



CCEA GCSE Specification in Applied Business

For first teaching from September 2009

For first award in Summer 2011

Subject Code: 0002

applied. business

single award

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Applied Business for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Business Subjects;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Applied Business; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE Applied Business course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

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

1.1 Aims

This specification aims to encourage students to:

- develop a lifelong interest in and enjoyment of business subjects;
- be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study;
- 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 today's issues in local, national and global contexts;
- appreciate the 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;
- understand the changing use of ICT in business and economic activities;
- use relevant terms, concepts and methods effectively to describe business and economic behaviour;
- actively study business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds; and
- recognise that their business knowledge, understanding and skills help them to understand current events and provide a basis for their future role as active citizens and for possible further study of business.

1.2 Key features

The key features of the specification appear below:

- It is now a single award course.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- This specification provides a sound basis of business knowledge, which the student can build on through further study in Advanced Subsidiary GCE in Business Studies, Advanced GCE in Business Studies and Applied GCE in Business.
- A course based on this specification can make a significant contribution to developing young people as individuals and participants in society, the economy and the environment.
- The assessment burden for this subject has been reduced.
- This specification has a practical focus.

1.3 Prior attainment

Students do not require previous business learning to do this course. However, they should be competent in literacy and numeracy.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 0002.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of this GCSE course. Please note that each assessment may test all areas of the specification.

Content	Assessment	Weighting	Availability
Business Start Up Production Finance Marketing	Controlled assessment There is one controlled assessment with three tasks .	60%	Summer only
Managing People Business Growth Business Plan	External written exam There is also a 1 hour exam based on stimulus material.	40%	Summer only

3 Subject Content

This course is divided into seven main themes. The content of each theme, as well as the respective learning outcomes, appears below.

3.1 Business Start Up

This section focuses on business start up and the importance of the role of the entrepreneur. Business enterprise exists because entrepreneurs take risks in the hope of making a profit. If unsuccessful, entrepreneurs could face personal ruin. Successful entrepreneurs work to reduce these risks.

Content	Learning Outcomes
<p>Business Ownership</p> <p>Private Sector:</p> <ul style="list-style-type: none"> • Sole Trader • Partnership • Private Limited Company • Public Limited Company <p>Public Sector</p> <p>The Role of Social Enterprise</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate why and how businesses in their local area started up; • develop their knowledge and understanding of the different types of business organisations in their local area; • research the advantages and disadvantages of each of the listed types of ownership, looking at control, decision-making, finance and liability; • select two different types of businesses in the local area, compare and contrast them in terms of control, decision-making, finance and liability, and present their findings to the rest of the class; • develop their knowledge and understanding of the role of the public sector (a general overview); • investigate the role of a social enterprise in their local area; and • investigate the range of outputs that a social enterprise has, for example economic, social and environmental.

Content	Learning Outcomes
<p>Business Aims:</p> <ul style="list-style-type: none"> • Survival • Profit Maximisation • Growth • Corporate Image and Public Service • Concern for the Environment/ Social Responsibility <p>Stakeholders</p> <p>Resources of Business:</p> <ul style="list-style-type: none"> • Factors of Production <p>Entrepreneurs:</p> <ul style="list-style-type: none"> • Key Characteristics of Entrepreneurs 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and understanding of business aims; • research a business to show how its aims affect its activities; • investigate why, on certain occasions, these aims may be in conflict; • compare and contrast the aims of private and public sector organisations; • investigate why the aims of a social enterprise can differ from those of other business organisations; • demonstrate knowledge and understanding of different groups that have an interest in business; • consider a business from the perspective of each of these stakeholders; • investigate why the aims of different stakeholder groups can be in conflict; • demonstrate and apply knowledge and understanding of land, labour, capital and enterprise within the context of a local business; • investigate an entrepreneur to identify their attributes; • carry out a personal skills audit and reflect and review how they compare with those of an entrepreneur; and • present the findings of the above.

3.2 Production

Before a business decides how to produce its goods or services, it has to carry out research. It will have to identify and test the best production method and develop production strategies to ensure that manufacturing takes place efficiently.

Content	Learning Outcomes
<p>Types of Production:</p> <ul style="list-style-type: none"> • Primary • Secondary • Tertiary <p>Methods of Production</p> <p>Health and Safety Content</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate the main types of production; • classify businesses in their local area according to their production types; • investigate the changing trends across the types of production; • investigate and evaluate the main methods of production (job, batch and flow); • investigate and evaluate the main methods of stock control (traditional and ‘just in time’); • investigate the impact of technology on production; and • investigate the implications for a business of health and safety laws, and investigate the rights and responsibilities of both employers and employees in the areas of health and safety. <p><i>Students are not required to address specific legislation, but they should be aware that legislation exists to safeguard people’s health and safety.</i></p>

3.3 Finance

In studying this section, students have the opportunity to use ratio analysis to interpret final accounts. Students also use management accounting techniques to help them make decisions.

