking questions and seeking answers without feeling the need for certainty. These skills could be of benefit in any workplace situation, but especially in the context of a business start-up. The objective is to encourage creative and active thinking and learning.

What students need to learn	Guidance
What is enterprise? • that enterprise involves taking risks, showing initiative, and a willingness to undertake new ventures • the difference between providing goods or a service	Short case studies (including Dragons' Den) are an easy way to understand the approaches of different entrepreneurs.
Thinking creatively: • why thinking creatively is important in developing both competitive advantage and a new business • the role of lateral thinking and deliberate creativity in developing new business ideas	Using a search engine to look for 'deliberate creativity' provides a lot of useful information on this widely-used technique. Edward De Bono's *Six Thinking Hats* also works well for assessing new business ideas in class.
What questions do entrepreneurs ask? • the important questions to ask when coming up with new business ideas such as Why? Why not? What if? • the concept of looking beyond the obvious, asking 'What if?' and judging the value of outcomes.	When was the last time students bought a product or service that disappointed them? Does this reveal entrepreneurial opportunities they might explore?

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Topic 1.2 Showing enterprise

This topic looks at the skills needed to be enterprising. This involves asking questions and seeking answers without feeling the need for certainty. These skills could be of benefit in any workplace situation, but especially in the context of a business start-up. The objective is to encourage creative and active thinking and learning.

What students need to learn	Guidance
Invention and innovation – generating new business ideas: • how new business ideas come about • understand the difference between innovation and invention and how innovation means bringing a new idea to the market • explain steps an entrepreneur can take to protect their ideas through patents and copyright	Use case studies such as Dyson Cleaners, Innocent Drinks and Wii. The unit is based on small businesses, but classwork benefits from looking at cases of well-known brands.
Taking a calculated risk: • understand the principle of taking a calculated risk • understand that weighing up the risks and the rewards of a new business idea is an important part of the process of judging outcome and viability of a start-up • to see mistakes as part of the process of learning to succeed	The idea is to encourage thought about the downsides and upsides, as well as the chances of them occurring. 'Dragon' venture capital investors may look for huge potential upsides, whereas many entrepreneurs want a safe way of making a living, not a fortune.
Other important enterprise skills: • explain the importance of planning, thinking ahead, seeing opportunities, having drive and determination • making connections, using mindmaps to collect thoughts and see opportunities	The aim here is get students to bring together all the work they have done and the techniques and skills they have learnt to produce a possible idea for a business start-up opportunity of their own.

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Topic 1.3 Putting a business idea into practice

This topic considers the practicalities of making a business idea happen and emphasises how focus on the financial aspects should not distract from the importance of effective management of marketing and human factors.

What students need to learn	Guidance
Objectives when starting up: • financial objectives: the range of motives for wanting to start a business including profit or income, financial security and wealth • non-financial objectives: personal satisfaction, challenge, to help others (starting a charity)	This section looks at the personal objectives of entrepreneurs (whether stated or implied by their actions).
The qualities shown by entrepreneurs: • determination and initiative • the willingness to take risks and make decisions • the ability to plan and persuade • showing leadership • the role of luck in business success/failure	This can be done through a project where students interview someone who has started a business in the last five years to understand their motives, their qualities and the effectiveness of their planning.
Estimating revenues, costs and profits: • how businesses forecast sales volumes and selling prices to estimate revenue • how to determine fixed and variable costs • understand the difference between price and cost and the concept of profit • explain how profit is the difference between the total revenue generated over a period and the total costs • the impact of profits and losses on a business and its owners	This is meant to be more realistic and challenging than the traditional approach to profit. At the start, profit is a 'guesstimate', not a fact.

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Topic 1.3 Putting a business idea into practice

This topic considers the practicalities of making a business idea happen and emphasises how focus on the financial aspects should not distract from the importance of effective management of marketing and human factors.

What students need to learn	Guidance
Forecasting cash flows: • understand the role and importance of cash to the operation of a business and to its long-term success • how to estimate monthly cash inflows and outflows to determine net and cumulative cash flows • how cash flows are affected by stock levels and credit terms • explain how cash flow problems can lead to business failure (insolvency) • appreciate the role and importance of a business plan in minimising the risk involved	This should also be set in a realistic context of uncertainty, ie reflecting the difficulty of forecasting with confidence. The technical definition of insolvency is not required. Students will not be required to produce a business plan.
Obtaining: • explain the main sources of finance for a small business start-up • long-term sources, such as loans, personal savings, profit, venture capital and share capital in the context of a private limited company • short-term sources such as overdrafts and trade credit	Invite a local bank or business link to come in and explain a recent financial package used to support the start up of a local business Ask them to cover the key issues of revenue forecasting, cash flows, and financing.

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Topic 1.4 Making the start-up effective

This topic focuses on the customer and staff, showing that success in any business is based on far more than the skills or inspiration of a single individual; business is about people, not a person.

What students need to learn	Guidance
Customer focus: • understand that a business must anticipate, identify and meet customer needs if it is to be successful	
The marketing mix: • understand that a business will have to consider price, product, promotion and place as important elements to meet the business opportunity • understand that different businesses will place different emphasis on the elements of the mix and that the mix can be amended to meet changing consumer needs	Although the unit focuses on small firms, big brands can provide invaluable lessons. Students can give group presentations on a brand of their choice in areas such as trainers, confectionery, or electronic products.
The importance of limited liability: • explain the principle of limited and unlimited liability and understand the implications of this in making a choice on the status of the business • the differences between sole trader and private limited company status	The focus should be on the different aims and implications of limited versus unlimited structures, highlighting the personal risk of unlimited liability.
Start-up legal and tax issues: • understand the need to establish a unique trading and business name	A broad and practical outline is needed: the need to register a new business with HM Revenue and Customs.
• understand the need to keep careful records, the implications of VAT, income tax, National Insurance and Corporation Tax for the business	The key is the need for record keeping rather than extensive details on types of tax.

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Topic 1.4 Making the start-up effective

This topic focuses on the customer and staff, showing that success in any business is based on far more than the skills or inspiration of a single individual; business is about people, not a person.

What students need to learn	Guidance
Effective on-time delivery and customer satisfaction: • explain how effective customer service includes fulfilling customer orders accurately and on-time and dealing with complaints • recognise the importance of customer satisfaction in the success of a business • the importance of repeat purchase for a business	This section should help students to understand that an innovative business idea counts for nothing without effective delivery and customers who feel well treated. ScrewFix Direct is a positive example and a useful case study.
Recruiting, training and motivating staff: • the basic processes involved in recruiting staff to work in a small business • the importance of skill versus attitude when recruiting and training staff • understand the importance of treating staff fairly and a simple understanding of the impact of relevant legislation, eg relating to age, sex, race and disability discrimination	Students should obtain application forms, job descriptions and person specifications from a local employer, then assess their own suitability for the job. They would not need to recall the terms, job description and person specification.

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Topic 1.5 Understanding the economic context

The emphasis here is not macro-economics but the factors outside the control of the business that may prevent it from meeting its objectives (contextualisation will be particularly useful in delivery of this section).

What students need to learn	Guidance
Market demand and supply: • the prices of commodity markets are determined by the balance between supply and demand • the difference between commodity markets and normal markets • the effect on small firms of price changes in raw materials and energy costs	The focus on commodities is to avoid confusion over pricing in consumer markets, eg iPods. Commodities such as oil and copper can be very important to small firms such as plumbers.
Impact of changes in interest rates on small businesses: • how changing interest rates affect small firms which tend to rely on overdrafts and loans for finance • the impact of changing interest rates on consumer spending	If possible, visit a local builder, a car showroom or an estate agent to find out the impact of changing interest rates on their business.
Impact of changes in exchange rates*: • explain what exchange rates are • how changes in the £/$ or £/€ affect small firms that trade abroad or face competition from abroad • the impact of changing exchange rates on the price of imported and exported goods • how to calculate exchange rates on product prices (Questions will look only at £/$ and £/€)	Useful industries to look at are food manufacturers and retailers of products such as consumer electronics. Press coverage and other resources can provide up-to-date material.

