

CCEA GCE Specification in Business Studies

For first teaching from September 2008

For first award of AS Level in Summer 2009

For first award of A Level in Summer 2010

Subject Code: 3210

business studies

Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE Business Studies specification for first teaching from September 2008.

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a "stand-alone" qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%).

An A* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

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1 Introduction

This specification sets out the content and assessment details for CCEA's Advanced Subsidiary (AS) and Advanced Level (A Level) courses in GCE Business Studies. This specification is for first teaching from September 2008. The latest version of this specification can be viewed and downloaded from the CCEA website, www.ccea.org.uk.

The AS course can be taken as a final qualification or as the first half of the A Level qualification. If students wish to obtain a full A Level qualification, they must also complete the second half of the course referred to as A2. The first AS award for this specification will be made in 2009. The first A Level award will be made in 2010.

The specification builds on the broad objectives of the revised Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The aims of the specification are set out below.

1.1 Aims

Students should be encouraged to:

- develop an enthusiasm for studying for business;
- gain a holistic understanding of business;
- develop a critical understanding of organisations and their ability to meet society's needs and wants;
- understand that business behaviour can be studied from a range of perspectives;
- generate enterprising and creative solutions to business problems and issues;
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals; and
- acquire a range of relevant business and generic skills including decision making, problem solving, the challenging of assumptions and the quantification and management of information.

1.2 Key features

The key features of the specification are listed below.

- It is made up of a combination of AS and A2 units.
- All assessment is external.
- It enables progression to study at further and higher education, training and employment.
- It emphasises the development of relevant business and generic skills.

1.3 Prior attainment

No prior attainment is required, although students would benefit from good standards of literacy and numeracy.

1.4 Prohibited combinations

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

In any one series of examinations a candidate should not enter for examinations in this specification together with examinations in another GCE specification of the same title or one which includes Business in its title.

2 Specification at a Glance

The table below summarises the structures of the AS and A Level courses:

Unit	Assessment Format	Duration	Weighting and Marks	Availability
AS 1: The Competitive Business	<ul style="list-style-type: none"> 2 compulsory structured data responses (40 marks). 	1 hour 30 minutes	50% of AS 25% of A Level	January and Summer
AS 2: Managing Business Resources	<ul style="list-style-type: none"> 2 compulsory structured data responses (40 marks). 	1 hour 30 minutes	50% of AS 25% of A Level	January and Summer
A2 1: Making Business Decisions	<ul style="list-style-type: none"> 1 compulsory structured data response (80 marks). 	2 hours	50% of A2 25% of A Level	January and Summer
A2 2: The Changing Business Environment	<ul style="list-style-type: none"> Unseen case study with problem-solving/decision making focus. Candidates are required to produce business report analysing problems, evaluating evidence and proposing/justifying solutions (80 marks). 	2 hours	50% of A2 25% of A Level	January and Summer

3 Subject Content

Students following the AS course must study units AS 1 and AS 2. Students following the A Level course must study two further units, A2 1 and A2 2. The content of each of these units is set out below.

3.1 Unit AS 1: The Competitive Business

Candidates should acquire a critical understanding of the central purpose of business activity and become familiar with the different forms of business organisations that exist.

They are also expected to acquire a critical understanding of the marketing and operations management content outlined below. When considering marketing aspects, candidates should appreciate the markets and environment in which the business operates in and understand how businesses try to meet the wants and needs of customers.

Candidates should understand the necessity for quality, investment and productivity in today's business and be able to identify the factors which affect them.

Content	Learning Outcomes
<p>Central purpose of business activity</p> <ul style="list-style-type: none"> • Adding value • Competitive advantage 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding why adding value is important and ways by which added value can be achieved; • analyse and evaluate different approaches to adding value; • demonstrate and apply knowledge and understanding of how businesses can achieve a competitive advantage through strategies such as cost advantage and differentiation advantage; and • analyse and evaluate different approaches to achieving competitive advantage.
<p>Forms of business organisation</p> <ul style="list-style-type: none"> • Sole trader • Partnerships • Limited companies – private and public • Franchises • Social Enterprises 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the main features and requirements of each form of business – for example unlimited liability, body corporate, sleeping/limited partners; and • analyse and evaluate issues relating to forms of business organisation.

