



## CCEA GCSE Specification in Business Studies

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 3210

# business studies

## Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Business Studies 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 Business Studies and Business Related Subjects; and
- GCSE Controlled Assessment Generic Regulations.

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

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following unit will be available in summer 2010:

- Unit 1: Business Start Up.

The first examination for the following unit will be available in summer 2011:

- Unit 2: Business Development.

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](http://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 Business Studies 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](http://www.ccea.org.uk)

The specification builds on the broad objectives of the Northern Ireland Curriculum and the *Learning for Life and Work* and *Environment and Society* Areas of Learning at Key Stage 3. It is also relevant to key curriculum concerns in England and Wales.

Business Studies helps students understand more about how and why businesses operate in the way that they do. Students are able to relate what they study to everyday activities, such as purchasing goods, and the news reported in the media.

Business Studies can open up a wide range of opportunities for further learning. As well as developing students' knowledge and understanding of the world of business, this course helps students develop a range of skills such as:

- decision-making;
- interpreting and managing information; and
- devising solutions to problems and issues.

### 1.1 Aims

This specification aims to encourage students to:

- develop a lifelong interest in and enjoyment of business subjects;
- become inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study;
- use an enquiring, critical approach to distinguish facts from opinions, to form arguments and make informed judgements, for example in relation to the assessment of the subject;
- develop and apply their knowledge, understanding and skills to understand today's issues in local, national and global contexts, for example in relation to international business and the implications of the global economy for the local economy;
- appreciate the perspectives of different stakeholders in business and economic activities, for example in relation to how aims of stakeholders can be in conflict;
- consider the extent to which a business or economic activity can be ethical and sustainable, for example in relation to social and environmental considerations in production and its location;
- understand the changing use of ICT in business and economic activities, for example in relation to e-commerce;
- use relevant terms, concepts and methods effectively to describe business and economic behaviour (this will be developed throughout the whole specification);
- actively study business to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;

- recognise that their business knowledge, understanding and skills help them to understand current events – for example, current events will form the basis of stimulus material used in assessment – and provide a basis for their future role as active citizens and possible further study;
- develop an understanding of a business's moral, ethical and social responsibility, for example in relation to production, marketing and people management;
- develop an understanding of sustainable development;
- consider the health and safety responsibilities of a business and employees; and
- recognise the role of the EU and international trade in the local economy.

## 1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to complete Unit 1 in the first year of teaching.
- 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 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 contribute to developing young people as individuals and participants in society, the economy and the environment.
- The assessment burden for this subject has been reduced.

## 1.3 Prior attainment

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

## 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 3210.

### **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:

Content	Assessment	Weighting	Availability
<b>Unit 1: Business Start Up</b> <ul style="list-style-type: none"> <li>• Business Start Up</li> <li>• Production</li> <li>• Marketing</li> </ul>	<b>External written exam</b>  <b>1 hour 20 mins</b>  Format: Structured questions	35%	Every Summer (beginning in 2010)
<b>Unit 2: Business Development</b> <ul style="list-style-type: none"> <li>• Finance</li> <li>• Managing People</li> <li>• Business Growth</li> <li>• Business Plan</li> </ul>	<b>External written exam</b>  <b>1 hour 40 mins</b>  Format: Three structured questions with an incline of difficulty  Synoptic*	40%	Summer  Terminal assessment
	<b>Controlled assessment</b>  Format: Candidates complete one task from a range of tasks released in September each year  Synoptic*	25%	Summer  Terminal assessment

**At least 40 percent of the assessment (based on unit weightings) must be taken at the end of a GCSE course as terminal assessment. The terminal assessment weighting for this GCSE course is 65 percent, (Unit 2).**

\* Synoptic assessment requires candidates to identify and use, from across the full course studied, those aspects/elements/knowledge/skills which are required to address a particular task or question.

### 3 Subject Content

The course is divided into seven main themes over two units. The themes are as follows:

- Unit 1: Business Start Up, Production, and Marketing; and
- Unit 2: Finance, Managing People, Business Growth, and Business Plan.

The content of each theme and its respective learning outcomes appear throughout this section.