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Topic 1.5 Understanding the economic context

The emphasis here is not macro-economics but the factors outside the control of the business that may prevent it from meeting its objectives (contextualisation will be particularly useful in delivery of this section).

What students need to learn	Guidance
How do business cycles affect small businesses? • understand that economic activity tends to rise and fall and that changes in the level of economic activity can have serious effects on small businesses	Students will not be expected to have an understanding of specific terms used in business cycles but will be expected to be familiar with the effects of changes in the rate of economic growth.
What effect do business decisions have on stakeholders? • that stakeholders are those groups or individuals with an interest in a business • recognise that business decisions have different effects on different stakeholders and the problems a business may face in meeting the demands of all stakeholders	Perhaps invite a local, business-related pressure group to come in to explain their objectives, methods and experiences.

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Unit 2 Investigating Small Business

Compulsory unit for all students

Overview

Content overview

Unit 2 contains the content of *Unit 1/Unit 6: Introduction to Small Business*. In this unit, students will use the content to research, analyse and evaluate a selected task on enterprise issues.

Assessment overview

This unit will be internally assessed.

- Students select one Edexcel-set task from a choice of five. Tasks are changed annually*.
- Researching the task should take approximately two curriculum weeks of time (a maximum of six hours) and can be completed under limited supervision. The writing-up session(s) should take approximately one week of curriculum time (a maximum of three hours) and must be completed under formal supervision (ie students must be in direct sight of the supervisor/invigilator at all times). Students must produce their final write-up of the task individually.
- Teachers will mark student work using the assessment criteria specified in this unit. Teachers should check carefully that students' work is their own and not copied from research material without any attempt to put the material into their own words or appropriately reference the material.
- Each task will be marked out of a total of 40, across the following skill areas:
  - research (12 marks)
  - present information/data (8 marks)
  - analysis (12 marks)
  - evaluation (8 marks).
- Student work can be submitted for moderation in May for each June examination series (first assessment of this unit is available from May 2010) for the lifetime of this qualification.

*Tasks will only be set on content that appears in the *What students need to learn* section in the *Detailed unit content*. There will not be any tasks set on the content that appears in the *Guidance* section.

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Assessment criteria

For the selected task teachers must mark students' work using the assessment criteria specified below. Teachers should check carefully that students' work is their own and that it is not copied from research material without any attempt to put the material into their own words.

Each task should be awarded a mark out of 12 in the research and analysis strands, and a mark out of 8 in the present information/data and evaluation strands. The total mark is 40.

Research	
Mark range	**Descriptor**
0	Level of response not worthy of credit.
1–3	Research from one source using limited selectivity and focus.
4–6	Research from more than one source showing some selectivity and focus.
7–9	Research from a range of sources showing good selectivity and focus.
10–12	Detailed, relevant research from a wide range of sources together with high-quality organisation of materials and focus.

Present information/data	
Mark range	**Descriptor**
0	Level of response not worthy of credit.
1–2	Data/information is presented in a very basic format with little attention to detail.
3–4	Data/information is presented using a limited range of methods and shows some attention to detail.
5–6	Data/information is presented clearly using the appropriate methods with good attention to detail.
7–8	Data/information is presented in a range of appropriate methods with high levels of attention to detail.

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Analysis*	
Mark range	**Descriptor**
0	Level of response not worthy of credit.
1–3	Basic analysis of presented information/data showing limited understanding of issues. Quality of written communication will be poor with frequent spelling, punctuation and grammar errors and the style of writing will not be appropriate to the subject matter.
4–6	Simple analysis of presented information/data showing some understanding of key issues. Quality of written communication will be basic with some spelling, punctuation and grammar errors and the style of writing will be appropriate to the subject matter. However, it will not be used as confidently as a response that merits 7-9 marks.
7–9	Analysis is detailed and relevant, uses presented information/data well and shows clear understanding of key issues. There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter. However, it will not be used as confidently as a response that merits 10-12 marks.
10–12	Excellent analysis of the presented information/data, resulting in a well-constructed commentary. Quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard.

Evaluation*	
Mark range	**Descriptor**
0	Level of response not worthy of credit.
1–2	Limited evaluation of the task with little or no supporting evidence or value judgements. Quality of written communication will be poor with frequent spelling, punctuation and grammar errors and the style of writing will not be appropriate to the subject matter.
3–4	Some evaluation, some weighing of evidence and simple value judgements making use of supporting evidence. Some suggestions for improvements identified, where appropriate to task. Quality of written communication will be basic with some spelling, punctuation and grammar errors and the style of writing will be appropriate to the subject matter. However, it will not be used as confidently as a response that merits 5-6 marks.
5–6	Clear evaluation using the analysis of the research gathered. Relevant value judgements made with some supporting evidence. Feasible suggestions for improvements made, where appropriate to task. There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter. However, it will not be used as confidently as a response that merits 7-8 marks.
7–8	A developed evaluation of the evidence analysed to address the task. Relevant value judgements made with detailed supporting evidence. Detailed suggestions for improvements made and/or further work, where appropriate to task. Quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard.

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* Indicates opportunity for students to be assessed on Quality of Written Communication – Strands (i), (ii) and (iii).

Marks for the selected task should be recorded on the Controlled Assessment Record Sheet. A draft example of this can be found in *Appendix 4*.

Delivery of the controlled assessment task

Unit 2 is assessed through a controlled assessment task (internal assessment).

Students choose the task they wish to complete. The centre should guide students in finding an appropriate business to research and on which to base their research/investigation. The business could be local and should ideally, but not exclusively, be a small business. This allows the student to contextualise the tasks set.

Research and preparation *can be completed outside the centre*. The results can be recorded in writing or electronically, and can be taken out of the centre and referred to during controlled writing time. However, the teacher *must* inspect them, and be satisfied that they are students' own work.

Students are required to produce a piece of work based on the research/investigation they have carried out, in answer to the selected task. The tasks are based on the content of Unit 1, framed as a question which is designed to encourage the higher-order skills of analysis and evaluation (AO3).

Teachers are responsible for supervising student research and will also be responsible for supervising the writing up of answers together with marking the work. The work will then be moderated by Edexcel.

It is suggested that the time allowed for research is approximately two weeks of curriculum time (a maximum of six hours) and approximately one week of curriculum time (a maximum of three hours) for the writing-up session(s).

Teachers must keep a written record to ensure that each student's 'writing time' has *not been exceeded*.

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Controlled conditions

Preparation and writing up of the task must take place under controlled conditions.

- The research/data collection can be completed under limited supervisory control.
- The results of the research and investigation carried out by students should be collected together in a research folder which must be handed in to the teacher before the writing up sessions begin.
- Students will be allowed to write up their work only in lesson-time, supervised by a teacher or invigilator at all times. Students will be allowed to use their research folders when writing up their answers to the selected task.
- The writing up of the task will take place over several lessons (approximately one curriculum week of time – a maximum of three hours), so the student's materials must be collected in at the end of each lesson and handed back at the beginning of the next lesson. It will be the teacher's responsibility to keep the research folders securely between the writing-up session(s). Students **must not** have access to these folders outside of the allotted sessions. Students' final write up of the task must be produced individually.

Levels of control

Task setting – high level of control

Tasks will be set by Edexcel and students will choose from a list of tasks. Students can choose any task from this list. Tasks will be changed each year. It is appropriate for a cohort of students from a centre to submit work from across the list of tasks rather than all choosing the same task.

Task taking

(a) Research – limited level of control

Students select the task they wish to answer. The centre should help to guide them in finding an appropriate business to research and base their investigation. The business could be local and should ideally, but not exclusively, be a small business. This would allow students to contextualise the tasks set. Research may be completed without direct supervision and will not contribute directly to assessable outcomes.

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(b) Analysis and evaluation – high level of control

Students will have a designated session(s) of approximately three hours in total in which to complete the writing up. These sessions will be subject to formal supervision, ie students must be in direct sight of the supervisor/invigilator at all times. Students are required to submit their research folder and final write up of the task for assessment.

Quality of written communication (QWC) for controlled assessment

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

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Unit 3 Building a Business

Compulsory unit for the GCSE in Business Studies pathway only

Overview

Content overview

This unit builds on Units 1 and 2 and examines how a business develops beyond the start-up phase. It focuses on practical methods used to build up a business, with an emphasis on aspects of marketing, customer service, financial and people management. It also considers the impact of the wider world on the success or failure of a business.