Content	Learning Outcomes
<p>Markets and market forces</p> <ul style="list-style-type: none"> • Consumer goods and services • Capital goods • Labour market • Mass and niche markets • E-commerce • Demand and supply • Price determination • Price elasticity of demand 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the main features of different types of markets; • analyse the features of these markets; • analyse how business activity is affected by the market; • demonstrate and apply knowledge and understanding of the concepts of demand and supply; • analyse factors causing demand and supply curves to shift; • analyse how movements of demand and supply curves affect the equilibrium price and quantity; • demonstrate and apply knowledge and understanding of price elasticity of demand; • calculate price elasticity of demand and analyse results; and • evaluate issues relating to markets and market forces such as the usefulness of price elasticity of demand when making business decisions, or the importance of e-commerce.
<p>Spectrum of competition</p> <ul style="list-style-type: none"> • Market share, market growth and market size • Degree of competition in the market (market structures) 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of market share, market growth and market size; • analyse market share, market growth and market size; • demonstrate and apply knowledge and understanding of different market structures; • analyse factors determining the degree of competition in a market;

Content	Learning Outcomes
<p>Spectrum of competition (cont.)</p> <ul style="list-style-type: none"> • Monopolies, mergers and restrictive practices 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the regulation of markets and the roles of the Office of Fair Trading, Competition Commission and regulatory bodies such as Ofcom and Ofwat; and • evaluate issues relating to the spectrum of competition such as the implications of market structures for businesses and consumers.
<p>Market research</p> <ul style="list-style-type: none"> • Reasons for market research • Types of primary and secondary research • Sampling • Qualitative and quantitative research 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the reasons for market research; • demonstrate and apply knowledge and understanding of the following market research methods: <ul style="list-style-type: none"> - questionnaires; - interviews; - observation; - focus groups; - consumer panels; - surveys by post, internet, email, telephone and face-to-face; - test markets; - store loyalty cards; • analyse these market research methods; • demonstrate and apply knowledge and understanding of different sampling methods to include: <ul style="list-style-type: none"> - random; - quota; - stratified; - cluster sampling; • analyse methods of sampling; and • evaluate issues relating to market research such as market research methods or methods of sampling.

Content	Learning Outcomes
<p>Marketing mix</p> <ul style="list-style-type: none"> • Product • Price • Promotion • Place • People • Process • Physical environment 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of each of the elements of the marketing mix; • analyse each element within the mix; and • evaluate issues relating to the marketing mix for a product/service taking account of the marketing objectives of a business.
<p>Product life cycle</p> <ul style="list-style-type: none"> • Stages • Extension strategies 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the product life cycle including extension strategies; • analyse the product life cycle including the need to have a balanced portfolio of products and the cash flow and revenue implications; and • evaluate issues relating to the product life cycle such as its usefulness to a business or possible extension strategies.
<p>Market planning and strategy</p> <ul style="list-style-type: none"> • Marketing plan • Market segmentation • Market positioning 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of a marketing plan including SWOT analysis, market research, business objectives, marketing strategies and a marketing budget; • demonstrate and apply knowledge and understanding of market segmentation; • analyse how markets might be segmented; and • evaluate issues relating to market planning and strategy such as the usefulness of a marketing plan, or the need to segment a market.

Content	Learning Outcomes
<p>Quality management</p> <ul style="list-style-type: none"> • What is quality? • Measures of quality • Approaches to quality • EFQM • ISO 9000 • Balanced scorecards • Best practice benchmarking 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding about what quality means to a business. This could include performance, reliability, cost effectiveness, delighting customers by fully meeting their needs and expectations; • demonstrate and apply knowledge and understanding about different approaches to quality; • analyse different approaches to quality; and • evaluate issues relating to quality management such as the need for a quality policy or the advantages and disadvantages of different approaches to quality.

