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# Business

**GCSE 2012**

## **Business Studies**

Specification

J253

Version 1

April 2012



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## 1.1 Overview of GCSE Business Studies

<p><b>Unit A291</b></p> <p><i>Marketing and enterprise</i></p>	<p>Controlled assessment</p> <p>Approx 16 hours – 60 marks</p> <p>25% of the qualification</p> <p>Candidates select <b>one</b> of the two controlled assessment tasks made available by OCR.</p>
+	
<p><b>Unit A292</b></p> <p><i>Business and people</i></p>	<p>Written paper</p> <p>1 hour – 60 marks</p> <p>25% of the qualification</p> <p>Question paper:</p> <p>2 short-answer data-response questions.</p> <p>Candidates answer <b>both</b> questions.</p>
+	
<p><b>Unit A293</b></p> <p><i>Production, finance and the external business environment</i></p>	<p>Written paper</p> <p>1 hour 30 mins – 90 marks</p> <p>50% of the qualification</p> <p>Question paper:</p> <p>3 questions based on a pre-released case study.</p> <p>Candidates answer <b>all</b> questions.</p>

## 1.2 Guided learning hours

GCSE Business Studies requires 120–140 guided learning hours in total.

### 1.3 Aims and learning outcomes

The aims of this specification are to:

- encourage candidates to be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- allow candidates to gain an insight into related sectors such as economics and accounting
- prepare candidates to make informed decisions about further learning opportunities and career choices
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities.

The specification must also enable candidates to:

- engage actively in the study of business in order 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
- appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

### 1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

### 2.1 Unit A291: Marketing and enterprise

- Marketing:
  - Market research and data collection
  - The marketing mix
  - Marketing in the wider business environment
- Enterprise:
  - Enterprise and the entrepreneur
  - The business plan

#### 2.1.1 Marketing

Market research and data collection	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of, and evaluate, methods of market research</li> <li>• identify methods of, and explain reasons for, market segmentation</li> <li>• understand and discuss the significance of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in a marketing context</li> <li>• distinguish between different types of market.</li> </ul>
The marketing mix	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss the individual elements of the marketing mix</li> <li>• formulate and evaluate a marketing strategy</li> <li>• discuss how the marketing mix evolves over time.</li> </ul>
Marketing in the wider business environment	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of, and evaluate the use of, e-commerce in marketing</li> <li>• demonstrate knowledge and understanding of, and evaluate, the ways in which franchising can be used in marketing</li> <li>• analyse and discuss the role of the customer service function of a business in supporting both existing and new customers</li> <li>• analyse and discuss the effects of ethical issues on marketing.</li> </ul>

### 2.1.2 Enterprise

Enterprise and the entrepreneur	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the concept of enterprise in business</li> <li>• analyse and discuss the role of the entrepreneur in identifying business opportunities and assisting the start of new business</li> <li>• analyse and discuss the nature and rewards of risk taking</li> <li>• demonstrate knowledge and understanding of government, and other, support for enterprise</li> <li>• demonstrate knowledge and understanding of the factors which can lead to the success or failure of a business enterprise.</li> </ul>
The business plan	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the need for planning for business success</li> <li>• outline, and explain the importance of, a simple business plan</li> <li>• demonstrate knowledge and understanding of the relationship between a business plan and a marketing strategy</li> <li>• evaluate the importance of a business plan to a new business venture.</li> </ul>

The Teachers' Handbook which supports this specification can be found on the OCR website.

## 2.2 Unit A292: *Business and people*

- The structure of business activity:
  - The need for business activity
  - Business ownership, trading organisations, growth and location
- The workforce in business:
  - Employment and retention
  - Organisation and communication

### 2.2.1 The structure of business activity

<p>The need for business activity</p>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss why business exists</li> <li>• demonstrate knowledge and understanding of business stakeholders</li> <li>• analyse and discuss how business attempts to respond to the objectives of different business stakeholders</li> <li>• analyse and discuss the aims and objectives of business</li> <li>• demonstrate knowledge and understanding of social enterprise</li> <li>• analyse and discuss how the aims and objectives of business may change over time and with changing circumstances</li> <li>• demonstrate knowledge and understanding of primary, secondary and tertiary sectors</li> <li>• analyse and discuss the changing nature of, and the relative importance of, the primary, secondary and tertiary sectors in the UK</li> <li>• demonstrate knowledge and understanding of the concept of business interdependence and its importance in influencing business activity.</li> </ul>
<p>Business ownership, trading organisations, growth and location</p>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the main types of business ownership: sole proprietors; partnerships; private and public limited companies; public corporations</li> <li>• demonstrate knowledge and understanding of multinational companies, charities/not for profit organisations and cooperatives as trading organisations</li> <li>• analyse and discuss the relative benefits and limitations of different types of business ownership</li> <li>• demonstrate knowledge and understanding of types of integration and growth</li> <li>• analyse and discuss the features which influence the location of business locally, nationally and internationally.</li> </ul>

### 2.2.2 The workforce in business

Employment and retention	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss the recruitment and selection process</li> <li>• analyse and discuss types of, and the importance of, training</li> <li>• analyse and discuss monetary methods of motivation</li> <li>• calculate changes in employee remuneration</li> <li>• analyse and discuss non-monetary methods of motivation</li> <li>• analyse and discuss the laws which relate to employment</li> <li>• analyse and discuss the role of trade unions.</li> </ul>
Organisation and communication	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss the internal organisation of business</li> <li>• analyse and discuss the role of the functional areas of business</li> <li>• analyse and discuss how and why the organisation of a business might change over time</li> <li>• analyse and discuss how and why work patterns for businesses and employees are changing</li> <li>• analyse and discuss methods of communication used by business</li> <li>• discuss the impact of ICT developments on business communication</li> <li>• analyse and discuss the impact of ICT on the workforce.</li> </ul>

The Teachers' Handbook which supports this specification can be found on the OCR website.

