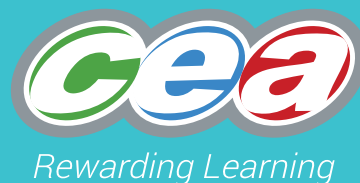


GCSE



CCEA GCSE Specification in Business Studies

Version 2: 4 May 2017

For first teaching from September 2017

For first assessment in Summer 2018

For first award in Summer 2019

Subject Code: 3210



Contents

1	Introduction	3
1.1	Aims	4
1.2	Key features	4
1.3	Prior attainment	4
1.4	Classification codes and subject combinations	4
2	Specification at a Glance	5
3	Subject Content	6
3.1	Unit 1: Starting a Business	6
3.2	Unit 2: Developing a Business	15
3.3	Unit 3: Planning a Business	22
4	Scheme of Assessment	25
4.1	Assessment opportunities	25
4.2	Assessment objectives	25
4.3	Assessment objective weightings	25
4.4	Quality of written communication	26
4.5	Reporting and grading	26
5	Grade Descriptions	27
6	Guidance on Controlled Assessment	29
6.1	Controlled assessment review	29
6.2	Skills assessed by controlled assessment	29
6.3	Level of control	29
6.4	Task setting	29
6.5	Task taking	30
6.6	Task marking	31
6.7	Internal standardisation	32
6.8	Moderation	32
6.9	Drafting/Redrafting	32
7	Curriculum Objectives	33
7.1	Cross-Curricular Skills at Key Stage 4	33
7.2	Thinking Skills and Personal Capabilities at Key Stage 4	34
8	Links and Support	36
8.1	Support	36
8.2	Examination entries	36
8.3	Equality and inclusion	36
8.4	Contact details	37

Appendix

38

Glossary of Terms for Controlled Assessment Regulations

Summary of Changes since First Issue

40

Subject Code	3210
QAN	603/1181/2
A CCEA Publication © 2017	

This specification is available online at www.ccea.org.uk

1 Introduction

This specification sets out the content and assessment details for our GCSE course in Business Studies. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- develop a lifelong interest in and enjoyment of business subjects;
- use an enquiring, critical approach to distinguish facts from opinions, to form arguments and to make informed judgements;
- develop and apply their knowledge and skills to understand today's business issues in local, national and global contexts;
- appreciate the perspectives of different stakeholders in business-related activities;
- consider the extent to which business activity can be ethical and sustainable; and
- understand the changing use of technology in business.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- This specification provides a basis of business knowledge which students can build on through further study in Advanced Subsidiary GCE Business Studies and Advanced GCE Business Studies.
- A course based on this specification can contribute to developing young people as individuals and participants in society, the economy and the workplace.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 3210.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: Starting a Business <ul style="list-style-type: none"> • Creating a Business • Marketing • Business Operations 	External written examination 1 hour 30 mins Short structured questions and extended writing	40%	Summer from 2018
Unit 2: Developing a Business <ul style="list-style-type: none"> • Human Resources • Business Growth • Finance 	External written examination 1 hour 30 mins Short structured questions and extended writing	40%	Summer from 2019
Unit 3: Planning a Business (Synoptic) <ul style="list-style-type: none"> • Business Plan 	Controlled assessment Students complete the following: <ul style="list-style-type: none"> • Booklet A: Planning; and • Booklet B: Communicate Findings. Teachers mark the task, and we moderate the results.	20%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into three units. The content of each unit and the respective learning outcomes appear below.

3.1 Unit 1: Starting a Business

In this unit, students are introduced to the fundamentals of starting a business. They examine why businesses start and the resources required to maintain and grow them. Students explore business aims and the impact that various stakeholder groups may have on businesses. Students explore marketing options and consider the impact of e-business on potential growth strategies. They also consider why businesses conform to quality assurance standards and health and safety legislation.

We have divided the unit into three sections: Creating a Business, Marketing and Business Operations.