Content	Learning Outcomes
<p>Sources of Finance:</p> <ul style="list-style-type: none"> • Internal • External <p>Cash Flow Forecasts</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate the internal and external sources of finance available to a business: <ul style="list-style-type: none"> – internal sources: <ul style="list-style-type: none"> owner’s investment (start up or additional capital); retained profits; sale of stock; sale of fixed assets; and debt collection; and – external sources: <ul style="list-style-type: none"> bank loan or overdraft; additional partners; share issue; leasing; hire purchase; mortgage; trade credit; and government grants; • select the most appropriate sources of finance to be used in particular circumstances (start up and growth) – students should consider the type of business ownership when selecting the method of finance; • demonstrate knowledge and understanding of the purpose of cash flow forecasts, in the context of both forward planning and review (comparing budget and actual); • construct a cash flow forecast from given information (in the context of business planning); and • interpret a simple cash flow forecast.

Content	Learning Outcomes
<p>Ratios</p> <p>Break-Even (BE)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • interpret and analyse final accounts and vertical balance sheets for assessing business performance using ratios; the following ratio formulae will be provided in the examination: <ul style="list-style-type: none"> – net profit percentage; – stock turnover rate; – return on capital employed; and – working capital ratio (<i>students are not expected to construct or complete missing sections of balance sheets or profit and loss accounts; they do need to know where to find the values used in the ratios</i>); • distinguish between fixed and variable costs (no knowledge of semi-variable costs is required); • calculate break-even, both graphically and by given formula (if asked to draw a graph, the axis scales will be drawn out but students need to be able to label the axes); • label a break-even chart (profit/loss levels, profit/loss area, margin of safety, BE output, label all lines on the graph); • analyse a break-even chart; • explain the significance of the break-even point; and • calculate the margin of safety and understand its significance for a business.

3.4 Marketing

In this section, students have the opportunity to develop their understanding of the process of identifying and satisfying customers' needs and wants in an ever-changing and competitive environment.

Content	Learning Outcomes
<p>Market Research</p> <p>Methods:</p> <ul style="list-style-type: none"> • Primary/Field • Secondary/Desk <p>Sampling:</p> <ul style="list-style-type: none"> • Random • Quota <p>Competition</p> <p>Marketing Mix:</p> <ul style="list-style-type: none"> • Price • Product 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • develop a knowledge and understanding of the different methods of market research and sampling as well as the most appropriate method for particular circumstances; • carry out research and develop an action plan to investigate the demand for a product or service; • develop and apply a knowledge and understanding of market segmentation; • interpret, analyse, evaluate and present the results of market research; • demonstrate knowledge and understanding of the levels of competition a business may be faced with, and recognise indicators of the level of competition; • analyse strategies that a business may use to manage competition; • analyse the impact that competition has on the marketing mix; • investigate the range of pricing policies used by businesses (skimming, penetration and competitor based pricing); • select an appropriate pricing strategy for a given situation; • investigate the main factors which affect price; • develop and apply a knowledge and understanding of the product life cycle and discuss the strategies used to extend it; and • demonstrate an awareness that legislation exists in relation to products.

Content	Learning Outcomes
Marketing Mix (cont.): <ul style="list-style-type: none"><li data-bbox="252 405 421 427">• Promotion <li data-bbox="252 741 341 763">• Place	Students should be able to: <ul style="list-style-type: none"><li data-bbox="555 367 1337 472">• demonstrate and apply knowledge and understanding of the most commonly used methods of promotion (advertising, sales and promotion);<li data-bbox="555 517 1254 584">• select the most appropriate methods of promotion in particular circumstances;<li data-bbox="555 629 1310 696">• design promotional material for a given business, product or service; <li data-bbox="555 741 1337 875">• demonstrate and apply knowledge and understanding of the most commonly used channels of distribution for goods and services (manufacturer, wholesaler, retailer and consumer); and<li data-bbox="555 920 1337 987">• select the most appropriate channel of distribution for given goods and services.

3.5 Managing People

Good employers know that one of the most important resources to a business is its people. Therefore, businesses need to place great emphasis on getting the right people to suit their requirements and developing them to address any future needs of the business.