## 2.3 Unit A293: Production, finance and the external business environment

- Using and managing resources to produce goods and services:
  - Types of production methods
  - Management and control of production
  - Production costs
- Financial information and decision making:
  - Sources of finance
  - Financial forecasting and analysis
- External influences on business activity:
  - The competitive environment
  - Environmental influences and business ethics
  - Government and the UK economy
  - Globalisation and UK business

### 2.3.1 Using and managing resources to produce goods and services

Types of production methods	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of job, batch, process and flow methods of production</li> <li>• analyse and discuss reasons for choice</li> <li>• analyse and discuss the importance of adding value in a dynamic competitive environment.</li> </ul>
Management and control of production	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss methods of increasing the efficiency of production.</li> </ul>
Production costs	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• calculate, explain and interpret fixed, variable, average and total costs</li> <li>• analyse and discuss the importance of size of business and scale of production – economies and diseconomies of scale</li> <li>• discuss ways in which business may respond to changing external costs</li> <li>• calculate, plot and interpret break-even</li> <li>• evaluate break-even as a decision making tool.</li> </ul>

### 2.3.2 Financial information and decision making

Sources of finance	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>analyse and discuss the need for, and use of, finance</li> <li>evaluate sources of finance</li> <li>analyse and discuss influences on the choice of finance.</li> </ul>
Financial forecasting and analysis	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>calculate, interpret and analyse cash flow forecasts</li> <li>recommend methods of dealing with forecast cash flow problems</li> <li>evaluate cash flow forecasts as a decision making tool</li> <li>demonstrate understanding of profit as a reward for enterprise and risk taking</li> <li>calculate, interpret, and make use of, revenue, cost and profit data.</li> </ul>

### 2.3.3 External influences on business activity

The competitive environment	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of competitive and monopoly markets</li> <li>analyse and discuss how a business may change its competitive environment</li> <li>demonstrate knowledge and understanding of why the government promotes competition.</li> </ul>
Environmental influences and business ethics	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of how business and consumers use the environment as a resource</li> <li>demonstrate knowledge and understanding of how business and consumers have, and are, responding to pressure for greater environmental responsibility</li> <li>discuss the social costs and benefits of business activity</li> <li>demonstrate knowledge and understanding of environmental issues; analyse and discuss the responsibility of, and opportunities for, business</li> <li>analyse and discuss sustainability and business</li> <li>demonstrate knowledge and understanding of ethical business behaviour.</li> </ul>

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**Government and the UK economy****Candidates should be able to:**

- discuss how business might be affected by changes in the level of government spending and taxation
- discuss how business might be affected by changes in the level of the rate of interest
- discuss how business might be affected by rising, and falling, consumer incomes
- discuss how business might be affected by changes in the level of employment
- discuss how changes to the population affect business activity.

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**Globalisation and UK business****Candidates should be able to:**

- demonstrate knowledge and understanding of globalisation
- demonstrate knowledge and understanding of the UK's international trade with Europe and other major trading partners
- demonstrate knowledge and understanding of how UK business competes internationally
- calculate, interpret and analyse the effect of exchange rate movement on business.

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The Teachers' Handbook which supports this specification can be found on the OCR website.

## 3.1 Overview of the assessment in GCSE Business Studies

For GCSE Business Studies candidates must take all three units.

### GCSE Business Studies J253

#### Unit A291: *Marketing and enterprise*

25% of the total GCSE

Controlled assessment

Approx 16 hours

60 marks

Candidates select **one** of the two controlled assessment tasks made available by OCR.

Candidates submit **one** controlled assessment task in the form of a report. The report should comprise the **three** investigations for assessment.

It is recommended that candidates spend **up to** 16 hours on the controlled assessment task:

- up to ten hours on research/data collection
- up to six hours writing a report.

#### Unit A292: *Business and people*

25% of the total GCSE

1 hour written paper

60 marks

This question paper consists of **two** short-answer, data-response questions.

Candidates answer **both** questions.

This unit is externally assessed.

#### Unit A293: *Production, finance and the external business environment*

50% of the total GCSE

1 hour 30 mins written paper

90 marks

This question paper consists of **three** short-answer, data-response questions.

The pre-released case study stimulus material is made available by OCR.

A clear copy of the case study will be issued to candidates with the question paper.

Candidates answer **all three** questions.

This unit is externally assessed.

### 3.2 Assessment objectives (AOs)

Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;
<b>AO3</b>	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

#### 3.2.1 AO weightings – GCSE Business Studies

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A291: <i>Marketing and enterprise</i>	8	10	7	25%
Unit A292: <i>Business and people</i>	12	8	5	25%
Unit A293: <i>Production, finance and the external business environment</i>	15	17	18	50%
Total	35%	35%	30%	100%

### 3.3 Grading and awarding grades

GCSE results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 50/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
50%	120	108	96	84	72	60	48	36	24	0
25%	60	54	48	42	36	30	24	18	12	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	240	216	192	168	144	120	96	72	48	0

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

### 3.4 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 will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

#### 3.4.1 Grade F

Candidates demonstrate knowledge and understanding of some basic aspects of concepts, theories, issues and current practice in business. They communicate their ideas using everyday language. They use some basic business terminology.

They carry out straightforward investigations and tasks using a limited range of skills. They apply some knowledge and understanding to select and organise basic information from a limited range of sources to investigate business organisations.

They identify some evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.

### 3.4.2 Grade C

Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately.

They plan and carry out investigations and tasks using a range of skills appropriately. They apply their knowledge and understanding to select and organise relevant information from a variety of sources to investigate business organisations in different contexts.