Content	Learning Outcomes
<p>Investment and productivity</p> <ul style="list-style-type: none"> • Types of production • Productivity and investment • Economies and diseconomies of scale 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the different types of production including, job, batch, flow, cell and lean; • analyse which type of production is most suitable in a particular situation; • demonstrate and apply knowledge and understanding of productivity, the factors affecting it and the need for investment; • analyse the factors affecting productivity: <ul style="list-style-type: none"> - machinery – investment in new machinery, maintenance of machinery; - workers – skills and training, levels of motivation; • demonstrate and apply knowledge and understanding of internal and external economies and diseconomies of scale; • analyse internal and external economies and diseconomies of scale; and • evaluate issues relating to investment and productivity such as the implications of growth for a business.

3.2 Unit AS 2: Managing Business Resources

Candidates will be expected to understand the impact of various management and organisation structures for a business and its employees. They must also appreciate the role of accounting and financial information as an aid to decision-making and financial control.

Content	Learning Outcomes
<p>Organisational design</p> <ul style="list-style-type: none"> • Centralisation • Decentralisation • Chain of command • Span of control • De-layering 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of organisation design; • analyse issues related to organisation design; • demonstrate and apply knowledge and understanding of centralised and decentralised, and tall and flat structures; • analyse different organisational hierarchies; • demonstrate and apply knowledge and understanding of the chain of command, span of control and de-layering; • analyse issues relating to the chain of command, span of control and de-layering; and • evaluate issues relating to organisational design such as the advantages and disadvantages of different types of organisation design or de-layering.
<p>Communication</p> <ul style="list-style-type: none"> • Impact of technology on communications • Barriers to effective communication 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the impact of technology on communications; • analyse the impact of technology on communication channels; • demonstrate and apply knowledge and understanding of barriers to effective communication; • analyse the factors affecting choice of medium and the barriers to effective communication; and • evaluate issues relating to communication such as the impact of technology on communication, or the different methods of communication.

Content	Learning Outcomes
<p>Motivation</p> <ul style="list-style-type: none"> • Management theorists • Monetary methods of motivation 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the theories of; Taylor, Maslow, Herzberg, McGregor; • analyse these motivation theories; • demonstrate and apply knowledge and understanding of monetary methods of motivation including, time rate, piece rate, commission, fees, fringe benefits, profit sharing and profit related pay; • analyse monetary methods of motivation; and • evaluate issues relating to motivation such as the usefulness of motivational theories or the advantages and disadvantages of monetary methods to motivation.
<p>Non-monetary methods of motivation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of job enrichment, job enlargement, job rotation, employee participation and empowerment, quality circles and team working; • analyse non-monetary methods of motivation; and • evaluate issues relating to non-monetary methods of motivation such as the advantages and disadvantages of non-monetary methods.

Content	Learning Outcomes
<p>Principles of management and leadership</p> <ul style="list-style-type: none"> • Management styles 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the different styles of leadership and management (authoritarian, paternalistic, <i>laissez-faire</i> and democratic); • analyse the impact of these styles on motivation; • demonstrate and apply knowledge and understanding of the main functions of management; • analyse the role of management in motivation; and • evaluate issues relating to management and leadership such as whether a management style is appropriate in a situation.

Content	Learning Outcomes
<p>Investing in people</p> <ul style="list-style-type: none"> • People investment planning • Training • Recruitment • Appraisal 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding about the factors that determine decisions on people investment planning (eg succession planning, skill sets of current employees, staff training requirements for existing staff, future needs of the organisation etc); • demonstrate and apply knowledge and understanding of different training methods; • analyse different training methods; • demonstrate and apply knowledge and understanding of internal and external recruitment; • analyse internal and external recruitment; • demonstrate and apply knowledge and understanding of appraisal; • demonstrate and apply knowledge and understanding of the selection and appointment process; and • evaluate issues relating to investing in people such as the advantages and disadvantages of people investment planning and different methods of recruitment and training.