Students need to appreciate that organisational success requires an understanding of the business as a whole: the interactions between departments and the relationship between the business and outside forces.

This unit consists of five topic areas.

Topic 3.1 Marketing

Topic 3.2 Meeting customer needs

Topic 3.3 Effective financial management

Topic 3.4. Effective people management

Topic 3.5 The wider world affecting business

Assessment overview

This unit will be externally assessed.

- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions.
- The paper is untiered and divided into three sections. Questions will require a mixture of multiple-choice selection, short- and extended/long-answers. Sections B and C will both consist of questions based on a scenario given in the paper*.
- The paper will be marked out of 90.

*Questions will only be set on content that appears in the *What students need to learn* section in the *Detailed unit content*. There will not be any questions set on the content that appears in the *Guidance* section.

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Detailed unit content

Topic 3.1 Marketing

This topic considers how to make a business stand out in a competitive marketplace. Businesses need to think constantly about how to gain an advantage over the competition, through either product, service or image. Students should distinguish between tactical ways of boosting sales temporarily and strategic ways of developing the business in the medium term.

What students need to learn	Guidance
Marketing: • the meaning of the term 'marketing'	Realise that it's about understanding customers, not just selling.
Market research: • how to collect and interpret quantitative and qualitative research data to help decide on issues such as the appropriate marketing mix	Moving beyond Unit 1 (How to …) to 'How to interpret …' market research data.
Product trial and repeat purchase: • the concept of breaking down 'sales' into product trial and repeat purchase and how to maximise repeat purchase through customer loyalty	Seeing that the marketing approach to achieve loyalty is different from the way to achieve trial (and they may conflict, for example over-selling).
Product life cycle: • the four phases of the life cycle, extension strategies, cash flow and the life cycle, and product portfolio analysis through the Boston Matrix	Phases of the life cycle can be related to product trial and repeat purchase; good contexts for the Boston Matrix are cosmetics and chocolate.

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Topic 3.1 Marketing

This topic considers how to make a business stand out in a competitive marketplace. Businesses need to think constantly about how to gain an advantage over the competition, through either product, service or image. Students should distinguish between tactical ways of boosting sales temporarily and strategic ways of developing the business in the medium term.

What students need to learn	Guidance
Branding and differentiation: • the importance of brands as an aid to product trial and repeat purchase and the need to differentiate a product/service from others, given the level of competition	Useful to analyse brand images using a market map (from Unit 1), for example of the car market. Do the students share the same perceptions of common brand images?
Building a successful marketing mix: • the importance of managing a brand through the key variables that make up the mix: Product, Price, Promotion and Place	Why do fewer than 1 in 5 new brands succeed? Successful marketing success is much harder than students may believe.

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Topic 3.2 Meeting customer needs

This topic focuses on how to achieve customer satisfaction and therefore, repeat purchase. It brings in elements of operations management to provide a rounded approach to the process of meeting or exceeding customer expectations.

What students need to learn	Guidance
Design and research development: • design as a key approach to product differentiation, be able to appreciate the design mix and show the need for scientific research to provide the basis for development	Design mix looks at three variables: function, cost and appearance; it gives scope for good application.
Managing stock and quality: • to interpret bar gate stock graphs to see how stock control should work in theory and understand the need for the use of Just In Time (JIT) stock control • the advantages and drawbacks of different stock control methods • quality control versus a culture of quality assurance	Students would not have to draw a stock graph. Stock control methods amount to buffer stock ('just in case') and JIT.
Cost-effective operations and competitiveness: • keeping productivity up and costs down to ensure low costs and allow for competitive prices	Emphasising that managers must always keep an eye on costs.
Effective customer service: • providing customers with the service level they want, when they want it, and to see the link with repeat purchase levels • the disadvantages of poor customer service	Focus on the need to find out what the customer wants from 'service'; and warning of the dangers of getting it wrong.

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Topic 3.2 Meeting customer needs

This topic focuses on how to achieve customer satisfaction and therefore, repeat purchase. It brings in elements of operations management to provide a rounded approach to the process of meeting or exceeding customer expectations.

What students need to learn	Guidance
Meeting consumer protection laws: • a brief introduction to the purpose of Trade Descriptions and Sale of Goods legislation and the effects of this legislation on business	No need for exhaustive detail, just an outline; the keys are 'Why?' and 'With what effect?'

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Topic 3.3 Effective financial management

Successful operations need to be turned into financial success, if only to finance the development of the business. This section considers how to achieve this. The emphasis is on financial decision making, not the recording of information on a Profit and Loss Account or balance sheet.

What students need to learn	Guidance
How to improve cash flow: • key aspects of financial management such as how to establish more favourable credit terms with customers and suppliers and the practice of de-stocking	An easy context to use is that of running a small shop; ideally contrasting this with a small manufacturer.
• how to analyse the difference between increasing cash inflows and reducing cash outflows	The importance is identifying what is really within the control of managers.
How to improve profit: • cutting costs and increasing revenues, and the impact of price changes on profit	Important for students to think beyond the immediate effect, eg that staff cuts may save money at the cost of lower motivation.
Break-even charts and break-even analysis: • how to draw and interpret break-even charts; calculate the break-even point and margin of safety • how changes to price and costs affect the break-even point • the value to a business of using break-even analysis	Exam questions would always give students the axes for any graph to be drawn. Students should be able to label the axes and interpret the data.
Financing growth: • how to finance a business from both internal sources (profit, asset sales) and external sources (share capital, debt), including stock market flotation	The important issue is debt versus share capital (equity), ie how risky is the financing of the business?

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Topic 3.4 Effective people management

A key difference between starting and building a business is the number of staff and the complexity of dealing with staff. This topic should lead students to consider whether the staff of an individual business really are 'its greatest asset'.

What students need to learn	Guidance
Organisational structure: • the importance of divisional structure, levels of hierarchy, chains of command, and centralised versus decentralised systems	Quite a lot of terminology here, though all based on important concepts. More able students would be able to link this material to Maslow's Hierarchy of Needs and to communication.
Motivation theory: • the significance of motivation in the workplace, with specific focus on Maslow's Hierarchy of Needs and its potential in organisations • the idea that motivation comes from within	Students may have to analyse a business situation using Maslow, and see how an understanding of the theory could make a manager better at their job. This idea is one to query and debate, as motivation may be rooted largely in circumstances.
Communication: • the impact of insufficient or excessive communication on efficiency, the impact on staff and their motivation and the barriers to effective communication	Another topic where students may struggle to recognise the difficulties; playing Chinese whispers in the classroom may help them to understand.
Remuneration: • the impact on staff of various payment strategies, including time, piece rate, commission; full-time salary versus freelance or temporary work; fringe benefits • the impact on business of different payment systems	The key is for students to think from two different perspectives: the employer and the employee. The key concept is financial incentives (What behaviours do they lead to?) versus salary/time rate.

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Topic 3.5 The wider world affecting business

The economic and social context are important influences on the success or failure of a business. The ethical stance of each business also affects its social acceptability and perhaps, therefore, its success. Students need to understand the difficult environmental, social and ethical questions facing businesses.

What students need to learn	Guidance
Ethics in business: • the meaning of the term 'ethics' in business and the complexity of moral issues affecting organisations • possible trade-off between ethics and profit • the importance of the potential effects of pressure group activity	Ethics is a topic that students can react to in black and white terms, but the need is for shades of grey. Debates on cheap clothing or the ethics of oil should help show that there are many viewpoints. As with any other group, pressure groups should be viewed with a critical eye.
Environmental issues: • how businesses affect the environment • the importance of short-term environmental effects (impact on traffic congestion; air, noise and water pollution; recycling) and long-term environmental effects (global warming and resource depletion)	It is useful to consider these issues in relation to economic growth in both the developed and developing worlds.
Economic issues affecting international trade: • the extremes of income distribution internationally • the effect of import protection and export subsidy on businesses	Contrast the growth rates in China and India with those in developed countries, considering the opportunities and threats for British businesses.