They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.

### 3.4.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, theories, issues and current practice in business. They understand and use business terminology accurately and appropriately.

They plan and carry out effectively a range of investigations and tasks using a wide range of skills competently. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources, and to investigate business organisations in a variety of contexts.

They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and make informed and reasoned judgements to present reasoned and substantiated conclusions.

## 3.5 Quality of written communication

Quality of written communication is assessed in all units and credit may be restricted if communication is unclear. Quality of written communication will be assessed qualitatively, as an integral part of the judgement on a question. Questions in which quality of written communication is to be assessed will be indicated on the question paper with an asterisk (\*).

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the [OCR website](#).

### Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. There are no restrictions regarding time or feedback to individual learners.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

## 4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year two tasks will be set; candidates are expected to have met the requirements of the unit content in order to complete **one** of the controlled assessment tasks.

Controlled assessment tasks will be available on Interchange. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

Each controlled assessment task comprises a business scenario and **three** compulsory investigations for assessment. A data set for use by candidates will also be provided by OCR and will be equally relevant to **both** controlled assessment tasks.

Candidates submit **one** controlled assessment task in the form of a business report. The report should comprise the **three** investigations for assessment.

Investigation 1 is marked out of a total of 10 marks and investigations 2 and 3 are each marked out of a total of 25 marks.

For each controlled assessment task, investigation 1 will require candidates to use the data set provided in order to arrive at a recommendation. Each of investigations 2 and 3 provide candidates with the opportunity to make use of local resources and collect appropriate additional primary and/or secondary data in order to arrive at their recommendation(s).

The live OCR controlled assessment tasks (business scenarios, compulsory investigations for assessment and data set) must **NOT** be used as practice material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

## 4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 16 hours in producing the work for this unit. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

### 4.2.1 Preparation and research time

#### Preparation (informal supervision)

**Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.**

- Introduction to the task (teacher led)

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

#### Research (limited supervision)

**Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.**

- Research/collection of evidence: **ten hours**

During the research phase candidates can be given support and guidance.

Teachers **can**:

- explain the task
- advise on how the task could be approached
- advise on resources
- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**:

- comment on or correct the work
- practise the task with the candidates
- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet- or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 4.2.2 Producing the final piece of work

#### Producing final piece of work (formal supervision)

**Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions.**

- Writing a report: **six hours**
- OCR recommends that the total length of each candidate's controlled assessment task evidence (report comprising the three investigations for assessment) is approximately 2000 words in total. Candidates should be instructed to write in a clear and concise manner. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must work independently to produce their own final piece of work.

### 4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation or marking must be marked with the:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags.

### 4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

#### 4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for A291 Marketing and Enterprise controlled assessment tasks* below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

#### 4.3.2 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives, teachers select one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective will be entered for each investigation. The final mark for the candidate for the controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the assessment objective marking strands.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate work awarded, which may be zero.

### 4.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

#### 4.3.4 Marking criteria for A291 Marketing and enterprise controlled assessment tasks

Candidates submit **one** controlled assessment task in the form of a business report. The report should comprise the **three** investigations for assessment. Investigation 1 is marked out of a total of 10 marks using the relevant marking criteria below. Investigations 2 and 3 are each marked out of a total of 25 marks using the relevant marking criteria below.

Investigation 1		
<b>AO3*</b>	<b>1–2 marks</b>	The candidate demonstrates evidence of analysing and evaluating relevant/appropriate evidence, making detailed, reasoned judgements and presenting appropriate conclusions in the context of the investigation. The candidate expresses business ideas in an appropriate context. There may be some errors of spelling, punctuation and grammar.
<b>AO2</b>	<b>1–4 marks</b>	The candidate demonstrates evidence of applying his/her knowledge and understanding of relevant/appropriate marketing and enterprise concepts, issues and terminology in planning and carrying out the task in the context of the investigation.
<b>AO1</b>	<b>1–4 marks</b>	The candidate demonstrates evidence of recalling, selecting and communicating his/her knowledge and understanding of relevant/appropriate marketing and enterprise concepts, issues and terminology in the context of the investigation.

0 marks = no response or no response worthy of credit

\* Quality of written communication is assessed as part of AO3.

## Investigations 2 and 3

AO3*	5–7 marks	The candidate demonstrates evidence of analysing and evaluating relevant/appropriate evidence in the context of the investigation. Recommendation(s)/conclusion(s)/judgement(s) is/are appropriate and realistic and arise from logical and critical analysis of evidence presented/obtained. The candidate expresses relatively straightforward ideas with clarity and fluency. Arguments are generally relevant, though may stray from the point of the investigation. There may be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.
	1–4 marks	The candidate demonstrates some evidence of analysing and evaluating in the context of the investigation. An attempt is made to analyse the evidence presented/obtained to arrive at a recommendation(s) and/or draw simple conclusion(s) and/or arrive at simple judgement(s) which may be supported by relevant/appropriate business knowledge. The candidate expresses simple business ideas in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.
AO2	6–10 marks	The candidate demonstrates evidence of applying his/her knowledge and understanding in planning and carrying out the task in the context of the investigation. The ability to effectively apply relevant/appropriate marketing and enterprise concepts, issues and terminology is demonstrated consistently.
	1–5 marks	The candidate demonstrates some evidence of applying his/her knowledge and understanding in planning and carrying out the investigation. Some understanding of marketing and enterprise concepts, issues and terminology is apparent.
AO1	5–8 marks	The candidate consistently demonstrates evidence of recalling, selecting and communicating his/her knowledge and understanding of relevant/appropriate marketing and enterprise concepts, issues and terminology in the context of the investigation.
	1–4 marks	The candidate demonstrates some evidence of recalling, selecting and communicating his/her knowledge and understanding of marketing and enterprise concepts, issues and terminology in the context of the investigation.