Content	Learning Outcomes
<p>Break-even analysis</p> <ul style="list-style-type: none"> • How it is used by business • Break-even point • Margin of safety • Contribution 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of break-even charts; • draw break-even charts; • calculate break-even point and margin of safety, using both formulae and break-even chart; • demonstrate and apply knowledge and understanding of the effects of a change in fixed cost, variable cost or selling price; • analyse contribution, identify output required to obtain a target level of profit and calculate margin of safety; and • evaluate issues relating to break-even analysis such as its usefulness to a business.

Content	Learning Outcomes
<p>Budgeting, cash flow and variance analysis</p> <p>Budgets</p> <ul style="list-style-type: none"> • Fixed and flexible • Zero based budgeting • Benefits of budgets • Problems of preparing budgets 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the role of budgeting in decision making; • demonstrate and apply knowledge and understanding of fixed and flexible budgets (problems of setting); • demonstrate and apply knowledge and understanding of zero-based budgeting; and • evaluate issues relating to budgeting such as the usefulness of budgeting or the advantages and disadvantages of zero-based, fixed and flexible budgets.
<p>Cash flow</p> <ul style="list-style-type: none"> • Importance of cash • Difference between cash and profit • Cash flow forecast 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of cash flow forecasts and their importance; • construct and interpret a cash flow forecast; • analyse the difference between cash flow and profit; • demonstrate and apply knowledge and understanding of how to control cash flow; • analyse methods of improving cash flow and consequences of these in short and long term; and • evaluate issues relating to cash flow such as the importance of constructing cash flow forecasts.

Content	Learning Outcomes
Variance analysis	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of variance analysis; • calculate (simple) and interpret favourable and adverse variances; • analyse the causes of the variances and impact on the business; • analyse the total budgeted – total actual, discuss reasons for the variance and the implications for a business; and • evaluate issues relating to variance analysis such as its usefulness to a business.
Final accounts	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the Trading, Profit and Loss Account and Balance Sheet of a sole trader, including concepts such as assets and liabilities; • interpret Trading, Profit and Loss Account and Balance Sheet; and • evaluate issues relating to final accounts such as their usefulness in a particular situation.
Depreciation	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of depreciation; and • calculate depreciation using straight line method.

3.3 Unit A2 1: Making Business Decisions

Candidates will be expected to recognise potential conflict between the objectives of different stakeholder groups and suggest and evaluate resolutions to such conflict. They must also appreciate the role of accounting and financial information as an aid to decision-making and financial control.

Content	Learning Outcomes
<p>Business objectives</p> <ul style="list-style-type: none"> • Mission statements • Factors determining business objectives • Short and long term objectives • Conflict 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of mission statements; • evaluate a mission statement; • demonstrate and apply knowledge and understanding of different business objectives, for example: <ul style="list-style-type: none"> - survival; - profit maximisation; - growth; • demonstrate and apply knowledge and understanding of the use of short and long term objectives by a business; • analyse when each may apply; • analyse business objectives in conflict; and • evaluate business objectives.
<p>Stakeholder objectives</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of objectives of owners, managers, employees, suppliers, customers, creditors, society and government; • analyse the potential for conflict between stakeholders; • analyse the potential for stakeholder objectives to be in conflict with business objectives; and • evaluate strategies to deal with conflicting objectives.