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Topic 3.5 The wider world affecting business

The economic and social context are important influences on the success or failure of a business. The ethical stance of each business also affects its social acceptability and perhaps, therefore, its success. Students need to understand the difficult environmental, social and ethical questions facing businesses.

What students need to learn	Guidance
The impact of government and the EU: • the impact of regulation and taxation and the benefits and drawbacks of minimum wage, maternity/paternity rights and health and safety regulations on businesses	Useful here to raise the business pressure group fear of 'red tape'. Is health and safety training 'red tape'? Perhaps discuss the impact of a complete withdrawal of all government regulation on business.

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Unit 4 Business Communications

Compulsory unit for the GCSE in Business Communications pathway only

Overview

Content overview

This unit looks at the purpose and process of communication. It then considers how and why businesses communicate with their various stakeholders, the appropriateness of the different methods of business communication and the variety of communication tools.

This unit consists of four topic areas.

Topic 4.1 Communication

Topic 4.2 Communication with stakeholders of a business

Topic 4.3 Business communication tools

Topic 4.4 Communication via the web

Assessment overview

This unit will be externally assessed.

- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions.
- The paper is untiered and divided into three sections. Questions will require a mixture of multiple-choice selection, short- and extended/long-answers. Sections B and C will both consist of questions based on a scenario given in the paper*.
- The paper will be marked out of 90.

*Questions will only be set on content that appears in the *What students need to learn* section in the *Detailed unit content*. There will not be any questions set on the content that appears in the *Guidance* section.

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Detailed unit content

Topic 4.1 Communication

This topic considers the communication model, the purpose and process of communication, the barriers to good communication, and the effects on businesses of both good and bad communication.

What students need to learn	Guidance
The communication model: • communication involves two parties – the sender and the receiver • the concept that communication involves giving information, receiving it and offering feedback as evidence of receipt	The emphasis of this section is on outlining the basic communication model and the point that feedback provides the means to assess whether the communication has been successful. There are lots of opportunities for practical demonstrations of where communication can be successful, or not, using a variety of media including written, spoken and electronic media such as email.
The purpose of communication: • communication is about the transfer of information • communication in business involves messages to and from a variety of audiences • different audiences will be receiving different information, which might conflict	This unit is all about business communication and this part of the course should focus on the purpose of business communication in its widest sense. This involves communication with a range of stakeholders. Students should have some understanding of how some of this communication might conflict with different stakeholders, for example information to shareholders on directors' bonuses might not be received well by employees who have been told to exercise pay restraint.

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Topic 4.1 Communication

This topic considers the communication model, the purpose and process of communication, the barriers to good communication, and the effects on businesses of both good and bad communication.

What students need to learn	Guidance
The process of communication: • the method used by the sender to send out information will affect how the receiver interprets that information • advantages and disadvantages of the different methods of communicating business information • different types of business organisation will use some methods of communication more frequently than others	A variety of communication methods should be covered including written, verbal, electronic, visual etc, to highlight the different ways that messages can be sent and received. Students should understand that some types of communication might be more appropriate than others in different circumstances. For example, issuing redundancy notices via text message may be seen as highly inappropriate. Students should also be aware that the size and type of business will influence the type of communication used. For example, low cost airlines tend to avoid telephone contact preferring to use the internet whilst small businesses might use face-to-face communication methods far more. The method used will depend on the type of business, the nature of the product and who they are communicating with.
• feedback from the receiver tells the sender whether the message has been received, understood and acted upon and is a measure of the success of the communication process	There are lots of opportunities for practical examples to be used to show that communication is only successful if the feedback and actions that arise are what the sender wanted.

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Topic 4.1 Communication

This topic considers the communication model, the purpose and process of communication, the barriers to good communication, and the effects on businesses of both good and bad communication.

What students need to learn	Guidance
Barriers to good communication: • the main barriers to successful communication in business • the importance of language used, technical content, emotional interference, knowledge of the receiver;use of inappropriate medium, lack of trust/honesty, cultural differences, position/status of the source	Once again, a good way of highlighting the range of barriers to communication will be to use very practical examples in the classroom using a range of methods. Where possible, these should be based around a business context and will provide an excellent opportunity for student centred learning to meet different learning styles.
The effects of good business communication: • the impact of good communication with stakeholder groups: boosting sales (for example through advertising), building reputation/trust, influencing motivation, improving efficiency, improving product information and highlighting the aims and objectives of the business (for example social and environmental credentials) • the effect of the above on different business organisations	Students should be aware that good communication leads to a number of benefits for businesses. The value of these benefits means that businesses need to focus on improving internal and external communications. There are plenty of examples of the range of communication methods used by businesses and students can assess how successful they think these methods are in relation to their knowledge of the process and aims of communication developed during this section.

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Topic 4.1 Communication

This topic considers the communication model, the purpose and process of communication, the barriers to good communication, and the effects on businesses of both good and bad communication.

What students need to learn	Guidance
The effects of bad business communication: • the impact of poor communication with stakeholder groups: can alienate, cause conflict, (for example between different stakeholder groups), increase costs, reduce productivity/efficiency, damage reputation • the effect of the above on different business organisations	Equally, there are plenty of examples that will highlight how poor communication can cause major problems for businesses. There are opportunities for role play and other practical exercises to highlight how easily communications can fail and how damaging the effects can be on businesses.

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Topic 4.2 Communication with stakeholders of a business

This topic focuses on how to communicate with the stakeholders of a business, together with consideration of the different written, electronic, oral and visual methods of business communication.

What students need to learn	Guidance
Stakeholders: • the stakeholders in a business: internal – managers, employees, customers, owners/ shareholders – and external suppliers, the local community, government, competitors and pressure groups, ie trade unions and environmental groups • communication lines with these stakeholders • the importance of each stakeholder group to the business	This section looks in more detail at the stakeholder groups a business has to communicate with. The responsibility of the business to these groups should be outlined so that students can start to understand that different methods need to be used to successfully and appropriately communicate with each. For example, the need to provide an annual written report to shareholders which could also be supplied via the web. This builds on the work introduced in 4.1 The purpose of communication.
Methods of communication with stakeholders: • the different media through which a business will communicate including oral – spoken; electronic – email, fax, podcast, video and teleconferencing – webinar and webcast – through the web; telephone, short message service (SMS); paper-based – letter, memo, scribbled note, poster, reports, meeting notes/ handouts; image/visual; sound; silent communication – smell, touch, body language, colour	This looks in more detail at the range of communication methods used in business. Students should be familiar with each method and the associated benefits and costs. This helps to build an understanding of when such methods are appropriate to use and when they are not.

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Topic 4.2 Communication with stakeholders of a business

This topic focuses on how to communicate with the stakeholders of a business, together with consideration of the different written, electronic, oral and visual methods of business communication.

What students need to learn	Guidance
• the methods above with regard to their effectiveness in communicating with different stakeholder groups	Again, there are lots of opportunities for interesting and practical work to allow students to explore methods such as smell, touch, body language and so on.
Types of written communication: • the variety of written forms of communication, including letters, notices, agendas, curriculum vitae (CVs), minutes, memos, invoices and newsletters used in business as part of everyday activities • the appropriate layout of this communication and the importance of tone, visual impact and use of language	Students can carry out various practical exercises, producing a range of written forms of communication. Where possible it is advisable to always place these in a business context and both small and large businesses can provide excellent and valuable case studies. Students should be aware of different ways of presenting written information (for example different ways of presenting a CV) and the advantages and disadvantages of each. Keep in mind the purpose of the communication at all times. Students can produce their own CV but could produce CVs based on more information than they, individually, are likely to possess at this stage in their lives.
Types of electronic communication: • the types of electronic communication including email, the web, fax and loyalty cards • the ways these methods are used to communicate with stakeholders	In covering these types of communication, the main purpose is to develop an understanding of how these methods are used in business and why. Students need to be aware of how each of these are used for communication purposes. In the case of loyalty cards for example, it is for gathering information on customer profiles so that the business can target customers with more appropriate information.

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Topic 4.2 Communication with stakeholders of a business

This topic focuses on how to communicate with the stakeholders of a business, together with consideration of the different written, electronic, oral and visual methods of business communication.