0 marks = no response or no response worthy of credit

\* Quality of written communication is assessed as part of AO3.

### 4.3.5 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [Interchange](#).

### 4.3.6 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

### 4.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4 page 25.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

### 4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Business Studies unit A291 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 page 31 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

- 1 Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
- 2 Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
- 3 Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR [Interchange](#).

### 5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Business Studies Specification
- [specimen assessment materials for each unit](#)
- [Guide to controlled assessment](#) in Business Studies
- [Teachers' Handbook](#)
- [sample schemes of work and lesson plans](#)

### 5.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

#### 5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.



Hodder is the publisher partner for OCR GCSE Business Studies.

Hodder produces the following resources for OCR GCSE Business Studies:

- *OCR Business Studies for GCSE, 2nd edition*, Peter Kennerdell, Alan Williams, Mike Schofield (ISBN: 9780340983492)
- *OCR Business Studies for GCSE, Dynamic Learning Network Edition DVD-ROM*, Peter Kennerdell, Alan Williams, Mike Schofield (ISBN: 9780340983485).

### 5.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

### 5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

## 5.4 OCR support services

### 5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Business Studies specifications.



Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- Richer and more granular data will be made available to centres including question level data available from e-marking
- You can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- Our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

### 5.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

## 6.1 Equality Act information relating to GCSE Business Studies

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assistants	Yes	All written examinations
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL signers	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra time	Yes	All written examinations

## 6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- At least 40% of the assessment must be taken in the examination series in which the qualification is certificated.
- Candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE Business Studies \(March 2011\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

### 7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Business Studies certification is available in June 2014 and each June thereafter.

	Unit A291	Unit A292	Unit A293	Certification availability
June 2014	✓	✓	✓	✓
June 2015	✓	✓	✓	✓

### 7.2 Certification rules

For GCSE Business Studies, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

### 7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used in the calculation of the new qualification grade. Any results previously achieved cannot be re-used.

For the controlled assessment unit A291, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used in the calculation of the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

### 7.4 Making entries

#### 7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

**It is essential** that correct unit entry codes are used when making unit entries.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A291A	01	Moderated via OCR Repository	<i>Marketing and enterprise</i>
A291B	02	Moderated via postal moderation	
A291C	80	Carried forward	
A292		Written paper	<i>Business and people</i>
A293		Written paper	<i>Production, finance and the external business environment</i>

### 7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Centres must enter candidates for:

- GCSE Business Studies certification code J253

### 7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).

### 7.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3210.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

### 8.1 Overlap with other qualifications

There is a small degree of overlap between the content of this specification and that for GCSEs in Applied Business, Economics, and Leisure and Tourism.

### 8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

### 8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for Business Studies*. All documents are available on the [Ofqual website](#).

### 8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues in the following topics.

	A291	A292	A293
Spiritual		✓	
Moral	✓	✓	✓
Ethical	✓	✓	✓
Social		✓	✓
Legislative	✓	✓	✓
Economic		✓	✓
Cultural	✓	✓	

## 8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

Sustainable development and the environment are themes addressed in Unit A293. Health and Safety issues are also addressed within Unit A293.

The impact of EU membership, the single market and the Eurozone on individuals and business is an integral part of this specification. Specific reference to the EU, the single market and the Eurozone is made in Unit A293.

## 8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A291	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A292	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A293	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides candidates with a wide range of appropriate opportunities to use ICT in order to further their study of Business Studies.

Opportunities for ICT include:

- use of word-processing packages (report writing, etc)
- use of spreadsheet/database packages (collating, calculating, graphing and interpreting data, etc)
- use of graphics packages (promotional material, etc).

## 8.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship.

This section identifies where this specification might complement the programme of study for Citizenship.

### 1.2 Rights and responsibilities

a	Exploring different kinds of rights and obligations and how these affect individuals and communities
b	Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced supported and protected
c	Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try and balance these

### 1.3 Identities and diversity: living together in the UK

c	Considering the interconnections between the UK and the rest of Europe and the wider world
---	--

### 2.1 Critical thinking and enquiry

a	Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems
b	Research, plan and undertake enquiries into issues or problems, using a range of information, sources and methods
c	Interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias
d	Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)

## 2.2 Advocacy and representation

- |   |   |
|---|---|
| a | Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree   |
| b | Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes        |
| c | Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them |

## 2.3 Taking informed and responsible action

- |   |   |
|---|---|
| a | Explore creative approaches to taking action on problems and issues to achieve intended purposes  |
| d | Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations for future action |

## 3 Range and content

- |   |  |
|---|--|
| a | The study of citizenship should include political, legal and human rights and freedoms in a range of contexts from local to global |
| i | The study of citizenship should include policies and practices for sustainable development and their impact on the environment     |
| k | The study of citizenship should include the rights and responsibilities of consumers, employers and employees                      |

## 4 Curriculum opportunities

- |   |  |
|---|--|
| a | Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities  |
| c | Opportunity for candidates to work individually or in groups, taking on different roles and responsibilities   |
| h | Opportunity for candidates to take into account a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics |
| i | Opportunity for candidates to use and interpret different media and ICT both as sources of information and as a means of communicating ideas   |

# Appendix A: Guidance for the production of electronic controlled assessment

A

## Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A291, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)



## YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates).
- Book your inset training place online at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk)
- Learn more about active results at [www.ocr.org.uk/activeresults](http://www.ocr.org.uk/activeresults)
- Join our business studies social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,  
Westwood Business Park, Coventry CV4 8JQ**

## WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit [www.ocr.org.uk/centreapproval](http://www.ocr.org.uk/centreapproval) to become an approved OCR centre.

