



General Certificate of Education

Applied Business

8611/8613/8616/8617/8619
2015

Special Features

- Clear statement about what students need to learn
- Provides the opportunity for developing a knowledge and understanding of working in vocational areas of business

Material accompanying this Specification

- Past Papers and Mark Schemes
- Reports on the Examination
- A Teacher's Guide

SPECIFICATION

This specification will be published annually on the AQA Website (aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

| Vertical black lines indicate a significant change or addition to the specification published for 2014.

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Background Information

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Advanced Subsidiary (AS) and Advanced Level (AS+A2) Specifications for 2015

1.1 Introduction

This suite of GCE Advanced Level (AS/A2) specifications has been developed to carry forward and enhance the vocational emphasis of the Advanced Vocational Certificate of Education (VCE) specifications. The emphasis on portfolio work has been retained but the opportunity has been taken to introduce a two-stage learning and assessment programme (AS/A2), the first of which (AS) can be separately certificated. In contrast to the previous VCE AS qualification, the level of demand at AS and A2 will not be identical. The programme of learning and assessment of AS units is set at a significantly lower level of demand in comparison to those at A2 (see 1.3 below).

1.2 Rationale

This specification builds upon the broad educational and vocational framework set out in the AS and Advanced GCE General and Subject Criteria produced by the Ofqual. These AS and Advanced GCEs are broad-based vocational qualifications designed to allow students flexible progression routes, moving on to higher education or further training and/or employment.

The AS and Advanced GCE in Applied Business have been designed to form qualifications which provide knowledge and understanding of this vocational area. They are ideal qualifications for those students who want a broad background in Applied Business which will allow them to progress to further or higher education, training or employment. They are designed to be delivered through full-time or part-time education courses.

The course of study prescribed by this specification can reasonably be undertaken by students entering this vocational area for the first time. Progression through Advanced Level will provide a suitable basis for further study in related subjects in Higher Education as well as a valuable preparation for careers in any area of business.

The fundamental philosophy of this specification is that, in order to understand the nature of Applied Business, students must actively experience the business environment. This can be achieved through a variety of approaches, including work experience, links with local employers, case studies and research. Opportunities also exist to develop a practical approach through schemes such as Young Business Enterprise.

The specification is flexible, with a unit structure designed to allow for a variety of pathways.

Assessment is designed to give credit for what students can do as well as what they know and understand. It is based both on portfolio evidence which is marked by the centre and moderated by AQA and external assessments which are set and marked by AQA.

AS and Advanced GCE Applied Business provide a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

This specification is supported by a range of professional institutes and Further and Higher Education Institutions.

1.3 Advanced Subsidiary (AS)

Advanced Subsidiary (AS) courses were introduced from September 2005 for the award of the first qualification in August 2006. They may be used in one of two ways:

- to lead to a final Advanced Subsidiary qualification (Single or Double Award), allowing students to broaden their studies and to defer decisions about specialism
- to make up the first half (50%) of an Advanced Level qualification (Single or Double Award).

AS is designed to provide an appropriate assessment of knowledge, understanding and skills expected of students who have completed the first half of a full Advanced Level qualification. The level of demand of the AS assessment is that expected of students half-way through a full Advanced Level course of study.

The Advanced Subsidiary Single Award will comprise three AS units.

The Advanced Subsidiary Double Award will comprise six AS units.

1.4 Advanced Level (AS+A2)

Advanced Level (A-Level) courses of study were available for assessment from January 2007 and for the award of the first qualification in August 2007. The A-Level assessment is in two parts:

- Advanced Subsidiary (Single or Double) Award – 50% of the total Advanced Level (Single or Double) Award
- a second stage, called A2 – 50% of the total award.

Both Advanced Subsidiary and Advanced Level are available as a Single or Double Award.

The Advanced Level Single Award will comprise three AS units and a further three A2 units. The A2 units, set at a higher level than AS, are designed to assess knowledge, understanding and skills expected of students who have completed the second half of a full Advanced Level qualification.

The Advanced Level Double Award will comprise six AS units plus a further six A2 units.

The format of Advanced Level courses allows centres to devise an assessment schedule to meet their own and their students' needs.

For example:

- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course
- AS may be completed at the end of the first year and A2 by the end of the second year
- AS and A2 may be completed at the end of the same year.

A nine-unit award is available, called Advanced Level with Advanced Subsidiary (additional). This consists of six AS units and three A2 units. To be eligible for this award, students must meet the requirements for Advanced Subsidiary Double Award and Advanced Level Single Award.