What students need to learn	Guidance
Types of oral communication: • the use of oral communication – face-to-face meetings, telephone calls, appraisals and annual general meetings (AGMs) • the use of these different forms of communication, when they are appropriate and what protocols exist in oral communication	Oral methods of communication are still important and have distinct advantages over other means of communication in many businesses. There will also be times, such as in appraisals, when these methods are the only appropriate method of communication. The basic protocols for oral communication should be covered, for example the way in which formal meetings are prepared and recorded. Students can carry out practical exercises including taking and receiving telephone calls and holding a formal meeting.
Images used in business communication: • logos, designs and adverts and the vital role they play in communicating the aims and objectives and mission statement of a business, as well as its products and reputation • celebrity endorsements, slogans and straplines • the importance of the above to businesses	This section provides lots of opportunities to use real-life examples to highlight the key points. Logos, designs and adverts now do far more than simply sell products. Their role in creating a lasting brand image and building a personality and identity, mean that investment in creating the right logo etc, is essential and often significant! The development of the London 2012 logo is a example of a good case study. The use of celebrity endorsements and straplines again provides a wealth of opportunity for businesses. One of the main elements of this section will be to explore the relative costs, benefits and limitations to businesses of these more visual forms of communication.

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Topic 4.3 Business communication tools

This topic focuses on business communication tools such as word processing, email, presentation techniques, desktop publishing. Video and teleconferencing are also discussed, together with the impact that a business's structure can have on its communication channels.

What students need to learn	Guidance
The principles of using word processing skills: • the benefits of using word processing in a business such as improving productivity and presentation • the advantages of using templates for written business communication • standard business letters for a range of stakeholders and their construction • the importance of appropriate layout, accurate spelling and good grammar in engaging the reader	There are opportunities for lots of practical exercises and investigation into good and bad practice with regard to business letters. Students need to be aware of why letters can send out the wrong message to stakeholders.
The value of presentations in a business: • the use of different presentation techniques such as slideshows, flipcharts, handouts, video projectors and overhead transparencies (OHTs), presentational software • the main principles and purposes of using different presentation techniques • the use of different presentation techniques in different circumstances and their appropriateness	This section covers presentations. This could be in the form of a slideshow but not necessarily. It is strongly recommended that students have the opportunity to give a presentation of some sort (with different students using different presentation methods) and to use the experience to evaluate the reason for the presentation, the success in communicating the message and what they can learn from the experience. Students should also be aware of some accessibility issues relating to presentations – for example flashing lights, swirling images and letters may cause difficulties for some people.

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Topic 4.3 Business communication tools

This topic focuses on business communication tools such as word processing, email, presentation techniques, desktop publishing. Video and teleconferencing are also discussed, together with the impact that a business's structure can have on its communication channels.

What students need to learn	Guidance
• awareness of the issues surrounding the presentation itself – the nature of the audience, amount of information given, how to insert images, charts and other data, and appropriate use of colours and effects	The emphasis is on how and why businesses use presentations to communicate rather than the actual skills required to produce a presentation. Many students will be familiar with the ICT skills required but may not be as aware of the real reasons for the use of presentations.
The use of desktop publishing (DTP) in businesses: • the use of a basic facility with a desktop publishing (DTP) package • produce a leaflet, information booklet or price list/menu using an appropriate DTP package • evaluation of the item in relation to a target audience and the use of the package	Students could carry out a practical exercise to help them understand the costs, benefits and limitations of different DTP packages and when these might appropriately be used in a business setting. For example, small businesses might find that proprietary DTP packages supplied with office software are appropriate, but for larger businesses, more sophisticated software is necessary to provide a more professional finish. Again, the emphasis is on how these packages can help to communicate the message of the business and who the finished product is aimed at.
The use of video and teleconferencing: • the reasons for the growth in the use of video and teleconferencing, for example cost pressures and the globalisation of business • the appropriateness of such communication in different business scenarios	Some centres have videoconferencing facilities and this section provides an opportunity to exploit this resource. Whether such facilities exist or not, the emphasis in this section is on the reasons why businesses use these technologies and their costs, benefits and limitations in different scenarios, for exmaple conducting interviews and meetings with colleagues in different countries, setting up seminars and discussion groups.

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Topic 4.3 Business communication tools

This topic focuses on business communication tools such as word processing, email, presentation techniques, desktop publishing. Video and teleconferencing are also discussed, together with the impact that a business's structure can have on its communication channels.

What students need to learn	Guidance
Organisational charts and their purpose: • the use of ICT in identifying and constructing, different types of organisational chart (including hierarchical, matrix, circular and flat) • to assess the impact of different types of organisational structure on business communications	There are plenty of ICT packages that allow students to build different types of organisational charts. The centre is a typical starting point, but local businesses may also be a useful resource if there are links established, to enable students to see why these charts are used. The key is to get students to understand that the charts make clear to all in the organisation where lines of communication run. Different types of organisation chart can influence the speed of decision making and the degree of autonomy and empowerment of individuals in the organisation.

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Topic 4.3 Business communication tools

This topic focuses on business communication tools such as word processing, email, presentation techniques, desktop publishing. Video and teleconferencing are also discussed, together with the impact that a business's structure can have on its communication channels.

What students need to learn	Guidance
The value of email systems: • the main purposes of email systems in a business • the advantages and disadvantages of using email • the appropriate uses and format of emails in a business context • the importance of email to different types of business organisations	Students should be made aware of some of the issues associated with the use of email – cost (many students think email has no cost), appropriateness and advantages and disadvantages. Students should be made aware of the benefits and limitations of email in a business setting, including the appropriate use of language, greeting, the inappropriate use of email in a business setting to get across the idea that email for personal use and business use are quite different. Emails containing poor grammar, punctuation and spelling are not encouraged in a business, especially with external stakeholders, as poorly written emails send out the wrong message. Equally, many businesses find that the time spent using email detracts from other work and that it can actually reduce the use of more traditional forms of communication, which may be more appropriate, for example face-to-face communication.

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Topic 4.4 Communicating via the web

This topic considers communication via the web, in particular the advantages and disadvantages for a business of having a website and online presence.

What students need to learn	Guidance
The internet: • the range of business opportunities opened up by using the internet for business communication • advantages and disadvantages of the internet for business communication • the use of basic terminology and processes when using the internet	Technical understanding is not required but an outline of what the internet is and how it aids communication will be expected.
Business websites: • that having an online presence enables businesses to reach and offer goods and services for sale to a wider market, helps a business in its promotion, facilitates an increase in the amount of information available about a business, possibly helps to reduce costs and provides a source of continual communication with its stakeholders • when a website might not be appropriate for some businesses	This section covers the main reasons why businesses choose to have a website and what advantages it provides. Emphasis is on the wider benefits of having an online presence, rather than simply to sell goods and services, such as maintaining communication and building relationships with customers. The limitations of websites should also be considered. This will help to provide the building blocks for the last section in this topic (*Successful business websites*).

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Topic 4.4 Communicating via the web

This topic considers communication via the web, in particular the advantages and disadvantages for a business of having a website and online presence.

What students need to learn	Guidance
Creating a simple website: • the key factors in creating a website – including the available budget, type of content being considered, potential users of the site, consideration of download speeds, browsers, technical development, testing, implementation, roll-out and maintenance (please note that it is not necessary to create a website)	As an introduction, students need to be aware of the main factors involved in creating a business website and how this may differ according to the size and needs of the business. For example, setting up e-commerce payment systems in a website is not straightforward and businesses have to take this into account when planning their site. It is NOT a requirement to set up a website but if the centre has the expertise and facilities there is no reason why this might not be an appropriate way of students learning the key issues.
Domain names and hosting: • the term 'domain' and the basic processes involved in buying and registering a domain name • website hosts and the understanding that this can be done via a network or a server	The intention of this section is to introduce some basic terminology that students ought to be familiar with in relation to business websites. Detailed technical understanding is not required only a basic outline.

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Topic 4.4 Communicating via the web

This topic considers communication via the web, in particular the advantages and disadvantages for a business of having a website and online presence.