## Contact us

Keep up to date with the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)





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## 1.1 Overview of GCSE Business Studies

<p><b>Unit A291</b></p> <p><i>Marketing and enterprise</i></p>	<p>Controlled assessment</p> <p>Approx 16 hours – 60 marks</p> <p>25% of the qualification</p> <p>Candidates select <b>one</b> of the two controlled assessment tasks made available by OCR.</p>
+	
<p><b>Unit A292</b></p> <p><i>Business and people</i></p>	<p>Written paper</p> <p>1 hour – 60 marks</p> <p>25% of the qualification</p> <p>Question paper:</p> <p>2 short-answer data-response questions.</p> <p>Candidates answer <b>both</b> questions.</p>
+	
<p><b>Unit A293</b></p> <p><i>Production, finance and the external business environment</i></p>	<p>Written paper</p> <p>1 hour 30 mins – 90 marks</p> <p>50% of the qualification</p> <p>Question paper:</p> <p>3 questions based on a pre-released case study.</p> <p>Candidates answer <b>all</b> questions.</p>

## 1.2 Guided learning hours

GCSE Business Studies requires 120–140 guided learning hours in total.

### 1.3 Aims and learning outcomes

The aims of this specification are to:

- encourage candidates to be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- allow candidates to gain an insight into related sectors such as economics and accounting
- prepare candidates to make informed decisions about further learning opportunities and career choices
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities.

The specification must also enable candidates to:

- engage actively in the study of business in order 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
- appreciate diversity and recognise similarities and differences of attitudes and cultures in society.

### 1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

### 2.1 Unit A291: Marketing and enterprise

- Marketing:
  - Market research and data collection
  - The marketing mix
  - Marketing in the wider business environment
- Enterprise:
  - Enterprise and the entrepreneur
  - The business plan

#### 2.1.1 Marketing

Market research and data collection	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of, and evaluate, methods of market research</li> <li>• identify methods of, and explain reasons for, market segmentation</li> <li>• understand and discuss the significance of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in a marketing context</li> <li>• distinguish between different types of market.</li> </ul>
The marketing mix	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss the individual elements of the marketing mix</li> <li>• formulate and evaluate a marketing strategy</li> <li>• discuss how the marketing mix evolves over time.</li> </ul>
Marketing in the wider business environment	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of, and evaluate the use of, e-commerce in marketing</li> <li>• demonstrate knowledge and understanding of, and evaluate, the ways in which franchising can be used in marketing</li> <li>• analyse and discuss the role of the customer service function of a business in supporting both existing and new customers</li> <li>• analyse and discuss the effects of ethical issues on marketing.</li> </ul>

### 2.1.2 Enterprise

Enterprise and the entrepreneur	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the concept of enterprise in business</li> <li>• analyse and discuss the role of the entrepreneur in identifying business opportunities and assisting the start of new business</li> <li>• analyse and discuss the nature and rewards of risk taking</li> <li>• demonstrate knowledge and understanding of government, and other, support for enterprise</li> <li>• demonstrate knowledge and understanding of the factors which can lead to the success or failure of a business enterprise.</li> </ul>
The business plan	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the need for planning for business success</li> <li>• outline, and explain the importance of, a simple business plan</li> <li>• demonstrate knowledge and understanding of the relationship between a business plan and a marketing strategy</li> <li>• evaluate the importance of a business plan to a new business venture.</li> </ul>

The Teachers' Handbook which supports this specification can be found on the OCR website.

## 2.2 Unit A292: *Business and people*

- The structure of business activity:
  - The need for business activity
  - Business ownership, trading organisations, growth and location
- The workforce in business:
  - Employment and retention
  - Organisation and communication

### 2.2.1 The structure of business activity

The need for business activity	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss why business exists</li> <li>• demonstrate knowledge and understanding of business stakeholders</li> <li>• analyse and discuss how business attempts to respond to the objectives of different business stakeholders</li> <li>• analyse and discuss the aims and objectives of business</li> <li>• demonstrate knowledge and understanding of social enterprise</li> <li>• analyse and discuss how the aims and objectives of business may change over time and with changing circumstances</li> <li>• demonstrate knowledge and understanding of primary, secondary and tertiary sectors</li> <li>• analyse and discuss the changing nature of, and the relative importance of, the primary, secondary and tertiary sectors in the UK</li> <li>• demonstrate knowledge and understanding of the concept of business interdependence and its importance in influencing business activity.</li> </ul>
Business ownership, trading organisations, growth and location	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the main types of business ownership: sole proprietors; partnerships; private and public limited companies; public corporations</li> <li>• demonstrate knowledge and understanding of multinational companies, charities/not for profit organisations and cooperatives as trading organisations</li> <li>• analyse and discuss the relative benefits and limitations of different types of business ownership</li> <li>• demonstrate knowledge and understanding of types of integration and growth</li> <li>• analyse and discuss the features which influence the location of business locally, nationally and internationally.</li> </ul>

### 2.2.2 The workforce in business

Employment and retention	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss the recruitment and selection process</li> <li>• analyse and discuss types of, and the importance of, training</li> <li>• analyse and discuss monetary methods of motivation</li> <li>• calculate changes in employee remuneration</li> <li>• analyse and discuss non-monetary methods of motivation</li> <li>• analyse and discuss the laws which relate to employment</li> <li>• analyse and discuss the role of trade unions.</li> </ul>
Organisation and communication	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss the internal organisation of business</li> <li>• analyse and discuss the role of the functional areas of business</li> <li>• analyse and discuss how and why the organisation of a business might change over time</li> <li>• analyse and discuss how and why work patterns for businesses and employees are changing</li> <li>• analyse and discuss methods of communication used by business</li> <li>• discuss the impact of ICT developments on business communication</li> <li>• analyse and discuss the impact of ICT on the workforce.</li> </ul>

The Teachers' Handbook which supports this specification can be found on the OCR website.