Creating a Business

Content	Learning Outcomes
<p>Entrepreneurs</p> <p>Key characteristics of entrepreneurs</p> <p>Business resources</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • describe what it means to be enterprising; • identify and explain the key entrepreneurial characteristics displayed by successful business people (such as risk taking, innovation, decision making, determination, leadership, planning and persuasiveness); • analyse why the government encourages enterprise; • analyse the nature and rewards of risk taking; • explain the resources a business needs: <ul style="list-style-type: none"> – land; – labour; – capital; and – enterprise; and • analyse how businesses use resources differently.

Content	Learning Outcomes
Business ownership	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain why and how a business starts; • identify and describe different sizes of businesses, including micro, small and medium-sized enterprises; • identify and describe different types of business ownership; • evaluate each of the following types of ownership: <ul style="list-style-type: none"> – sole trader; – partnership; – franchise; – private limited company; and – public limited company; • compare and contrast different types of private sector companies, considering ownership, control and decision making, finance and liability;
Public sector	<ul style="list-style-type: none"> • explain the meaning of the term public sector; • compare and contrast public and private sector organisations in terms of ownership, purposes and aims, control and finance;
The role of social enterprise	<ul style="list-style-type: none"> • explain the meaning of the term social enterprise; • analyse how a social enterprise aims to deliver a range of outputs, including: <ul style="list-style-type: none"> – economic, for example employment; – social, for example sense of community; and – environmental, for example sustainable business practice; and
Business location	<ul style="list-style-type: none"> • explain the following factors that influence the location of businesses locally, nationally and internationally: <ul style="list-style-type: none"> – proximity to raw materials; – proximity to market; – availability and price of land; – governmental influences; – communication; and – transport infrastructure and parking.

Content	Learning Outcomes
<p>Business aims and objectives</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • describe and explain the following business aims and objectives: <ul style="list-style-type: none"> – survival; – profit and turnover; – growth; – corporate image; – concern for the environment; and – social responsibility; • analyse how the aims and objectives of a business affect its activities and why, on occasion, these aims may be in conflict; • analyse why aims and objectives are helpful to businesses; • analyse the ethical issues associated with business aims: <ul style="list-style-type: none"> – environmental issues; – employee working conditions; – equality; and – social responsibility;
<p>Stakeholders</p>	<ul style="list-style-type: none"> • describe and explain the following groups that have an interest in a business: <ul style="list-style-type: none"> – owners; – directors; – shareholders; – managers; – producers; – consumers; – lenders; – employees; – pressure groups, for example trade unions; and – the community; and • discuss how the aims of stakeholders may differ.

Marketing

Content	Learning Outcomes
<p>Marketing and market research</p> <p>Marketing mix</p> <p>Price</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the term marketing; • explain the purpose of market research; • describe and explain the main methods of market research (primary (field) research and secondary (desk) research); • describe and explain the main methods of market sampling (random and quota); • discuss the most appropriate method of market research and sampling for particular circumstances; • explain market segmentation; • analyse and evaluate the results of market research, including qualitative and quantitative data; • explain the term marketing mix; • explain and discuss the following pricing policies: <ul style="list-style-type: none"> – skimming; – penetration; and – competitor-based pricing; • evaluate pricing policies for given circumstances; • analyse the following factors that affect price: <ul style="list-style-type: none"> – demand; – cost of production; – need to make profit; – competition in the market; – price that the market can bear; – seasonality; and – quantity of inventory in hand; and • analyse simple demand curves to explain the relationship between price and demand.

Content	Learning Outcomes
<p>Competition</p> <p>Customer service</p> <p>International business</p> <p>E-business</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse strategies that a business might use to manage competition (pricing, product, effective customer service and promotion); • analyse the impact that competition has on the marketing mix; • analyse the different ways in which business organisations provide customer service; • explain the advantages and disadvantages of international trade to a business; • explain how the marketing mix of a business would be affected by international trade, including that: <ul style="list-style-type: none"> – the product may need to change, due to legal and/or cultural differences; and – the price may need to change to reflect exchange rate differences and taxes; • describe and explain how promotion may need to change to suit language and/or cultural differences; • describe and explain how transport methods and e-business can affect place; • discuss the implications of the global market for businesses in the local economy; • explain and evaluate the role of the European Union (EU); • explain the term e-business; • analyse the advantages and disadvantages of e-business for a business and for customers; and • discuss how e-business supports international business.