What students need to learn	Guidance
Legal obligations of websites: • the main legislation, directives and regulations on: accessibility, data protection, copyright, sale and supply of goods and services, distance selling and privacy and electronic communications (students will be expected to use the most up-to-date legislation, directives and regulations, but will not be expected to have a detailed understanding of such laws, merely the basic principles as they apply to websites)	Many students may not be aware of the legal responsibilities that businesses accept with regard to having a website. A basic outline of some of the issues that businesses need to consider is all that is required in relation to the main legal framework. For example, the collection of data on consumers who use websites is subject to the Data Protection Act.

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Topic 4.4 Communicating via the web

This topic considers communication via the web, in particular the advantages and disadvantages for a business of having a website and online presence.

What students need to learn	Guidance
• the effect of legislation, directives and regulations on a business	For many businesses the wealth of information they collect on their customers is extremely data which can be used in a variety of ways to help boost its own business opportunities. However, this brings with it obligations to protect that data. There are regular news stories on hacking into databases, getting customer credit card details and the selling of customer information to help highlight and provide real opportunities to explore the business issues.
Successful business websites: • ways of measuring success which will include brand awareness, sales from the e-commerce section of the site, an increase in market share, a decrease in calls to a helpline (if the business has support information on its website) and an increase in sales • the perspective of different business organisations on these measures	Students should be aware that a website does not guarantee business success and that websites have costs, benefits and limitations depending on the type of business and the product/service it is offering. Students should also be aware that it is not always easy to measure the impact of a website on business sales but that websites perform many other useful functions for a business, for example by providing 24-hour access. Students should look at the issues raised in this section in relation to different businesses in different markets to get a broader understanding of them.

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Unit 5 Introduction to Economic Understanding

Compulsory unit for the GCSE in Business Studies and Economics pathway only

Overview

Content overview

This unit introduces students to the principles of economic understanding to provide a broad national and international perspective of the subject area.

This unit consists of five topic areas.

Topic 5.1 How can I start to think like an economist?

Topic 5.2 Risk or certainty?

Topic 5.3 Big or small?

Topic 5.4 Is growth good?

Topic 5.5 Is the world fair?

Assessment overview

This unit will be externally assessed.

- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions.
- The paper is untiered and divided into three sections. Questions will require a mixture of multiple-choice selection, short- and extended/long-answers. Sections B and C will both consist of questions based on a scenario given in the paper*.
- The paper will be marked out of 90.

*Questions will only be set on content that appears in the *What students need to learn* section in the *Detailed unit content*. There will not be any questions set on the content that appears in the *Guidance* section.

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Detailed unit content

Topic 5.1 How can I start to think like an economist?

This topic establishes the fundamental economic principles which underpin understanding.

What students need to learn	Guidance
What trade-offs exist? • the concept of a trade-off and its relevance to scarcity and choice • that decisions made by individuals, businesses and the government involve sacrifices or trade-offs • how a trade-off can be measured in terms of the benefits of goods/services forgone by making a particular decision • the concept of 'opportunity cost' and apply it to a variety of scenarios	The concept of trade-offs should prove a good way of bringing up-to-the-minute events into the classroom. These might be to do with government decisions, environmental issues or any other events.
Does raising or lowering price always work? • the basic purpose of the tactic of increasing and reducing price, the result on demand and the concept of price sensitivity • that one of the aims of changing price is to increase revenue through influencing how many products are purchased • that the success of raising revenue as a result of changing price depends on how consumers react to the change	The focus is to see the weakness of generalising about price. One price increase might cause serious sales declines, while another, eg oil prices, may have little short-term impact on demand.

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Topic 5.1 How can I start to think like an economist?

This topic establishes the fundamental economic principles which underpin understanding.

What students need to learn	Guidance
• how the price sensitivity of a product might depend on the number and closeness of substitutes available	
Do all stakeholders have the same perspective?	Students need to be able to identify a wide range of stakeholders from inside and outside the business, and consider the factors that may bring them together or push them apart.
• consider an issue/ event from a variety of perspectives, allowing conflicts of interest to be identified between different stakeholder groupings	
• that, in certain circumstances, some stakeholder groups will be in a stronger position than others and will therefore be able to influence decision making	
Are there any hidden costs or benefits?	
• positive and negative externalities and be able to give examples	
• to apply the concepts of negative and positive externalities to a variety of real-world scenarios and assess the extent to which any externalities present may affect different stakeholder groups	

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Topic 5.2 Risk or certainty?

This topic looks at the ways in which risk can be minimised and what determines success.

What students need to learn	Guidance
How can success be measured? • competitiveness and competitive advantage as factors contributing to business success • that business success can be measured in different ways — profits, revenue, market share • that wider 'social success' can also be measured by the business's record on social, environmental and ethical responsibility	Realise that a choice must be made between whether the business should focus on low costs or on a highly differentiated position. To identify that businesses may have different driving influences.
What causes business failure? • the extent to which factors can cause a business to lose competitiveness: poor marketing mix, loss of productivity, increased competition, changing market conditions • the importance of cash-flow to the success of the business and how poor cash-flow could lead to business failure (insolvency)	This is to avoid a deterministic notion that because a business has a strong or dominant position it will inevitably hold onto it (for example the potato crisp market).

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Topic 5.2 Risk or certainty?

This topic looks at the ways in which risk can be minimised and what determines success.

What students need to learn	Guidance
What problems does the economy face? • how the changing level of demand can affect a business's performance and the risks it faces • the causes and effects of inflation • impact of inflation on the consumer price index (CPI) and cost of living • the costs of unemployment, both to the individual and to the wider economy/society • the effects that internal and external shocks will have on the economy, for example changes in the housing market and global commodity prices (these effects will be considered at a basic level only)	This section should be concept heavy and terminology light. There is a requirement to explain causes of inflation, but no need to use terms such as cost-push and demand-pull. Similarly, there is no requirement to use terms such as cyclical or frictional unemployment. During the life of the specification, unanticipated shocks will occur. Keeping up with these will be helpful for students, as they need to know about contemporary events.
How important are exchange rates? • the concept of imports and exports in international trade	Here again, beware of using too many terms. Terms such as appreciation and devaluation will not be used. The key is understanding the impact of exchange rate changes on businesses.

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Topic 5.2 Risk or certainty?

This topic looks at the ways in which risk can be minimised and what determines success.

What students need to learn	Guidance
• what an exchange rate is and identify whether or not a given currency has strengthened or weakened • the effect changing exchange rates have on export and import prices • the extent to which differing businesses are affected by exchange rate movements	
Can the government solve economic and social problems?	The emphasis is on the effects, not the mechanism, for example Monetary Policy Committee (MPC).
• how the Bank of England uses interest rates to influence economic activity	
• the main ways in which changes in government spending and taxation affect the economy and social issues such as health, education, crime and poverty	Students should be aware of the limitations, as well as the achievements, of government spending.
• the extent to which changes in government spending and taxation can be used to tackle current social problems such as child poverty and binge drinking	

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Topic 5.3 Big or small?

This topic considers the strengths and weaknesses of large and small scale operations.

What students need to learn	Guidance
How do businesses grow? • how businesses can develop through a process of internal growth, such as changing the marketing mix, innovation, research and development • how businesses can grow externally through merger/ takeover	This is a major element of the course, as it influences much of this section. Students should be able to look sceptically at the value of takeovers to stakeholders.
Why do businesses grow? • the benefits that businesses may generate through growth – such as economies of scale and improved market power over suppliers and customers. (a detailed study of economies of scale will not be required) • the possible drawbacks of growth (diseconomies of scale, lack of flexibility etc)	There is value in understanding that increasing its size may help an organisation gain cost advantages, but detailed knowledge of, for example, bulk buying or technical economies is needed. Diseconomies of scale should be given as much emphasis as economies.
Monopoly power – good or bad? • that monopoly power means having some degree of control over the market and that this control can have positive and negative effects on stakeholder groups • that in certain circumstances monopolies can be advantageous to society	A balanced perspective is required, in which the potential harm from market dominance can be placed against possible consumer benefits, be they from common computer software, or from a single supplier of high-quality rail travel. An ability to look at issues from different perspectives is invaluable throughout.

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Topic 5.3 Big or small?

This topic considers the strengths and weaknesses of large and small scale operations.