1.5 Support for this Specification

In addition, all centres indicating an intention to enter students for this specification will be allocated an AQA-appointed portfolio adviser who will be available to assist centres with any matters relating to portfolio units. Further information on portfolio advisers is provided in Section 28. Centres are also required to send a representative to a standardising meeting to ensure that the internal assessment of students' work is both accurate and consistent with the standards required by AQA. Details of these meetings are provided in Section 30.

AQA has produced a Teachers' Guide to accompany this specification. Within the Guide there are sections identifying resources available to support the teaching and learning of individual units, guidance on the assessment of the units, guidance on delivery and assessment in a vocational context, where appropriate, possible teaching strategies that could be employed. A copy of the Teachers' Guide is available to all centres on the AQA Website.

1.6 Guided Learning Hours

The acknowledged guided learning hours for this specification are 180 hours for the Advanced Subsidiary Award, 360 hours for the Advanced Subsidiary Double Award, 360 hours for the Advanced Level Award and 720 hours for the Advanced Level Double Award.

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Specification at a Glance

Applied Business

2.1 Qualifications Available

Advanced Subsidiary GCE (3 AS Units)
Units: 1, 2, 3.
Advanced Subsidiary GCE (Double Award) (6 AS Units)
Units: 1, 2, 3 and three AS units from Units 4, 5, 6 and 7.
Advanced GCE (3 AS and 3 A2 Units)
Units: 1, 2, 3 plus A2 Unit 8 and two A2 units (from A2 Units 9 – 16). At least one of the A2 units must be externally assessed (ie Units 11, 12, 15).
Advanced GCE with Advanced Subsidiary GCE (additional) (6 AS and 3 A2 units)
Units 1, 2, 3 plus three AS units (from AS Units 4, 5, 6 and 7) plus A2 Unit 8 and two A2 units (from A2 Units 9 – 16). At least one of the A2 units must be externally assessed.
Advanced GCE (Double Award) (6 AS and 6 A2 Units)
Units: 1, 2, 3 plus three AS units (from AS Units 4, 5, 6 and 7), plus A2 Unit 8 and five A2 units (from A2 Units 9 – 16). At least two of the A2 units must be externally assessed (ie Units 11, 12, 15).

2.2 Requirements for
Advanced Subsidiary GCE

In order to obtain the Advanced Subsidiary GCE, the following entry code 8611 must be used and students must take the following units.

Unit	Title
Unit 1	Investigating Business
Unit 2	People in Business
Unit 3	Financial Planning and Monitoring (External Test)

Compulsory AS

2.3 Requirements for Advanced Subsidiary GCE (Double Award)

In order to obtain the Advanced Subsidiary GCE (Double Award), the following entry code 8613 must be used and students must take the following units.

	Unit	Title
Compulsory AS	Unit 1	Investigating Business
	Unit 2	People in Business
	Unit 3	Financial Planning and Monitoring (External Test)
Plus three units from the following including at least one external test		
Optional AS	Unit 4	Meeting Customer Needs (External Test)
	Unit 5	Business Communication and Information Systems (External Test)
	Unit 6	Developing a Product
	Unit 7	Career Planning

2.4 Requirements for Advanced GCE

In order to obtain the Advanced GCE, the following entry code 8616 must be used and students must take the following units.

	Unit	Title
Compulsory AS	Unit 1	Investigating Business
	Unit 2	People in Business
	Unit 3	Financial Planning and Monitoring (External Test)
Compulsory A2	Unit 8	Business Planning
Plus two units from the following including at least one external test		
Optional A2	Unit 9	Marketing Strategy
	Unit 10	Promotional Activities
	Unit 11	The Marketing Environment (External Test)
	Unit 12	Managing People (External Test)
	Unit 13	Managing Information
	Unit 14	Managing Change
	Unit 15	Financial Accounting for Managers (External Test)
	Unit 16	Managing Resources

2.5 Requirements for
Advanced GCE with
Advanced Subsidiary GCE
(additional)

In order to obtain the Advanced GCE with Advanced Subsidiary GCE (additional), the entry code 8617 must be used and students must take the following units.