Content	Learning Outcomes
M-business	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the term m-business; • describe and explain a variety of uses of mobile technology for business: <ul style="list-style-type: none"> – mobile ticketing; – marketing; – online purchasing or selling; – communication; and – business apps (students do not need to have knowledge of specific apps but should be aware of the range and use of apps for businesses); and • analyse the advantages and disadvantages of m-business for a business.

3.2 Unit 2: Developing a Business

In this unit, students examine recruitment and selection practices and analyse the importance of a business having motivated and well-trained employees. They identify the signs of business success and failure and evaluate the different ways in which businesses grow. Students learn about business finance. They examine the sources of finance and complete basic cash flow forecasts, as well as interpreting simple financial statements. When analysing business performance, students consider concepts such as ratio analysis and break-even (BE).

We have divided the unit into three sections: Human Resources, Business Growth and Finance.

Human Resources

Content	Learning Outcomes
Recruitment	<p>Students should be able to:</p> <ul style="list-style-type: none"> • describe and explain the purpose and content of: <ul style="list-style-type: none"> – job descriptions; – person specifications; and – contracts of employment; • discuss the advantages and disadvantages of internal and external recruitment; • discuss the role of social media in recruitment; • evaluate internal and external methods of recruitment; • demonstrate knowledge of the legal controls that govern recruitment, as well as the ethical issues that underpin legislation, in relation to: <ul style="list-style-type: none"> – race; – religion; – disability; – gender; – marital status; and – sexual orientation; and • demonstrate knowledge of the role of the Equality Commission for Northern Ireland in relation to recruitment (students do not have to address specific legislation but should be aware that legislation exists to ensure fairness in recruitment).

Content	Learning Outcomes
<p>Motivation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the importance of motivation for employees, referring to: <ul style="list-style-type: none"> – lower labour turnover; – higher quality work; – fewer accidents; and – less absenteeism; • identify and evaluate the suitability in various circumstances of these methods of financial motivation: <ul style="list-style-type: none"> – bonus; – commission; – fringe benefits; and – profit sharing; • identify and evaluate the suitability in various circumstances of these methods of non-financial motivation: <ul style="list-style-type: none"> – job rotation; – team working; – quality circles; and – flexible working; and • analyse the following factors affecting job satisfaction: <ul style="list-style-type: none"> – wages/salaries; – responsibility; – success; – enjoyment; – working conditions; and – praise.

Business Growth

Content	Learning Outcomes
<p>Business success or failure</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify the following signs of success: <ul style="list-style-type: none"> – increasing profit; – attracting new competitors into the industry; – expansion; – favourable customer reviews; – word of mouth recognition; and – listings on social media or increased publicity; • identify the following signs of failure: <ul style="list-style-type: none"> – loss of profit; – poor cash flow; – loss of customers; – unfavourable customer reviews; and – high employee turnover;
<p>Business growth</p>	<ul style="list-style-type: none"> • describe and evaluate different types of internal/organic growth, including: <ul style="list-style-type: none"> – reinvestment; – expansion of product range; and – increased sales activity; • describe and evaluate different types of external growth, including: <ul style="list-style-type: none"> – takeovers; – mergers; and – franchising; and • discuss the following factors that can limit the growth of firms: <ul style="list-style-type: none"> – lack of finance; – increased competition; – lack of market demand; and – a more difficult economic climate.

Content	Learning Outcomes
<p>Business growth (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the meaning of the term economies of scale; • explain different types of economies of scale: <ul style="list-style-type: none"> – technical; – financial; – marketing; and – purchasing; • analyse the following advantages of growth: <ul style="list-style-type: none"> – increased profit; – economies of scale; and – greater market influence; • analyse the following disadvantages of growth: <ul style="list-style-type: none"> – poor communication; – lack of motivation; and – difficulties of co-ordination; • analyse the ethical implications of growth; and • explain the role of the Competition and Markets Authority (CMA) in relation to business growth.