## 2.3 Unit A293: Production, finance and the external business environment

- Using and managing resources to produce goods and services:
  - Types of production methods
  - Management and control of production
  - Production costs
- Financial information and decision making:
  - Sources of finance
  - Financial forecasting and analysis
- External influences on business activity:
  - The competitive environment
  - Environmental influences and business ethics
  - Government and the UK economy
  - Globalisation and UK business

### 2.3.1 Using and managing resources to produce goods and services

Types of production methods	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of job, batch, process and flow methods of production</li> <li>• analyse and discuss reasons for choice</li> <li>• analyse and discuss the importance of adding value in a dynamic competitive environment.</li> </ul>
Management and control of production	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• analyse and discuss methods of increasing the efficiency of production.</li> </ul>
Production costs	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• calculate, explain and interpret fixed, variable, average and total costs</li> <li>• analyse and discuss the importance of size of business and scale of production – economies and diseconomies of scale</li> <li>• discuss ways in which business may respond to changing external costs</li> <li>• calculate, plot and interpret break-even</li> <li>• evaluate break-even as a decision making tool.</li> </ul>

### 2.3.2 Financial information and decision making

Sources of finance	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>analyse and discuss the need for, and use of, finance</li> <li>evaluate sources of finance</li> <li>analyse and discuss influences on the choice of finance.</li> </ul>
Financial forecasting and analysis	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>calculate, interpret and analyse cash flow forecasts</li> <li>recommend methods of dealing with forecast cash flow problems</li> <li>evaluate cash flow forecasts as a decision making tool</li> <li>demonstrate understanding of profit as a reward for enterprise and risk taking</li> <li>calculate, interpret, and make use of, revenue, cost and profit data.</li> </ul>

### 2.3.3 External influences on business activity

The competitive environment	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of competitive and monopoly markets</li> <li>analyse and discuss how a business may change its competitive environment</li> <li>demonstrate knowledge and understanding of why the government promotes competition.</li> </ul>
Environmental influences and business ethics	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of how business and consumers use the environment as a resource</li> <li>demonstrate knowledge and understanding of how business and consumers have, and are, responding to pressure for greater environmental responsibility</li> <li>discuss the social costs and benefits of business activity</li> <li>demonstrate knowledge and understanding of environmental issues; analyse and discuss the responsibility of, and opportunities for, business</li> <li>analyse and discuss sustainability and business</li> <li>demonstrate knowledge and understanding of ethical business behaviour.</li> </ul>

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**Government and the UK economy****Candidates should be able to:**

- discuss how business might be affected by changes in the level of government spending and taxation
- discuss how business might be affected by changes in the level of the rate of interest
- discuss how business might be affected by rising, and falling, consumer incomes
- discuss how business might be affected by changes in the level of employment
- discuss how changes to the population affect business activity.

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**Globalisation and UK business****Candidates should be able to:**

- demonstrate knowledge and understanding of globalisation
- demonstrate knowledge and understanding of the UK's international trade with Europe and other major trading partners
- demonstrate knowledge and understanding of how UK business competes internationally
- calculate, interpret and analyse the effect of exchange rate movement on business.

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The Teachers' Handbook which supports this specification can be found on the OCR website.

## 3.1 Overview of the assessment in GCSE Business Studies

For GCSE Business Studies candidates must take all three units.

### GCSE Business Studies J253

#### Unit A291: *Marketing and enterprise*

25% of the total GCSE

Controlled assessment

Approx 16 hours

60 marks

Candidates select **one** of the two controlled assessment tasks made available by OCR.

Candidates submit **one** controlled assessment task in the form of a report. The report should comprise the **three** investigations for assessment.

It is recommended that candidates spend **up to** 16 hours on the controlled assessment task:

- up to ten hours on research/data collection
- up to six hours writing a report.

#### Unit A292: *Business and people*

25% of the total GCSE

1 hour written paper

60 marks

This question paper consists of **two** short-answer, data-response questions.

Candidates answer **both** questions.

This unit is externally assessed.

#### Unit A293: *Production, finance and the external business environment*

50% of the total GCSE

1 hour 30 mins written paper

90 marks

This question paper consists of **three** short-answer, data-response questions.

The pre-released case study stimulus material is made available by OCR.

A clear copy of the case study will be issued to candidates with the question paper.

Candidates answer **all three** questions.

This unit is externally assessed.

### 3.2 Assessment objectives (AOs)

Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;
<b>AO3</b>	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

#### 3.2.1 AO weightings – GCSE Business Studies

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A291: <i>Marketing and enterprise</i>	8	10	7	25%
Unit A292: <i>Business and people</i>	12	8	5	25%
Unit A293: <i>Production, finance and the external business environment</i>	15	17	18	50%
Total	35%	35%	30%	100%

### 3.3 Grading and awarding grades

GCSE results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 50/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
50%	120	108	96	84	72	60	48	36	24	0
25%	60	54	48	42	36	30	24	18	12	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	240	216	192	168	144	120	96	72	48	0

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

### 3.4 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 will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

#### 3.4.1 Grade F

Candidates demonstrate knowledge and understanding of some basic aspects of concepts, theories, issues and current practice in business. They communicate their ideas using everyday language. They use some basic business terminology.

They carry out straightforward investigations and tasks using a limited range of skills. They apply some knowledge and understanding to select and organise basic information from a limited range of sources to investigate business organisations.

They identify some evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.

### 3.4.2 Grade C

Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately.

They plan and carry out investigations and tasks using a range of skills appropriately. They apply their knowledge and understanding to select and organise relevant information from a variety of sources to investigate business organisations in different contexts.