	Unit	Title
Compulsory AS	Unit 1	Investigating Business
	Unit 2	People in Business
	Unit 3	Financial Planning and Monitoring (External Test)
	Plus three AS units from the following including at least one external test	
Optional AS	Unit 4	Meeting Customer Needs (External Test)
	Unit 5	Business Communication and Information Systems (External Test)
	Unit 6	Developing a Product
	Unit 7	Career Planning
Compulsory A2	Unit 8	Business Planning
	Plus two units from the following including at least one external test	
Optional A2	Unit 9	Marketing Strategy
	Unit 10	Promotional Activities
	Unit 11	The Marketing Environment (External Test)
	Unit 12	Managing People (External Test)
	Unit 13	Managing Information
	Unit 14	Managing Change
	Unit 15	Financial Accounting for Managers (External Test)
	Unit 16	Managing Resources

2.6 Requirements for Advanced GCE (Double Award)

In order to obtain the Advanced GCE (Double Award), the following entry code 8619 must be used and students must take the following units.

	Unit	Title
Compulsory AS	Unit 1	Investigating Business
	Unit 2	People in Business
	Unit 3	Financial Planning and Monitoring (External Test)
	Plus three AS units from the following including at least one external test	
Optional AS	Unit 4	Meeting Customer Needs (External Test)
	Unit 5	Business Communication and Information Systems (External Test)
	Unit 6	Developing a Product
	Unit 7	Career Planning
Compulsory A2	Unit 8	Business Planning
	Plus five A2 units from the following including at least two external tests	
Optional A2	Unit 9	Marketing Strategy
	Unit 10	Promotional Activities
	Unit 11	The Marketing Environment (External Test)
	Unit 12	Managing People (External Test)
	Unit 13	Managing Information
	Unit 14	Managing Change
	Unit 15	Financial Accounting for Managers (External Test)
	Unit 16	Managing Resources

3

Availability of Assessment Units and Entry Details

3.1 Availability of Units for Assessment Examinations and certification for this specification are available in June only.

3.2 Sequencing of Units Whilst the specification is devised to expect students to study the AS units and then the A2 units, students can be entered for assessment in any unit in any order (see 1.4). The opportunities for assessment and availability of the Advanced Subsidiary and Advanced Level qualifications are summarised in 3.1.

It is worth noting, however, that some A2 units will be more accessible to students who have the knowledge, understanding and skills acquired through the study of appropriate AS units.

3.3 Entry Codes Normal entry requirements apply, but the following information should be noted.

The following entry unit codes should be used.

AS	A2
Unit 1 – BS01	Unit 8 – BS08
Unit 2 – BS02	Unit 9 – BS09
Unit 3 – BS03	Unit 10 – BS10
Unit 4 – BS04	Unit 11 – BS11
Unit 5 – BS05	Unit 12 – BS12
Unit 6 – BS06	Unit 13 – BS13
Unit 7 – BS07	Unit 14 – BS14
	Unit 15 – BS15
	Unit 16 – BS16

The **Subject Code** for entry to the Advanced Subsidiary GCE only is 8611.

The **Subject Code** for entry to the Advanced Subsidiary GCE (Double Award) only is 8613.

The **Subject Code** for entry to the Advanced GCE is 8616.

The **Subject Code** for entry to the Advanced GCE with Advanced Subsidiary GCE (additional) is 8617.

The **Subject Code** for entry to the Advanced GCE (Double Award) is 8619.

3.4	Private Students	This specification is not available to private students.
3.5	Access Arrangements and Special Consideration	<p>We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.</p> <p>We follow the guidelines in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications</i>. This is published on the JCQ website (http://www.jcq.org.uk) or you can follow the link from our website (http://www.aqa.org.uk).</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6	Language of Examinations	All assessments will be through the medium of English.

Scheme of Assessment

4

Introduction

- | | | |
|-----|--|---|
| 4.1 | Prior Level of Attainment and Recommended Prior Learning | Students following this specification are expected to have successfully completed courses of study in a range of subjects at Level 2 of the National Qualification Framework. |
| 4.2 | Progression | <p>This AQA AS and Advanced GCE enables students to develop both a broad understanding of Applied Business principles and gives them the opportunity to focus on a specific pathway, eg Marketing, Finance, Human Resources and Administration. In addition, the qualification covers a mixture of teaching and learning experiences from the theoretical through to those with a clear practical emphasis.</p> <p>It is important that at the start of, and throughout, the AS and Advanced GCE programme students are given the opportunity to explore and discuss their interests and aspirations and are provided with realistic guidance about how the qualification (including the selection of optional units) can help to meet their needs.</p> <p>The qualification allows for a number of progression routes.</p> <ul style="list-style-type: none"> • <i>Higher Education</i>: the Advanced awards provide a sound basis for progression to a range of HE courses, eg BA degrees in business subjects and HNDs. • <i>Employment</i>: the specification aims to maintain and support the recognised standards demanded for Applied Business education and training in order to meet the requirements of various business sectors. • <i>Related qualifications in the National Qualifications Framework</i>: the specification enables students to progress to other Applied Business related qualifications. |