#### 3.1 Unit 1: Business Start Up

##### 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. This section also looks at sources of finance.

Content	Learning Outcomes
<p><b>Business Ownership</b></p> <p><b>Private Sector:</b></p> <ul style="list-style-type: none"> <li>• Sole Trader</li> <li>• Partnership</li> <li>• Private Limited Company</li> <li>• Public Limited Company</li> <li>• Franchise</li> </ul> <p><b>Public Sector</b></p> <p><b>The Role of Social Enterprise</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of why and how a business starts;</li> <li>• identify and describe different types of business organisations in their local area;</li> <li>• demonstrate an awareness of the advantages and disadvantages of each of the listed types of ownership;</li> <li>• compare and contrast different types of ownership in terms of ownership, control/decision-making, finance and liability;</li> <li>• demonstrate an awareness of the role of the public sector (general overview); and</li> <li>• demonstrate knowledge and understanding of how a social enterprise aims to deliver across a range of economic, social and environmental outputs.</li> </ul>

Content	Learning Outcomes
<p><b>Sources of Finance:</b></p> <ul style="list-style-type: none"> <li>• Internal</li> <li>• External</li> </ul> <p><b>Mission Statement/ Business Aims:</b></p> <ul style="list-style-type: none"> <li>• Survival</li> <li>• Profit Maximisation</li> <li>• Growth</li> <li>• Corporate Image and Public Service</li> <li>• Concern for the Environment/Social Responsibility</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the internal and external sources of finance: <ul style="list-style-type: none"> <li>– internal sources: <ul style="list-style-type: none"> <li>owner’s investment (start up or additional capital);</li> <li>retained profits;</li> <li>sale of stock;</li> <li>sale of fixed asset; and</li> <li>debt collection; and</li> </ul> </li> <li>– external sources: <ul style="list-style-type: none"> <li>bank loan or overdraft;</li> <li>additional partners;</li> <li>share issue;</li> <li>leasing;</li> <li>hire purchase;</li> <li>mortgage;</li> <li>trade credit; and</li> <li>government grants;</li> </ul> </li> </ul> </li> <li>• identify the most appropriate source of finance to be used in particular circumstances;</li> <li>• demonstrate and apply knowledge and understanding of business aims;</li> <li>• explain how the aims of a business affect its activities and why, on certain occasions, these aims may be in conflict;</li> <li>• compare and contrast the aims of private and public sector organisations;</li> <li>• analyse how the aims of a social enterprise can differ from those of other business organisations;</li> <li>• analyse why aims and mission statements are helpful to businesses; and</li> <li>• analyse the ethical and moral issues associated with business aims.</li> </ul>



## 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><b>Types of Production:</b></p> <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> </ul> <p><b>Methods of Production</b></p> <p><b>Quality Assurance:</b></p> <ul style="list-style-type: none"> <li>• Charter Mark</li> <li>• ISO 9001</li> <li>• EFQM</li> <li>• Investors in People</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• distinguish between the main types of production;</li> <li>• classify businesses according to their type of production;</li> <li>• demonstrate an awareness of the changing trends across the types of production;</li> <li>• describe and evaluate the main methods of production (job, batch and flow);</li> <li>• discuss the advantages and disadvantages of specialisation;</li> <li>• discuss the advantages and disadvantages of the division of labour;</li> <li>• identify the most appropriate methods of production in a particular situation;</li> <li>• describe and evaluate the main methods of stock control – traditional and ‘just in time’;</li> <li>• evaluate the impact of technology on production;</li> <li>• evaluate the factors influencing the location of production;</li> <li>• evaluate the social and environmental considerations in production and its location;</li> <li>• demonstrate knowledge and understanding of the importance of quality assurance;</li> <li>• demonstrate knowledge and understanding of quality standards; and</li> <li>• analyse the reasons why businesses undertake the process of obtaining quality standards.</li> </ul>

Content	Learning Outcomes
<b>Health and Safety</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of the implications for a business of health and safety laws, and the rights and responsibilities of both employers and employees in the areas of health and safety.</li></ul> <p><i>Students do not have to address specific legislation, but they should be aware that legislation exists to safeguard people's health and safety.</i></p>

## Marketing

In this section, students have the chance 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><b>Market Research</b></p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Primary/Field</li> <li>• Secondary/Desk</li> </ul> <p><b>Sampling:</b></p> <ul style="list-style-type: none"> <li>• Random</li> <li>• Quota</li> </ul> <p><b>Competition</b></p> <p><b>Marketing Mix:</b></p> <ul style="list-style-type: none"> <li>• Price</li> <li>• Product</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the different methods of market research and sampling as well as the most appropriate method for particular circumstances;</li> <li>• explain market segmentation;</li> <li>• interpret, analyse and evaluate the results of market research;</li> <li>• demonstrate knowledge and understanding of the levels of competition a business may be faced with and recognise indicators of the level of competition;</li> <li>• analyse strategies that a business may use to manage competition;</li> <li>• analyse the impact that competition has on the marketing mix;</li> <li>• demonstrate knowledge and understanding of what the term marketing means;</li> <li>• identify and discuss a range of pricing policies (skimming, penetration and competitor based pricing);</li> <li>• investigate the main factors that affect price (cost of production, need to make profit, competition in the market, price which the market can bear, season, quantity of stock in hand);</li> <li>• analyse the relationship between price and demand;</li> <li>• evaluate pricing policies for given circumstances;</li> <li>• demonstrate knowledge of the product life cycle and discuss the strategies used to extend it; and</li> <li>• demonstrate an awareness that legislation exists in relation to products.</li> </ul>