Finance

Content	Learning Outcomes
<p>Internal sources of finance</p> <p>External sources of finance</p> <p>Cash flow forecasts</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the advantages and disadvantages of internal sources of finance: <ul style="list-style-type: none"> – owner’s investment (start up or additional capital); – retained profits; – sale of inventory; – sale of fixed assets; and – debt collection; • explain the advantages and disadvantages of external sources of finance: <ul style="list-style-type: none"> – bank loan or overdraft; – additional partners; – share issue; – leasing; – hire purchase; – mortgage; – trade credit; and – government grants; • identify the most appropriate source of finance to use in particular circumstances; • explain the purpose of cash flow forecasts, in the context of both forward planning and review (comparing budget and actual); • analyse the importance of cash flow to a business; • complete parts of a cash flow forecast; • calculate and interpret a simple cash flow forecast; and • analyse the consequences of incorrect forecasting.

Content	Learning Outcomes
<p>Financial statements</p> <p>Income statement</p> <p>Statement of financial position</p> <p>Ratios</p> <p>Break-even (BE)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • complete simple financial statements for a sole trader; • explain and interpret what an income statement and a statement of financial position show and explain their importance to a business; • prepare an income statement that includes: <ul style="list-style-type: none"> – sales revenue; – cost of sales; – expenses; and – gross and net profit and loss; • prepare a statement of financial position that includes: <ul style="list-style-type: none"> – current and non-current assets; – equity; and – current and non-current liabilities; • interpret and analyse an income statement and statement of financial position for assessing business performance using the following ratios: <ul style="list-style-type: none"> – gross profit percentage; – net profit percentage; – inventory turnover; – return on capital employed; and – working capital ratio (formulae will be given in the examination); • calculate BE both graphically and by formula (if asked to draw a graph, the scale for each axis will be drawn out but students need to be able to label the axes); • explain the significance of the BE point; • distinguish between fixed and variable costs; • label a break-even chart (profit/loss levels, profit/loss areas, margin of safety, BE point and all lines on the graph); • analyse a BE chart; and • calculate the margin of safety and explain its significance for a business.

3.3 Unit 3: Planning a Business

In this synoptic unit, which may examine any area of content from the specification, students apply knowledge and understanding drawn from across the whole specification to a real business context. Links to other units appear in italics. Students carry out research and apply it, together with their own knowledge, to a range of circumstances. They examine and evaluate specified areas of a business plan and make reasoned recommendations.

This unit is assessed by controlled assessment.

Content	Learning Outcomes
Business plan	Students should be able to: <ul style="list-style-type: none"> • identify and explain the reasons for developing a business plan, for example to: <ul style="list-style-type: none"> – show to the bank, shareholders and other possible investors; – ensure proper planning; – monitor actual performance against the plan; – keep a check on spending; and/or – ensure that aims are being met.

Content	Learning Outcomes
<p>Business plan (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the following components of a business plan: <ul style="list-style-type: none"> – introduction: <ul style="list-style-type: none"> business name and address; description of the business idea; and information about the benefits of the product or service; – the business and its objectives (<i>Creating a Business, Unit 1</i>): <ul style="list-style-type: none"> strengths and past achievement or awards; a summary of the value of the business and how it is funded; the legal status of the business; mission statement and objectives; and personal details of the owner; – a resource plan (<i>Creating a Business, Unit 1</i>): <ul style="list-style-type: none"> the people involved and their skills; the premises, size and location; raw materials required (if manufacturing); and working capital required; – a marketing plan (<i>Marketing, Unit 1</i>): <ul style="list-style-type: none"> market research; target market identified; competitors identified; estimated demand; and a proposed marketing mix; – a production plan (<i>Business Operations, Unit 1</i>): <ul style="list-style-type: none"> production process (only for manufacturing); and health and safety; and – a financial plan (<i>Finance, Unit 2</i>): <ul style="list-style-type: none"> break-even analysis; cash flow; capital invested and any loans or mortgages; projected and/or recent income statement; and statement of financial position; and • evaluate components of a business plan.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and assessment, see Section 2.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

- A01** recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
- A02** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- A03** analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Unit Weighting (%)			Overall Weighting (%)
	External Assessment		Controlled Assessment	
	Unit 1	Unit 2	Unit 3	
A01	15	15	5	35
A02	11	15	9	35
A03	14	10	6	30
Total Weighting	40	40	20	100