They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.

### 3.4.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, theories, issues and current practice in business. They understand and use business terminology accurately and appropriately.

They plan and carry out effectively a range of investigations and tasks using a wide range of skills competently. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources, and to investigate business organisations in a variety of contexts.

They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and make informed and reasoned judgements to present reasoned and substantiated conclusions.

## 3.5 Quality of written communication

Quality of written communication is assessed in all units and credit may be restricted if communication is unclear. Quality of written communication will be assessed qualitatively, as an integral part of the judgement on a question. Questions in which quality of written communication is to be assessed will be indicated on the question paper with an asterisk (\*).

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the [OCR website](#).

### Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. There are no restrictions regarding time or feedback to individual learners.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

## 4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year two tasks will be set; candidates are expected to have met the requirements of the unit content in order to complete **one** of the controlled assessment tasks.

Controlled assessment tasks will be available on Interchange. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

Each controlled assessment task comprises a business scenario and **three** compulsory investigations for assessment. A data set for use by candidates will also be provided by OCR and will be equally relevant to **both** controlled assessment tasks.

Candidates submit **one** controlled assessment task in the form of a business report. The report should comprise the **three** investigations for assessment.

Investigation 1 is marked out of a total of 10 marks and investigations 2 and 3 are each marked out of a total of 25 marks.

For each controlled assessment task, investigation 1 will require candidates to use the data set provided in order to arrive at a recommendation. Each of investigations 2 and 3 provide candidates with the opportunity to make use of local resources and collect appropriate additional primary and/or secondary data in order to arrive at their recommendation(s).

The live OCR controlled assessment tasks (business scenarios, compulsory investigations for assessment and data set) must **NOT** be used as practice material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

## 4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 16 hours in producing the work for this unit. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

### 4.2.1 Preparation and research time

#### Preparation (informal supervision)

**Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.**

- Introduction to the task (teacher led)

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

#### Research (limited supervision)

**Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.**

- Research/collection of evidence: **ten hours**

During the research phase candidates can be given support and guidance.

Teachers **can**:

- explain the task
- advise on how the task could be approached
- advise on resources
- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**:

- comment on or correct the work
- practise the task with the candidates
- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet- or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 4.2.2 Producing the final piece of work

#### Producing final piece of work (formal supervision)

**Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions.**

- Writing a report: **six hours**
- OCR recommends that the total length of each candidate's controlled assessment task evidence (report comprising the three investigations for assessment) is approximately 2000 words in total. Candidates should be instructed to write in a clear and concise manner. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must work independently to produce their own final piece of work.

### 4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation or marking must be marked with the:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags.

### 4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

#### 4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for A291 Marketing and Enterprise controlled assessment tasks* below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

#### 4.3.2 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives, teachers select one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective will be entered for each investigation. The final mark for the candidate for the controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the assessment objective marking strands.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate work awarded, which may be zero.

### 4.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

#### 4.3.4 Marking criteria for A291 Marketing and enterprise controlled assessment tasks

Candidates submit **one** controlled assessment task in the form of a business report. The report should comprise the **three** investigations for assessment. Investigation 1 is marked out of a total of 10 marks using the relevant marking criteria below. Investigations 2 and 3 are each marked out of a total of 25 marks using the relevant marking criteria below.

Investigation 1		
<b>AO3*</b>	<b>1–2 marks</b>	The candidate demonstrates evidence of analysing and evaluating relevant/appropriate evidence, making detailed, reasoned judgements and presenting appropriate conclusions in the context of the investigation. The candidate expresses business ideas in an appropriate context. There may be some errors of spelling, punctuation and grammar.
<b>AO2</b>	<b>1–4 marks</b>	The candidate demonstrates evidence of applying his/her knowledge and understanding of relevant/appropriate marketing and enterprise concepts, issues and terminology in planning and carrying out the task in the context of the investigation.
<b>AO1</b>	<b>1–4 marks</b>	The candidate demonstrates evidence of recalling, selecting and communicating his/her knowledge and understanding of relevant/appropriate marketing and enterprise concepts, issues and terminology in the context of the investigation.

0 marks = no response or no response worthy of credit

\* Quality of written communication is assessed as part of AO3.

## Investigations 2 and 3

AO3*	5–7 marks	The candidate demonstrates evidence of analysing and evaluating relevant/appropriate evidence in the context of the investigation. Recommendation(s)/conclusion(s)/judgement(s) is/are appropriate and realistic and arise from logical and critical analysis of evidence presented/obtained. The candidate expresses relatively straightforward ideas with clarity and fluency. Arguments are generally relevant, though may stray from the point of the investigation. There may be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.
	1–4 marks	The candidate demonstrates some evidence of analysing and evaluating in the context of the investigation. An attempt is made to analyse the evidence presented/obtained to arrive at a recommendation(s) and/or draw simple conclusion(s) and/or arrive at simple judgement(s) which may be supported by relevant/appropriate business knowledge. The candidate expresses simple business ideas in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.
AO2	6–10 marks	The candidate demonstrates evidence of applying his/her knowledge and understanding in planning and carrying out the task in the context of the investigation. The ability to effectively apply relevant/appropriate marketing and enterprise concepts, issues and terminology is demonstrated consistently.
	1–5 marks	The candidate demonstrates some evidence of applying his/her knowledge and understanding in planning and carrying out the investigation. Some understanding of marketing and enterprise concepts, issues and terminology is apparent.
AO1	5–8 marks	The candidate consistently demonstrates evidence of recalling, selecting and communicating his/her knowledge and understanding of relevant/appropriate marketing and enterprise concepts, issues and terminology in the context of the investigation.
	1–4 marks	The candidate demonstrates some evidence of recalling, selecting and communicating his/her knowledge and understanding of marketing and enterprise concepts, issues and terminology in the context of the investigation.