## 3.2 Unit 2: Business Development

### 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
<b>Cash Flow Forecasts</b>	Students should be able to: <ul style="list-style-type: none"> <li>• analyse the importance of cash flow to a business;</li> <li>• demonstrate knowledge and understanding of the difference between cash and profit;</li> <li>• demonstrate knowledge and understanding of the purpose of cash flow forecasts, in the context of both forward planning and review (comparing budget and actual);</li> <li>• complete parts of a cash flow forecast from given information;</li> <li>• interpret a simple cash flow forecast;</li> <li>• analyse the consequences of incorrect forecasting;</li> </ul>
<b>Ratios</b>	<ul style="list-style-type: none"> <li>• 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"> <li>– net profit percentage;</li> <li>– stock turnover rate;</li> <li>– return on capital employed; and</li> <li>– working capital ratio;</li> </ul> </li> </ul>
<b>Break-Even (BE)</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the significance of the break-even point;</li> <li>• distinguish between fixed and variable costs (no knowledge of semi-variable costs is required); and</li> <li>• calculate break-even both graphically and by given formula (if asked to draw a graph, the scale for each axis will be drawn out, but students need to be able to label the axes).</li> </ul>

Content	Learning Outcomes
<p><b>Break-Even (BE)</b> <b>(cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of how to label a break-even chart (profit/loss levels, profit/loss area, margin of safety, BE output, label all lines on the graph);</li> <li>• analyse a break-even chart; and</li> <li>• calculate the margin of safety and understand its significance for a business.</li> </ul>



Content	Learning Outcomes
<p><b>Selection (cont.)</b></p> <p><b>Developing People:</b></p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Motivation</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• discuss the responsibility of employers and employees in the selection process: <ul style="list-style-type: none"> <li>– honesty;</li> <li>– objectivity;</li> <li>– fairness; and</li> <li>– confidentiality;</li> </ul> </li> <li>• understand the reasons for staff training (induction, change in procedures and to become more competitive);</li> <li>• describe the benefits and drawbacks of training to the business and employees;</li> <li>• discuss the importance of training;</li> <li>• describe and evaluate on-the-job training and off-the-job training and justify the more appropriate method of training for particular circumstances;</li> <li>• explain the importance of motivation among employees (lower labour turnover, higher quality work, fewer accidents and less absenteeism);</li> <li>• identify, describe and evaluate the main methods of financial and non-financial motivation listed below: <ul style="list-style-type: none"> <li>– financial methods of motivation: <ul style="list-style-type: none"> <li>bonus;</li> <li>commission; and</li> <li>profit sharing;</li> </ul> </li> <li>– non-financial methods of motivation: <ul style="list-style-type: none"> <li>job rotation;</li> <li>team working;</li> <li>quality circles; and</li> <li>fringe benefits;</li> </ul> </li> </ul> </li> <li>• identify the most appropriate methods of motivation in a particular situation; and</li> <li>• analyse the factors affecting job satisfaction.</li> </ul>

Content	Learning Outcomes
<b>Developing People (cont.):</b> <ul style="list-style-type: none"><li>• Appraisal</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>• explain the reasons for and importance of appraisal, including its benefits for employers and employees; and</li><li>• identify, describe and evaluate the main methods of appraisal (observation and interview).</li></ul>

## 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><b>Business Success or Failure</b></p> <p><b>Business Growth</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify 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);</li> <li>• discuss why a business may grow;</li> <li>• describe the main ways in which businesses may grow, including:             <ul style="list-style-type: none"> <li>– internal growth/organic growth; and</li> <li>– external growth through mergers or takeovers;</li> </ul> </li> <li>• analyse and evaluate the implications for a business of the different ways in which it may grow;</li> <li>• discuss the factors which may limit the growth of firms (lack of finance, competition and customer taste);</li> <li>• describe and explain what the term ‘economies of scale’ means and be able to provide examples of when economies of scale may occur (students do not need to be able to name and describe different types of economies of scale);</li> <li>• analyse the implications of growth (benefits of growth are increased profit, economies of scale and increased publicity, while negatives of growth are poor communication, lack of motivation and difficulties of coordination);</li> <li>• analyse the social and moral implications of growth; and</li> <li>• demonstrate an awareness of the role of the Competition Commission.</li> </ul>