4.4 Quality of written communication

In GCSE Business Studies, candidates must demonstrate their quality of written communication. They need to:

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

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain in individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
--------------	----	---	---	----	---	---	---	---	---

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

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

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, theories, issues and current practice in business. They understand and use business terminology accurately and appropriately.</p> <p>They plan and carry out effectively a range of investigations and tasks using a wide range of skills proficiently. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources, and to investigate business organisations in a variety of contexts.</p> <p>They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and they make informed and reasoned judgements to present reasoned and substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately.</p> <p>They plan and carry out investigations and tasks using a range of skills appropriately. They apply their knowledge and understanding to select and organise information from a variety of sources to investigate business organisations in different contexts.</p> <p>They use and evaluate evidence to analyse problems and issues with some accuracy, and they make reasoned judgements and present conclusions that are supported by evidence.</p>

Grade	Description
F	<p>Candidates demonstrate knowledge and understanding of some basic aspects of concepts, theories, issues and current practice in business. They communicate their ideas using everyday language. They use some basic business terminology.</p> <p>They carry out straightforward investigations and tasks using a limited range of skills. They apply some knowledge and understanding to select and organise basic information from a limited range of sources to investigate business organisations.</p> <p>They identify some evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.</p>

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We will replace our controlled assessment task every year to ensure that it continues to set an appropriate challenge and remains valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- the ability to research appropriate information;
- decision making (use of data and problem solving); and
- analysis and evaluation.

6.3 Level of control

Rules for controlled assessment in GCSE Business Studies are defined for the three stages of the assessment:

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

Control ensures the validity and reliability of the assessment. It also enables teachers to authenticate candidates' work with confidence.

6.4 Task setting

The level of control for task setting is high. This means that we set the task.

We send Booklet A of the single controlled assessment task to centres **by** September each year, starting in 2018. This task provides a context for candidates to research. Candidates are allowed 12 hours for this research.

We send Booklet B, the structured report, to centres in February each year, starting in 2019. Candidates can then use their research together with their own knowledge to answer the questions given in Booklet B. This must be completed in a single 1 hour session under a high level of control.

We will provide centres with details of the controlled assessment task and marking criteria **by** September each year (starting September 2018), as well as guidance on how to complete and submit the task.

We will send a CD of guidance notes for teachers and the following password-protected documents **by** September each year from 2018:

- Candidate Response Booklet A;
- Candidate Response Booklet B; and
- Mark Scheme for Candidate Response Booklet B.

The examinations officer must keep the CD secure at all times. They should not release it to anyone else. The head of department may request hard copies of the guidance notes for teachers and Booklet A. The examinations officer may only release Candidate Response Booklet B after all candidates have completed Booklet A and three working days before they begin Booklet B. They can only release the mark scheme after candidates have completed Booklet B.

The head of department may photocopy the required number of Candidate Response Booklets A and B. They must store hard copies of all the task materials in a secure location, such as a lockable, metal cabinet with limited access. Once teachers have marked Candidate Response Booklet B, the examinations officer must dispose of the mark scheme securely.

Once candidates have started their work, they must not remove their Candidate Response Booklets from the classroom. These must be stored securely at all times.

6.5 Task taking

There are different levels of control in the task, for example planning Booklet A – medium control, and completion of Booklet B – high control. These guidance notes and subsequent Candidate Response Booklet A and Booklet B must be stored in a secure place, such as a locked cabinet, and kept confidential at all times.

Areas of Control	Detail of Control
Authenticity	<p>Booklet A: Planning</p> <ul style="list-style-type: none"> • Candidates can carry out research with informal supervision (medium level of control). • Teachers must be able to authenticate the work. • Teachers must ensure that candidates acknowledge and reference any sources used. <p>Booklet B: Communicate Findings</p> <ul style="list-style-type: none"> • Candidates should complete this booklet under formal supervision (high level of control). • Candidates must have access to the research they have recorded in Booklet A, including the appendices. • Candidates should reach their own conclusions. • Teachers must be able to authenticate the work. • Teachers must ensure that candidates acknowledge and reference any sources used.