What students need to learn	Guidance
• the extent to which any large business with market power may be able to act in a way that may damage the interests of some of its stakeholders	
Can big business be controlled?	Self-regulation can be considered, perhaps in relation to the drinks industry and the banking sector.
• the concept of self-regulation	
• whether or not big business can self-regulate effectively without the need for government intervention	
• the basic role of the competition authorities in the UK and the EU, such as the Competition Commission, and explain the reasons why these authorities investigate proposed acquisitions and existing businesses	
• the extent to which pressure groups can prevent the exploitation of stakeholder groups by big business (for example Greenpeace, Nestlé Baby Milk Action, Tescopoly)	

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Topic 5.4 Is growth good?

This topic considers how growth in both businesses and economies provides benefits to some and costs to others, and the consequent importance of individuals, businesses and governments behaving in ways that take both of these activities into account.

What students need to learn	Guidance
What is growth? • to define economic growth and understand that it is measured by examining changes in Gross Domestic Product (GDP) • the factors that cause economic growth to occur such as investment in both training and machinery, along with infrastructure improvements	Students need to understand that tiny sounding changes (+2.5%) add up to significant changes over time.
Does growth increase the standard of living? • how GDP can be used to measure the standard of living in a country and the extent to which it is an effective measure of the standard of living • that the standard of living can also be indicated by measures such as infant mortality rates, life expectancy and literacy rates	This requires consideration of what GDP fails to measure, such as, in developed countries, 'happiness' and in many other countries the basics of life, such as death rates.
Can growth be bad? • negative factors associated with economic growth such as pollution, congestion, the use of non-renewable resources and waste • the effect that negative externalities will have on society and future generations	Students should avoid a purely negative view of growth, though an understanding of its downsides is essential.

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Topic 5.4 Is growth good?

This topic considers how growth in both businesses and economies provides benefits to some and costs to others, and the consequent importance of individuals, businesses and governments behaving in ways that take both of these activities into account.

What students need to learn	Guidance
Can growth be sustainable? • the concept of sustainable economic growth • the benefits and drawbacks of using renewable resources for both businesses and the wider economy	The concept of sustainability is essential, and is worth considering from a UK and a global perspective.
• ways in which businesses can become more environmentally, socially and ethically responsible and the reasons why businesses adopt such policies	The key is to consider the difference between creating the image of social responsibility and putting it fully into practice.
What can governments do? • how governments can use taxes, subsidies, legislation and regulation to protect the environment • the effects these policies will have on businesses	Although these terms must be understood fully, there is no need for detailed knowledge of examples of actions such as subsidy, laws, regulation or taxation. However, understanding of progressive versus regressive tax may help in constructing arguments.

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Topic 5.5 Is the world fair?

This topic considers how winners are created and how assistance and protection are provided for those less fortunate. The primary focus is on international inequality.

What students need to learn	Guidance
Is everybody equal? • the difference between types of inequality both within the UK and across national boundaries • how to identify signs of absolute and relative poverty and be able to make judgements as to a person's standard of living based on source information	Students should gain sufficient perspective to understand the difference between poverty in the UK and poverty in many other less developed countries.
Can international trade help? • the costs and benefits of international trade to a less economically developed country (LEDC) • how the Single European Market has led to improvements in standards of living within the EU	It is important to take a balanced view, seeing the need for trade as well as the drawbacks.
• ways in which free trade is restricted (eg tariff, non-tariff barriers and quotas) and the reasons why countries may impose such restrictions	The call for import protection is never far away, so it is important for students to understand its purpose.
• the role multi-national corporations can have and their benefits and drawbacks in less developed countries	There are many examples of good and bad corporate practice in less developed countries, which should help in creating good discussions.

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Topic 5.5 Is the world fair?

This topic considers how winners are created and how assistance and protection are provided for those less fortunate. The primary focus is on international inequality.

What students need to learn	Guidance
Is there any other help? • the effectiveness of any government efforts to address world poverty and any trade-offs that may ensue from their actions • the role that charities and other non-governmental organisations (NGOs) have in reducing international poverty	The emphasis should be on motives, actions and consequences, not on individual institutions.

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Unit 6 Introduction to Small Business

Compulsory unit for GCSE (Short Course) in Business Studies

Overview

Content overview

Unit 6 contains the content of *Unit 1: Introduction to Small Business*.

Assessment overview

This unit will be externally assessed.

- Written examination: 45 minutes.
- The paper is untiered and consists of multiple-choice, objective test and extended-answer questions.
- Students are required to answer all questions.
- The paper will be marked out of 40.
- Formulae will not be supplied with the question paper.

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B Assessment

Assessment summary

For GCSE in Business Studies, GCSE in Business Communications, GCSE in Business Studies and Economics and GCSE (Short Course) in Business Studies:

- Unit 1 is externally assessed through a 45-minute paper.
- Unit 2 is internally assessed under controlled conditions.
- Unit 3 (GCSE in Business Studies only) is externally assessed through a 1 hour 30 minutes paper.
- Unit 4 (GCSE in Business Communications only) is externally assessed through a 1 hour 30 minutes paper.
- Unit 5 (GCSE in Business Studies and Economics only) is externally assessed through a 1 hour 30 minutes paper.
- Unit 6 (GCSE (Short Course) in Business Studies only) is externally assessed through a 45-minute paper.

Summary of table of assessment

Unit 1	Introduction to Small Business	Unit code 5BS01

- Externally assessed.
- Written examination: 45 minutes.
- Multiple-choice and objective test questions with a total of 40 marks.

Unit 2	Investigating Small Business	Unit code 5BS02

- This unit is internally assessed under controlled conditions.
- Students complete one Edexcel-set task with a total of 40 marks.
- Research/investigation – approximately two weeks of curriculum time (a maximum of six hours).
- Analysis/evaluation of task (final write up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

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Unit 3 Building a Business — Unit code 5BS03

- Externally assessed.
- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

Unit 4 Business Communications — Unit code 5BS04

- Externally assessed.
- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

Unit 5 Introduction to Economic Understanding — Unit code 5BS05

- Externally assessed.
- Written examination: 1 hour 30 minutes.
- Students will be required to answer all questions from Sections A, B and C.
- Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions with a total of 90 marks.

Unit 6 Introduction to Small Business — Unit code 5BS06

- Externally assessed.
- Written examination: 45 minutes.
- Multiple-choice, objective test and extended-answer questions with a total of 40 marks.

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Assessment Objectives and weightings

		% in GCSE
AO1:	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.	35%
AO2:	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	35%
AO3:	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.	30%
	TOTAL	**100%**

Relationship of Assessment Objectives to units

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Units 1/6	16%	6%	3%	25%
Unit 2	8%	9%	8%	25%
Units 3/4/5	11%	20%	19%	50%
Totals	35%	35%	30%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com.

Students studying unitised GCSE Short Course and GCSE qualifications are required to complete at least 40% of the overall assessment requirements as terminal assessment.

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Forbidden combinations and classification code

Centres should be aware that students 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.

Students should be advised 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 students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com/sfc) for information with regard to the Disability Discrimination Act.

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Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited are dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Summary of conditions for controlled assessment

Preparation and writing up of the task must take place under controlled conditions.

- The research/data collection can be completed under limited supervisory control.
- The results of the research and investigation carried out by students should be collected together in a research folder which must be handed in to the teacher before the writing up sessions begin.
- Students will be allowed to write up their work only in lesson-time, supervised by a teacher or invigilator at all times. Students will be allowed to use their research folders when writing up their answers to the selected task.
- The writing up of the task will take place over several lessons (approximately one curriculum week of time – a maximum of three hours), so the student's materials must be collected in at the end of each lesson and handed back at the beginning of the next lesson. It will be the teacher's responsibility to keep the research folders securely between the writing-up session(s). Students must not have access to these folders outside of the allotted sessions. Students' final write up of the task must be produced individually.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

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Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE (Short Course) in Business Studies, GCSE in Business Studies, GCSE in Business Communications and GCSE in Business Studies and Economics: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) Instructions for conducting coursework/portfolio document on the JCQ website: www.jcq.org.uk. For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for Unit 1 and Unit 6 of this qualification will take place in the June 2010 series and in each following January and June series for the lifetime of the specification.