0 marks = no response or no response worthy of credit

\* Quality of written communication is assessed as part of AO3.

### 4.3.5 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [Interchange](#).

### 4.3.6 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

### 4.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4 page 25.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

### 4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Business Studies unit A291 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 page 31 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

- 1 Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
- 2 Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
- 3 Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR [Interchange](#).

### 5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Business Studies Specification
- [specimen assessment materials for each unit](#)
- [Guide to controlled assessment](#) in Business Studies
- [Teachers' Handbook](#)
- [sample schemes of work and lesson plans](#)

### 5.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

#### 5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.



Hodder is the publisher partner for OCR GCSE Business Studies.

Hodder produces the following resources for OCR GCSE Business Studies:

- *OCR Business Studies for GCSE, 2nd edition*, Peter Kennerdell, Alan Williams, Mike Schofield (ISBN: 9780340983492)
- *OCR Business Studies for GCSE, Dynamic Learning Network Edition DVD-ROM*, Peter Kennerdell, Alan Williams, Mike Schofield (ISBN: 9780340983485).

### 5.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

### 5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

## 5.4 OCR support services

### 5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Business Studies specifications.



Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- Richer and more granular data will be made available to centres including question level data available from e-marking
- You can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- Our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

### 5.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

## 6.1 Equality Act information relating to GCSE Business Studies

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assistants	Yes	All written examinations
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL signers	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra time	Yes	All written examinations

## 6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- At least 40% of the assessment must be taken in the examination series in which the qualification is certificated.
- Candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE Business Studies \(March 2011\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

### 7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Business Studies certification is available in June 2014 and each June thereafter.

	Unit A291	Unit A292	Unit A293	Certification availability
June 2014	✓	✓	✓	✓
June 2015	✓	✓	✓	✓

### 7.2 Certification rules

For GCSE Business Studies, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

### 7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used in the calculation of the new qualification grade. Any results previously achieved cannot be re-used.

For the controlled assessment unit A291, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used in the calculation of the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

### 7.4 Making entries

#### 7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

**It is essential** that correct unit entry codes are used when making unit entries.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A291A	01	Moderated via OCR Repository	<i>Marketing and enterprise</i>
A291B	02	Moderated via postal moderation	
A291C	80	Carried forward	
A292		Written paper	<i>Business and people</i>
A293		Written paper	<i>Production, finance and the external business environment</i>

### 7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Centres must enter candidates for:

- GCSE Business Studies certification code J253

### 7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).

### 7.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3210.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

### 8.1 Overlap with other qualifications

There is a small degree of overlap between the content of this specification and that for GCSEs in Applied Business, Economics, and Leisure and Tourism.

### 8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

### 8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for Business Studies*. All documents are available on the [Ofqual website](#).

### 8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues in the following topics.

	A291	A292	A293
Spiritual		✓	
Moral	✓	✓	✓
Ethical	✓	✓	✓
Social		✓	✓
Legislative	✓	✓	✓
Economic		✓	✓
Cultural	✓	✓	

## 8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

Sustainable development and the environment are themes addressed in Unit A293. Health and Safety issues are also addressed within Unit A293.

The impact of EU membership, the single market and the Eurozone on individuals and business is an integral part of this specification. Specific reference to the EU, the single market and the Eurozone is made in Unit A293.

## 8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A291	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A292	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A293	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides candidates with a wide range of appropriate opportunities to use ICT in order to further their study of Business Studies.

Opportunities for ICT include:

- use of word-processing packages (report writing, etc)
- use of spreadsheet/database packages (collating, calculating, graphing and interpreting data, etc)
- use of graphics packages (promotional material, etc).

## 8.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship.

This section identifies where this specification might complement the programme of study for Citizenship.

### 1.2 Rights and responsibilities

a	Exploring different kinds of rights and obligations and how these affect individuals and communities
b	Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced supported and protected
c	Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try and balance these

### 1.3 Identities and diversity: living together in the UK

c	Considering the interconnections between the UK and the rest of Europe and the wider world
---	--

### 2.1 Critical thinking and enquiry

a	Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems
b	Research, plan and undertake enquiries into issues or problems, using a range of information, sources and methods
c	Interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias
d	Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)

## 2.2 Advocacy and representation

- |   |   |
|---|---|
| a | Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree   |
| b | Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes        |
| c | Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them |

## 2.3 Taking informed and responsible action

- |   |   |
|---|---|
| a | Explore creative approaches to taking action on problems and issues to achieve intended purposes  |
| d | Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations for future action |

## 3 Range and content

- |   |  |
|---|--|
| a | The study of citizenship should include political, legal and human rights and freedoms in a range of contexts from local to global |
| i | The study of citizenship should include policies and practices for sustainable development and their impact on the environment     |
| k | The study of citizenship should include the rights and responsibilities of consumers, employers and employees                      |

## 4 Curriculum opportunities

- |   |  |
|---|--|
| a | Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities  |
| c | Opportunity for candidates to work individually or in groups, taking on different roles and responsibilities   |
| h | Opportunity for candidates to take into account a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics |
| i | Opportunity for candidates to use and interpret different media and ICT both as sources of information and as a means of communicating ideas   |

# Appendix A: Guidance for the production of electronic controlled assessment

A

## Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A291, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)



## YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates).
- Book your inset training place online at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk)
- Learn more about active results at [www.ocr.org.uk/activeresults](http://www.ocr.org.uk/activeresults)
- Join our business studies social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,  
Westwood Business Park, Coventry CV4 8JQ**

## WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit [www.ocr.org.uk/centreapproval](http://www.ocr.org.uk/centreapproval) to become an approved OCR centre.

## Contact us

Keep up to date with the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

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