Content	Learning Outcomes
<p>Business strategy and planning</p> <ul style="list-style-type: none"> • Business plan • Identifying objectives • Analysing the current position (SWOT and PESTEL) • Developing strategies • Ansoff and Boston matrix • Implementing strategies • Evaluation 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of SWOT analysis and PESTEL to assist drawing up strategy; • demonstrate and apply knowledge and understanding of scientific decision making using objective as opposed to subjective; • demonstrate and apply knowledge and understanding of Ansoff and Boston matrixes and evaluate them as decision-making tools; • evaluate alternative business strategies; and • evaluate a business plan.
<p>Decision tree analysis</p> <ul style="list-style-type: none"> • Drawing a decision tree • Making calculations • Showing decisions • Advantages and limitations 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • construct a simple decision tree from given information including financial estimates and probabilities; and • evaluate decision trees as a tool for decision making.
<p>Contingency planning</p> <ul style="list-style-type: none"> • Contingency planning for crisis 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse why a crisis may arise and develop a contingency plan.
<p>Company accounts</p> <ul style="list-style-type: none"> • Interpreting company accounts 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the uses of company accounts; • analyse and interpret a Profit and Loss Account and Balance Sheet of a company (comparison over time and with competitors); • analyse the limitations of published accounts; and • evaluate the usefulness of published accounts.

Content	Learning Outcomes
<p>Ratio analysis</p> <ul style="list-style-type: none"> • Performance ratios • ROCE • Gross profit margin • Net profit margin • Liquidity ratios • Current ratio • Acid test ratio • Gearing ratio • Shareholders ratios • Earning per share • Return on equity • Limitations of ratio analysis 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding about performance, liquidity, gearing and shareholder ratios; • calculate ratios from given formula; • evaluate a businesses performance using ratio analysis based upon: <ul style="list-style-type: none"> - their performance over several years; - comparing them to a business operating in the same sector; and • evaluate the benefits and limitations of ratio analyses. Explain the difference between cash and profit.
<p>Investment appraisal</p> <ul style="list-style-type: none"> • Payback • ARR • NPV 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding about the reasons for investment appraisal and recognise the problems of forecasting cash flows; • calculate and interpret payback, average rate of return and net present value from given data; • evaluate the advantages and limitations of each method; • evaluate the qualitative factors influencing investment decisions; and • evaluate investment options faced by a business.

3.4 Unit A2 2: The Changing Business Environment

This unit examines the macroeconomic and international framework within which businesses operate. It acknowledges the unique culture of each organisation, yet recognises that they are all bound by the same social responsibilities and ethics. The unit examines how businesses are affected by and react to this dynamic environment, taking particular account of the relationships which exist between the various stakeholders of the businesses.

Content	Learning Outcomes
<p>Macroeconomic framework</p> <ul style="list-style-type: none"> • Role of enterprise in resource allocation • Mixed economy • Business cycles • Importance of business confidence • Government policy objectives • Economic instruments used to achieve these objectives • Effects of these objectives and instruments on business • Business strategies to deal with government policies 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the macroeconomic framework in which businesses operate; • demonstrate and apply knowledge and understanding of government policy objectives: <ul style="list-style-type: none"> - economic growth; - sustainable development; - inflation; - employment; - balance of payments; • demonstrate and apply knowledge and understanding about instruments the government uses to achieve its policy objectives. These should include: <ul style="list-style-type: none"> - direct and indirect taxation; - government expenditure; - interest rates; - exchange rates; • demonstrate an awareness of what they are and their impact on business; • apply this knowledge and understanding to analyse the impact that trying to achieve these objectives has on the economy and on businesses; and • evaluate the likely effects of government policies on businesses and suggest strategies to counter them.