The first assessment opportunity for Units 2, 3, 4 and 5 of this qualification will take place in the June 2010 series and in each following June series for the lifetime of the specification.

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Your student assessment opportunities

Unit	June 2010	January 2011	June 2011	January 2012
Unit 1: Introduction to Small Business	✓	✓	✓	✓
Unit 2: Investigating Small Business	✓		✓	
Unit 3: Building a Business	✓		✓	
Unit 4: Business Communications	✓		✓	
Unit 5: Introduction to Economic Understanding	✓		✓	
Unit 6: Introduction to Small Business	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE (Short Course) in Business Studies will be 2010, and the first certification opportunity for the Edexcel GCSE in Business Studies, Edexcel GCSE in Business Communications and Edexcel GCSE in Business Studies and Economics will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 50	45	40	35	30	25	20	15	10

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–9.

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Unit 2

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 50	45	40	35	30	25	20	15	10

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–9.

Unit 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Unit 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Unit 5

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

Unit 6

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 50	45	40	35	30	25	20	15	10

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–9.

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Qualification results

The minimum uniform marks required for each grade:

GCSE in Business Studies Cash-in code: 2BS01
GCSE in Business Communications Cash-in code: 2BC01
GCSE in Business Studies and Economics Cash-in code: 2BE01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	180	160	140	120	100	80	60	40

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

GCSE (Short Course) in Business Studies Cash-in code: 3BS01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

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Resitting of units

Students can resit the assessment requirements for an internally and externally unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

For internally assessed units, students will need to retake the entire assessment requirements for that unit.

Students that want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the GCSE Short Course or GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for a GCSE Short Course remain available for use in a GCSE qualification.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

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Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

The Edexcel GCSEs in Business Studies, Business Communications, Business Studies and Economics and Short Course in Business Studies allow students to progress to higher-level, general qualifications such as:

- GCE in Applied Business
- GCE in Business Studies
- GCE in Economics
- GCE in Economics and Business
- Level 3 Diploma in Business, Administration and Finance
- Level 3 BTEC Nationals in Business
- Level 3 BTEC Nationals in Personal and Business Finance.

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Grade descriptions

A	Candidates recall accurately, select and communicate their detailed knowledge and thorough understanding of concepts, theories, issues and current practice of business. They understand and use business terminology accurately and appropriately. They plan and carry out independently and effectively a range of investigations and tasks using a wide range of skills competently, making effective use of time and resources. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources and to investigate business organisations in a variety of contexts. They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and make informed and reasoned judgements to present conclusions accurately and appropriately.
C	Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately. They plan and carry out different investigations and tasks using a range of skills appropriately. They apply their knowledge and understanding to select relevantly and organise information from a variety of sources to investigate business organisations in different contexts. They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.
F	Candidates demonstrate knowledge and understanding of some basic aspects of concepts, theories, issues and current practice in business. They use some simple business terminology. They carry out straightforward investigations and tasks using a limited range of skills. They apply some knowledge and understanding to select and organise simple information from a limited range of sources to investigate business organisations. They identify simple evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.

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C Resources, support and training

Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

Teacher and student support

The new resources from Edexcel will provide you and your students with comprehensive support for our new GCSE 2009 Business qualifications. This dedicated suite of resources will be written by subject experts and ensure that you and your department have everything needed to deliver the specification from Edexcel.

The resources will include engaging student books and interactive teacher support which will save you time implementing the new specification and help you get better results for your students!

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
email: publications@linneydirect.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

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Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel – Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

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Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1/ Unit 6	Unit 2	Unit 3	Unit 4	Unit 5
Application of number					
N2.1	✓	✓	✓	✓	✓
N2.2	✓	✓	✓	✓	✓
N2.3		✓	✓	✓	✓
Communication					
C2.1a	✓	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓	✓
C2.2		✓	✓	✓	✓
C2.3		✓	✓	✓	✓
Information and communication technology					
ICT2.1	✓	✓	✓	✓	✓
ICT2.2	✓	✓	✓	✓	✓
ICT2.3	✓	✓	✓	✓	✓
Improving own learning and performance					
LP2.1	✓	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓	✓
Problem solving					
PS2.1	✓	✓	✓	✓	✓
PS2.2	✓	✓	✓	✓	✓
PS2.3	✓	✓	✓	✓	✓
Working with others					
WO2.1	✓	✓	✓	✓	✓
WO2.2	✓	✓	✓	✓	✓
WO2.3	✓		✓	✓	✓

Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

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Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Spiritual	✓	✓	✓	✓	✓	✓
Moral	✓	✓	✓	✓	✓	✓
Ethical	✓	✓	✓	✓	✓	✓
Social	✓	✓	✓	✓	✓	✓
Cultural	✓	✓	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓	✓	✓
Environmental	✓	✓	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓	✓	✓

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	All units but Units 1, 2, 3 and 6 in particular	Unit 1, Unit 2 and Unit 3 and Unit 6 – when considering motivation and pursuing profit for private gain.
Moral	All units but Unit 5 in particular	When considering issues of poverty and inequality.
Ethical	All units but Units 1, 2, 3 and 6 in particular	Unit 1, Unit 2 and Unit 6 – when looking at the effects of business decisions on stakeholders. Unit 3 – when looking at ethics in business.
Social	All units	All units – human relationships involved in running a business. Unit 4 – methods of communication used by businesses. Unit 3 and Unit 5 – economic issues in the global economy. Unit 5 – government policies for tackling social problems and the importance of different stakeholder perspectives.
Cultural	All units but Units 1, 2, 3, 4 and in particular	Unit 1, Unit 2 and Unit 6 – when considering the cultural backgrounds of stakeholders. Unit 3 – when looking at developing an appropriate marketing mix for a business start-up. Unit 4 – good business communication and barriers to communicating successfully with stakeholders.

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Issue	Unit	Opportunities for development or internal assessment
Citizenship	All units but Unit 5 in particular	Citizenship awareness will be developed through the context of how businesses and other organisations collaborate, for example when assessing the role that charities and non-governmental organisations (NGOs) have in reducing poverty and how businesses collaborate with these organisations to achieve these aims (Unit 5).
Environmental	All units but Units 3 and 5 in particular	Much of the content of this specification applies throughout Europe, even though delivery is in a UK context. The environmental dimensions of business are specifically mentioned in Unit 3 and Unit 5.
European initiatives	All units	European and global initiatives can be further investigated through keeping up to date with current legislation and accessing the most recent government policies affecting businesses.
Health and safety	All units but Unit 2 in particular	Unit 2 – during research/investigation of the controlled assessment task, students are required to consider the health and safety of themselves and others and undertake risk assessments if/where appropriate.

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Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students 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.	GCSE in Business Studies – 3210 GCSE in Business Communications – 7460 GCSE in Business Studies and Economics – 3230 GCSE (Short Course) in Business Studies – 3210
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: GCSE in Business Studies – 500/4576/3 GCSE in Business Communications – 500/4577/5 GCSE in Business Studies and Economics – 500/4575/1 GCSE (Short Course) in Business Studies – 500/4522/2
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5BS01 Unit 2 – 5BS02 Unit 3 – 5BS03 Unit 4 – 5BS04 Unit 5 – 5BS05 Unit 6 – 5BS06
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE in Business Studies – 2BS01 GCSE in Business Communications – 2BC01 GCSE in Business Studies and Economics – 2BE01 GCSE (Short Course) in Business Studies – 3BS01
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual, available on the Edexcel website.

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Appendix 4 Exemplar controlled assessment record sheet

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Qualification title	Tick (✓) chosen qualification title
GCSE in Business Studies (2BS01)	
GCSE in Business Communications (2BC01)	
GCSE in Business Studies and Economics (2BE01)	
GCSE (Short Course) in Business Studies (3BS01)	

	Examination year:
Centre name:	**Centre number:**
Candidate name:	**Candidate number:**

One task is to be chosen.

Controlled assessment – Unit 2: Investigating Small Business

Task: _____

_____

Research	Present information/data	Analysis	Evaluation	**TOTAL:**
/12	/8	/12	/8	**/40**

Signed (teacher):	**Date:**
Name of teacher:	

Please attach this controlled assessment record to the student's work before submitting it to the moderator.

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