Content	Learning Outcomes
<p>Recruitment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • produce a job description and person specification for a given vacancy; • develop an understanding of the importance of a contract of employment; • identify, describe and evaluate the main methods of recruitment; • produce a job advertisement for a given vacancy; • select and justify a suitable method of recruitment for their advertisement; • show a knowledge and understanding of the legal controls that govern recruitment in Northern Ireland as well as the moral and ethical issues which underlie such legislation, relating to: <ul style="list-style-type: none"> – religion; – gender; – race; and – disability <i>(students do not have to address specific legislation but rather be aware that legislation exists to ensure people are treated fairly);</i>
<p>Selection</p>	<ul style="list-style-type: none"> • demonstrate and apply knowledge and critical understanding of the main methods of selection; • choose an appropriate method of selection for a given vacancy; and • show a knowledge and understanding of the responsibilities of both employer and employees in the selection process.

Content	Learning Outcomes
<p>Selection (cont.)</p> <p>Developing People:</p> <ul style="list-style-type: none"> • Training • Motivation 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • design an application form for a given vacancy; • develop interview questions for a given vacancy; • demonstrate and apply a knowledge and understanding of different selection processes; • investigate the reasons for staff training (induction, change in procedures and to become more competitive); • research the benefits and drawbacks of training to the business and employees; • research and evaluate on-the-job training and off-the-job training and justify the more appropriate method of training for particular circumstances; • investigate the importance of motivation among employees (lower labour turnover, higher quality work, fewer accidents and less absenteeism); • research and evaluate the main methods of financial and non-financial motivation listed below: <ul style="list-style-type: none"> – financial methods of motivation: <ul style="list-style-type: none"> bonus; commission; and profit sharing; and – non-financial methods of motivation: <ul style="list-style-type: none"> job rotation; team working; quality circles; and fringe benefits; and • select the most appropriate methods of motivation in a particular situation.

3.6 Business Growth

In studying this section, students learn that all forms of expansion can be regarded as business growth. Sometimes a business grows because its market grows, for example through developing international markets. Sometimes a business grows from within, sometimes through mergers and sometimes through buying out a rival. Students examine the indicators of growth.

Content	Learning Outcomes
<p>Business Success or Failure</p> <p>Business Growth</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● investigate signs of success or failure (success is indicated by increasing profit, attracting new competitors into the industry and expansion, while failure is indicated by loss of profit or poor cash flow); ● investigate how the success of a business relies upon a balance between risk and reward; ● investigate how a business manages change to ensure that it is successful; ● research and evaluate the main ways a business can grow, including: <ul style="list-style-type: none"> – internal growth/organic growth; and – external growth through mergers or takeovers; ● investigate the implications of growth (benefits of growth are increased profit, economies of scale and increased publicity, while the negatives of growth are poor communication, lack of motivation and difficulties of coordination); and ● demonstrate an awareness of the role of the competition commission.

Content	Learning Outcomes
<p>International Business</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate the benefits and drawbacks of international trade; • demonstrate and apply an understanding of how the marketing mix of a business would be affected by international trade: <ul style="list-style-type: none"> – <i>product</i> may need to change due to legal and cultural differences; – <i>price</i> may need to reflect exchange rate differences and taxes; – <i>promotion</i> may need to change to suit language and cultural differences; and – <i>place</i> may be affected by transportation methods and e-commerce; and • research the implications of the global market for businesses in the local economy.

3.7 Business Plan

In this section, students learn about the content of business plans and the reasons for developing them.

Content	Learning Outcomes
<p>Business Plan</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate and apply a knowledge and understanding of the reasons for developing a business plan and the components of a business plan; • construct a business plan from given information within a given time frame and working in small groups; • present their group business plan to the rest of the class; • reflect on and review one other business plan produced by the class; • provide and communicate constructive feedback on one plan produced by other members of the class; • improve their group business plan (individually) based on feedback from one other group and self evaluation; • evaluate their personal contribution to the group; and • evaluate the performance of the group in terms of time management, organisation, planning and communication.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select and communicate their knowledge and understanding of concepts, issues and terminology (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions (AO3).

4.3 Assessment objective weightings

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

Assessment Objective	Component Weighting		Overall Weighting
	Controlled Assessment	Paper	
AO1	17%	10%	27%
AO2	26%	18%	44%
AO3	17%	12%	29%
Total	60%	40%	100%

4.4 Quality of written communication

In GCSE Applied Business, candidates must demonstrate the quality of their written communication. In particular, candidates must:

- 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 their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of candidates' written communication in their responses to questions or tasks that require extended writing. The examiners assess the quality of written communication within all assessment objectives and examination components in this specification.