Content	Learning Outcomes
<p>Globalisation</p> <ul style="list-style-type: none"> • International dimension of business • Impact on local businesses of emerging markets such as China, India and Eastern European countries • Problems of international trade • Trend of globalisation 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the international context in which businesses operate; • apply this knowledge and understanding to analyse how businesses are likely to be affected by international events: <ul style="list-style-type: none"> - awareness that China, India and Eastern European are big players in the world economy; • evaluate the likely success of international marketing strategies: <ul style="list-style-type: none"> - students should appreciate benefits of international trade; and • evaluate advantages and disadvantages of multinational businesses.
<p>Business ethics and corporate social responsibility</p> <ul style="list-style-type: none"> • Ethical codes and social responsibility charters • Ethics as a source of competitive advantages • Ethical issues • Business stakeholders 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the ethical and social responsibilities of businesses; • demonstrate and apply outline knowledge and understanding of ethical issues relating to the following: <ul style="list-style-type: none"> - finance and accounting; - human resources; - management; - sales/marketing; - suppliers/production; - intellectual property and skills; and - what the issues may be, the impact on the firm and how they might respond; • evaluate the likely outcomes of decisions taken on the business and its stakeholders; and • evaluate whether a business meets its social and ethical objectives.

Content	Learning Outcomes
<p>Corporate culture</p> <ul style="list-style-type: none"> • Bureaucratic and innovative organisation • Groupthink 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the culture of a business; • apply this knowledge and understanding to analyse how culture impacts upon business success or failure; and • evaluate the likely outcomes of attempts to change the culture within a business.
<p>Change</p> <ul style="list-style-type: none"> • Causes and effects of change in business • Reasons for resistance to change • Strategies to overcome such resistance • Managing change effectively 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of the main causes of change within businesses. This should include: <ul style="list-style-type: none"> - pressure groups (EU issues, the euro, EU enlargement and immigration); - social trends (multicultural society, impact of crime, alcohol and drug abuse, use of the internet); - business legislation (rights of parents, smoking in the workplace); - current topical areas (impact of increasing oil prices, waste management/recycling and packaging, contribution to climate change); - demography; - growth and decline of primary, secondary and tertiary sectors; - re-organisation of business process – economies and diseconomies of scale, effects of introducing new machinery/technology, downsizing; - organic growth/amalgamation – mergers and take-overs, vertical, horizontal, lateral, diversification, management/employee buyouts;

Content	Learning Outcomes
Change cont.	Students should be able to: <ul style="list-style-type: none">• demonstrate and apply knowledge and understanding of the main effects of change;• apply this knowledge and understanding to analyse the impact of implementing change in different business contexts; and• evaluate the effects of change on an organisation and management of change by an organisation.
Reports	<ul style="list-style-type: none">• draw up a report using the correct format.

4 Scheme of Assessment

4.1 Assessment opportunities

Students can choose to be assessed in stages during their AS and A Level courses or to leave all assessment to the end of these courses. The availability of assessment units is shown in Section 2 of the specification.

Students can choose to re-sit AS and A2 assessment units. The best result for each assessment unit will count towards the AS and A Level qualifications.

Results for each assessment unit can continue to contribute to an AS or A Level qualification while the specification is offered.

4.2 Assessment objectives

The assessment objectives of the specification are listed below.

- AO1** Demonstrate knowledge and understanding of the specification content.
- AO2** Apply knowledge and understanding to problems and issues arising from both familiar and unfamiliar situations.
- AO3** Analyse problems, issues and situations.
- AO4** Evaluate, distinguish between and assess appropriateness of fact and opinion, and judge information from a variety of sources.

4.3 Assessment objective weightings

The assessment objective weightings for each assessment unit and the overall AS and A Level qualifications are set out in the table below.

Assessment Objective	Assessment Units				Overall Permitted Weightings	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	30%	30%	20%	20%	25-35%	15-25%
AO2	25%	25%	25%	25%	20-30%	20-30%
AO3	25%	25%	25%	25%	20-30%	20-30%
AO4	20%	20%	30%	30%	15-25%	25-35%

4.4 Quality of written communication

Assessment in AS and A Level qualifications in Business Studies requires students to demonstrate their quality of written communication. In particular, students are required to:

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

Students' quality of written communication is assessed qualitatively as an integral part of those questions or tasks requiring responses in extended written form.