Areas of Control	Detail of Control
Feedback	Teachers must guide and supervise candidates in relation to the following: <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with Health and Safety requirements; • ensuring work is completed in accordance with the specification requirements; and • ensuring that work can be assessed in accordance with the procedures and marking criteria.
Time Limit	<ul style="list-style-type: none"> • Booklet A: Planning – 12 hours • Booklet B: Communicate Findings – 1 hour
Collaboration	<ul style="list-style-type: none"> • Candidates may work in small groups to collate their primary research, which may include interviews and/or questionnaires. • It is essential that the teacher can identify individual contributions. • All other research should be carried out independently.
Resources	<ul style="list-style-type: none"> • Candidates' access to resources is determined by those available to the centre. • Centres should limit candidates' access to those needed for the task. • Candidates must reference any resources that they access via the internet.

6.6 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment task using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.8 Moderation

Centres must submit their marks and samples to us by May in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.9 Drafting/Redrafting

Teachers must **not** correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication
<p>Students should be able to:</p> <ul style="list-style-type: none"> • communicate meaning, feelings and viewpoints in a logical and coherent manner, <i>for example evaluating a business plan in the controlled assessment task;</i> • make oral and written summaries, reports and presentations, taking account of audience and purpose, <i>for example writing a structured report to present the marketing mix for given a product or service;</i> • participate in discussions, debates and interviews, <i>for example discussing the importance of business growth, debating the most effective methods of motivating an employee, and carrying out interviews to collect primary research;</i> • interpret, analyse and present information in oral, written and ICT formats, <i>for example analysing primary and secondary research;</i> and • explore and respond, both imaginatively and critically, to a variety of texts, <i>for example analysing a business case study.</i>
Using Mathematics
<p>Students should be able to:</p> <ul style="list-style-type: none"> • use mathematical language and notation with confidence, <i>for example identifying financial issues and suggesting improvements to cash flow for a business;</i> • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, <i>for example calculating costs, revenue and profit, and using cash flow forecasts;</i> • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, <i>for example calculating break-even and margin of safety;</i> • interpret and analyse a wide range of mathematical data, <i>for example analysing market research results;</i> • assess probability and risk in a range of simulated and real-life contexts, <i>for example understand risks associated with unlimited liability, such as sources of finance;</i> and • present mathematical data in a variety of formats which take account of audience and purpose, <i>for example graphical representation of costs, revenue, profit and break-even.</i>

Using ICT

Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example secondary research online, collation and graphical presentation of data and use of spreadsheets for financial data, for example cash flow forecasts.*

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example plan and carry out research with limited supervision;*
- set personal learning goals and targets to meet deadlines, *for example complete questionnaires or interviews within given timescales;*
- monitor, review and evaluate their progress and improve their learning, *for example reflect on their contribution to group work; and*
- effectively manage their time, *for example to produce a structured report.*

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example decide on relevant information to be used from questionnaires or interviews;*
- participate in effective teams and accept responsibility for achieving collective goals, *for example when working in a small group collating the primary research; and*
- listen actively to others and influence group thinking and decision making, taking account of others' opinions, *for example when communicating a balanced point of view, with logical conclusions.*

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example understand the relationship between price and demand;*
- propose justified explanations, *for example use findings from primary or secondary research to justify a decision;*
- reason, form opinions and justify their views, *for example propose a business strategy or solution;*
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example be aware of bias in advertising and promotions;*
- analyse and evaluate multiple perspectives, *for example understand the importance of legislation to protect employers and employees;*
- explore unfamiliar views without prejudice, *for example consider the perspectives of a range of stakeholders in a business decision;*
- weigh up options and justify decisions, *for example use financial information to make and justify a decision;* and
- apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example using their full breadth of knowledge to plan reasoned solutions to business issues.*

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Business Studies microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Arlene Ashfield
(email: aashfield@ccea.org.uk)
- Education Manager: Jill Armer
(email: jarmer@ccea.org.uk)
- For a full list of contacts within CCEA visit our website at www.ccea.org.uk/examiner-centre-support/examinations-support/key-contacts

Appendix

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Limited level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p>

Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	4 May 2017	29	'in September' changed to 'by September'



INVESTORS
IN PEOPLE