## Business Plan

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

Content	Learning Outcomes
<b>Business Plan</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the reasons for developing a business plan;</li> <li>• demonstrate knowledge and understanding of the components of a business plan;</li> <li>• using a template, construct a simple business plan <i>from given information</i>; and</li> <li>• evaluate a given business plan.</li> </ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

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

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the 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	Assessment Component Weighting			Overall Weighting
	Controlled Assessment	Paper 1	Paper 2	
<b>AO1</b>	6%	16%	11%	33%
<b>AO2</b>	10%	12%	14%	36%
<b>AO3</b>	9%	7%	15%	31%
<b>Total</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

## 4.4 Quality of written communication

In GCSE Business Studies, 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 communications in their responses to questions 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 report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

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
<b>A</b>	<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>
<b>C</b>	<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>

<b>Grade</b>	<b>Description</b>
<b>F</b>	<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:

- decision-making (use of data and problem-solving); and
- analysis and evaluation.

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

### 6.3 Level of control

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

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

### 6.4 Task setting

There is **one** task for Business Studies. Students should complete **all** elements of the task.

Tasks	Marks Available	% of Controlled Assessment	% of Overall Qualification
Task 1	50 marks	100%	25%
<b>Total</b>	<b>50 marks</b>	<b>100%</b>	<b>25%</b>

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 task 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 aspects of the controlled assessment task.

Areas of Control	Detail of Control
<b>Authenticity</b>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Research can be carried out under limited supervision.</li> <li>• It is acceptable for research work to be done outside formal supervision.</li> <li>• Teachers must be able to authenticate the work.</li> <li>• Teachers must ensure that candidates acknowledge and reference any sources used.</li> </ul> <p><b>Report</b></p> <ul style="list-style-type: none"> <li>• Candidates should complete the report under formal supervision.</li> <li>• Candidates must have access to the research they have carried out.</li> <li>• Teachers must be able to authenticate the work.</li> <li>• Teachers must ensure that candidates acknowledge and reference any sources used.</li> </ul>
<b>Feedback</b>	<p>The following guidance applies to the research and all other aspects of the task:</p> <ul style="list-style-type: none"> <li>• Teachers should guide and supervise candidates in relation to the following: <ul style="list-style-type: none"> <li>– monitoring progress;</li> <li>– preventing plagiarism;</li> <li>– compliance with health and safety requirements; and</li> <li>– ensuring that work is completed in accordance with the specification requirements.</li> </ul> </li> <li>• Teachers must assess work in accordance with the procedures and marking criteria.</li> <li>• Candidates should reach their own conclusions.</li> </ul>
<b>Time Limit</b>	<p>Research: <b>12 hours</b>  Report: <b>3 hours</b></p> <p>Candidates must write their report <b>within 4 weeks</b> of completing the research.</p>
<b>Collaboration</b>	<p>Candidates must complete all aspects of the task independently.</p>

Areas of Control	Detail of Control
<b>Resources</b>	<p>The following guidance applies to all aspects of the task:</p> <ul style="list-style-type: none"> <li>• Candidates' access to resources is determined by those available to the centre.</li> <li>• Access to resources is limited to those appropriate for the task.</li> <li>• Candidates must properly reference their use of the internet.</li> </ul>

## 6.6 Task marking

The level of control for task marking is medium.

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

Teachers must ensure that the work they mark is the candidate's 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](http://www.jcq.org.uk)

## 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 that, as far as possible, each teacher has applied the assessment criteria consistently when marking assessments.

## 6.8 Moderation

Centres must submit the sample we request by the 1<sup>st</sup> 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 Business Studies on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum aims for Northern Ireland, England and Wales. 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](http://www.ccea.org.uk)

### 7.3 Key Skills

This specification gives students the opportunity 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](http://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](http://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](mailto:aashfield@ccea.org.uk))
- Officer with Subject Responsibility: Amanda Swann  
(telephone: (028) 9026 1200, email: [aswann@ccea.org.uk](mailto:aswann@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).

## Appendix 1

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
<b>Component</b>	<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>
<b>Controlled assessment</b>	<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>
<b>External assessment</b>	<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>
<b>Formal supervision (High level of control)</b>	<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>
<b>Informal supervision (Medium level of control)</b>	<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"> <li>• ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>• ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
<b>Limited supervision (Low level of control)</b>	<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
<b>Mark scheme</b>	<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>
<b>Task</b>	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
<b>Task marking</b>	<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>
<b>Task setting</b>	<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>
<b>Task taking</b>	<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>
<b>Unit</b>	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