4.5 Synoptic assessment

The A2 assessment units include an element of synoptic assessment. This allows students to demonstrate expertise in the essential knowledge, understanding and skills of Business Studies.

In Business Studies, synoptic assessment requires that students demonstrate that they can:

- gain a holistic understanding of business; and
- develop the ability to deal with the interrelationships between external and internal factors affecting business in different contexts.

4.6 Stretch and challenge

The A2 assessment units will include opportunities for stretch and challenge. This will be achieved by:

- a use of variety of stems in questions;
- the inclusion of questions constructed with a deliberate incline of difficulty and decrease in structuring;
- ensuring connectivity between sections of questions, thereby avoiding questions that are too atomistic;
- requiring extended writing;
- using a wide range of question type to address skills; and
- using synoptic assessment.

4.7 Reporting and grading

The results of individual assessment units are reported on a uniform mark scale that reflects the assessment weighting of each unit.

AS qualifications are awarded on a five grade scale from A to E with A being the highest. A Level qualifications are awarded on a six grade scale from A* to E with A* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A*, candidates will need to achieve a grade A on their full A level qualification and an A* on the aggregate of their A2 units. For students who fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions published by the regulatory authorities (See Section 5.4).

5 Links

5.1 Support materials

CCEA currently provides the following materials to support this specification:

- specimen papers;
- mark schemes;
- resource list;
- schemes of work;
- student ‘course companion’;
- student guide to report writing; and
- Chief Examiner Reports.

CCEA will expand its range of support materials to include the following:

- dedicated micro-site with materials for teachers and students.

Details of CCEA’s Annual Support Programme of events and materials for Business Studies can be found on the CCEA website, www.ccea.org.uk.

5.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it allows students to:

- address spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues in areas such as:
 1. investing in people;
 2. motivation in business;
 3. the nature and role of marketing;
 4. corporate and organisational culture;
 5. managing change; and
 6. legal, political and social influences;
- investigate sustainable development, health and safety considerations and European developments; and
- develop skills that will enhance their employability, for example problem solving, communication, the ability to think logically and team work.

5.3 Key skills

All units of this specification provide opportunities for students to develop and generate evidence for assessing, the following Key Skills at Level 3:

- Communication;
- Application of Number;
- Information and Communication Technology;
- Improving Own Learning Performance;
- Working with Others;
- Problem-solving.

5.4 Performance descriptions

Performance descriptions for the AS and A2 judgemental A/B and E/U boundaries can be obtained from the QCA website, www.qca.org.uk.

5.5 Examination entries

The following entry codes apply to individual assessment units and the overall AS and A Level cash-ins in Business Studies:

AS 1:	AAT11
AS 2:	AAT12
AS cash-in:	S3212
A2 1:	AAT21
A2 2:	AAT22
A Level cash-in:	A3212

You can view details of how to make entries on our website. Alternatively, you can contact our Entries Team using the details provided in Section 5.8.

5.6 Students with particular requirements

We have designed this specification to minimise the need to adjust the assessment of students who have particular requirements. Details of the arrangements you can make for such students are available in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.

5.7 Disability Discrimination Act (DDA)

AS/A Levels 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 AS/A Level qualification and subject criteria were reviewed 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. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who are Eligible for Adjustments in Examinations*.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. *This will be kept under review and may be amended in the future.*

5.8 Contact details

The following list provides contact details for relevant members of our staff:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Officer with Subject Responsibility: Amanda Swann
(telephone: (028) 9026 1200, email: aswann@ccea.org.uk)
- Examination Entries, Results and Certification: Nicola Laight
(telephone: (028) 9026 1262, email: nlaight@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1228, email: smurray@ccea.org.uk)
- Support Events Administration: Events Information Service
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals): Jeffrey Hamilton
(telephone: (028) 9026 1205, email: jhamilton@ccea.org.uk).

Summary of Changes since First Issue

(all document changes are marked in red)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	30 June 2009	6–18	Content and Learning Outcomes columns have been amended