4.5 Reporting and grading

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

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

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

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We review our controlled assessment tasks every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- practical – time management, personal organisation and action planning;
- presentational;
- personal and interpersonal;
- cognitive – reflection and review of their own and others' performances; and
- decision-making – use of data and problem-solving.

In addition, elements of all these skills may be assessed externally.

6.3 Level of control

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

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

6.4 Task setting

There are three tasks for Applied Business. Students should complete **all** tasks.

Tasks	Marks Available	% of Controlled Assessment	% of Overall Qualification
Task 1	25 marks	33.3%	20%
Task 2	25 marks	33.3%	20%
Task 3	25 marks	33.3%	20%
Total	75 marks	100%	60%

The level of control for task setting is high. We provide the controlled assessment for centres to use.

Centres have the opportunity to contextualise the controlled assessment tasks to better suit their specific circumstances, including the availability of and access to resources.

6.5 Task taking

The following requirements for candidates and teachers apply to all the controlled assessment tasks.

Areas of Control	Detail of Control
Authenticity	<p>Task 1</p> <ul style="list-style-type: none"> • Candidates may carry out the research element of this task under limited supervision. (It is acceptable for work to be done outside formal supervision.) • They must carry out all other elements of Task 1 under formal supervision. • Teachers must be able to authenticate candidates' work. • Teachers must ensure that candidates acknowledge and reference any sources they use. <p>Task 2</p> <ul style="list-style-type: none"> • Candidates should carry out Task 2 under formal supervision. • Teachers must be able to authenticate their work. • Teachers must ensure that candidates acknowledge and reference any sources they use. <p>Task 3</p> <ul style="list-style-type: none"> • Candidates may carry out the research element of this task under limited supervision. (It is acceptable for research to be done outside formal supervision.) • They must carry out all other elements of Task 3 under formal supervision. • Teachers must be able to authenticate candidates' work. • Teachers must ensure that candidates acknowledge and reference any sources they use.
Feedback	<p>In all three tasks, teachers should guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • compliance with health and safety requirements; and • ensuring that work is completed in accordance with the specification requirements. <p>Teachers must assess work in accordance with the procedures and marking criteria.</p> <p>All candidates' conclusions must be their own.</p>

Areas of Control	Detail of Control
Time Limits	<p>The overall limit for the three tasks is 60 hours. The suggested time allocation for each task is as follows:</p> <ul style="list-style-type: none"> • Task 1 – 20 hours • Task 2 – 20 hours • Task 3 – 20 hours.
Collaboration	<p>Candidates may collaborate in the research element of the controlled assessment, but each person must complete an individual diary detailing their contribution.</p> <p>Candidates must complete all tasks independently.</p>
Resources	<p>The following guidance applies to all tasks:</p> <ul style="list-style-type: none"> • Candidates' access to resources is determined by those available to the centre. • Access is limited to those appropriate for the task. • Use of the internet must be properly referenced.

6.6 Task marking

The level of control for task marking is medium.

Teachers mark the controlled assessment tasks using the criteria that we provide.

Teachers must ensure that the work they mark is the candidates' own. For up to date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

Teachers must annotate the controlled assessment in detail to ensure fairness for the candidate and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end and on a Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Teachers and candidates must sign the candidate record sheet to authenticate that the work is the candidate's own, and to confirm that the work has been carried out under the specified conditions.

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

6.8 Moderation

Centres must submit the sample we request by the 1st of May.

We may adjust centres' marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require at the appropriate time.

See Appendix 1 for a glossary of controlled assessment terms.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers, controlled assessment tasks and mark schemes; and
- a resource list.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers and mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- student guides;
- student worksheets;
- PowerPoints;
- controlled assessment guidance for teachers;
- controlled assessment tasks;
- centre support visits;
- support days for teachers; and
- agreement trials.

You can find our Annual Support Programme of events and materials for GCSE Applied Business on our website at www.ccea.org.uk

7.2 Curriculum objectives

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

- develop as individuals and contributors to the economy, society and environment;
- progress from Key Stage 3 Northern Ireland Curriculum requirements;
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues;
- develop an understanding of sustainable development, health and safety considerations and European developments;
- address the 'skills agenda' and employability; and
- develop the effective use of technology.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

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

You can find details of the current standards and guidance for each of these skills on the QCA website at www.qca.org.uk

7.4 Examination entries

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

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

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

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

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. 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 and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- 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
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(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)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

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

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