5

Aims

-
- 5.1 This specification in business provides students with a broad introduction to the business sector and should encourage students to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses and/or organising an enterprise activity.
- It provides opportunities for students to develop sufficient depth of understanding to inform their choices between further study or training.
-
- 5.2 Students should be encouraged to acquire the following range of skills through the study of realistic business contexts:
- practical skills: personal organisation and time management; ICT skills
 - presentational skills: producing a business report; making an oral presentation
 - personal skills: initiative; creativity; perseverance; willingness to learn and progress
 - interpersonal skills: working in teams; discussing problems or issues; leading a team
 - cognitive skills: investigative and research skills; problem solving; decision-making; using theory to analyse a real organisation; planning a project.
-
- 5.3 The specification encourages students to develop knowledge and understanding of:
- the practices and techniques used within marketing, finance, operations management, human resource management and the links between them
 - the processes, attractions and risks of setting up an enterprise
 - the relationship between the business and the changing external environment
 - social and ethical issues in business.
-
- 5.4 The specification also encourages students to:
- contribute to the development of the skills required for success as an entrepreneur, manager or employee
 - apply numerical and written business techniques to a variety of business contexts
 - explore business problems and learn to identify possible solutions.
-
- 5.5 The A Level and A Level (Double Award) specifications should develop students' understanding of business by making connections between areas of knowledge, skills and understanding.
-

6

Assessment Objectives

The Assessment Objectives represent those qualities which can be demonstrated in students' work and which can be measured for the purposes of assessment.

6.1	<p>AO1 Knowledge, skills and understanding</p> <p>Students demonstrate knowledge and understanding of the specified content and relevant business skills.</p>
6.2	<p>AO2 Application of knowledge, skills and understanding</p> <p>Students apply knowledge and understanding of the specified content and relevant business skills.</p>
6.3	<p>AO3 Research and analysis</p> <p>Students use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.</p>
6.4	<p>AO4 Evaluation</p> <p>Students evaluate evidence to reach reasoned judgements.</p>

Quality of Written Communication

The quality of written communication is assessed in all assessment units where students are required to produce extended written material. Students will be assessed according to their ability to:

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

The assessment of the quality of written communication is included in Assessment Objective 4.

Scheme of Assessment

Advanced Subsidiary (AS)

The Scheme of Assessment has a unitised structure. The Advanced Subsidiary (AS) Single Award comprises three assessment units.

The Advanced Subsidiary (AS) Double Award comprises the three assessment units for the Single Award together with a further three assessment units.

7.1 Assessment Units for AS

Unit 1	Portfolio
33 $\frac{1}{3}$ % of the total AS marks (Single Award)	70 marks
16 $\frac{2}{3}$ % of the total AS marks (Double Award)	

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 10.3.

Unit 2	Portfolio
33 $\frac{1}{3}$ % of the total AS marks (Single Award)	70 marks
16 $\frac{2}{3}$ % of the total AS marks (Double Award)	

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 11.3.

Unit 3	Written Test	1 hour
33 $\frac{1}{3}$ % of the total AS marks (Single Award)	60 marks	
16 $\frac{2}{3}$ % of the total AS marks (Double Award)		

This unit is assessed through an externally set written test. Further details are given in section 12.

Unit 4	Written Test	1 hour
16 $\frac{2}{3}$ % of the total AS marks (Double Award)	60 marks	

This unit is assessed through an externally set written test. Further details are given in section 13.

Unit 5	Written Test	1 1/2 hours
16 2/3% of the total AS marks (Double Award)	60 marks	

This unit is assessed through an externally set written test. Further details are given in section 14.

Unit 6	Portfolio
16 2/3% of the total AS marks (Double Award)	70 marks

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 15.3.

Unit 7	Portfolio
16 2/3% of the total AS marks (Double Award)	70 marks

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 16.3.

7.2 Weighting of Assessment Objectives for Advanced Subsidiary Single Award

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
AO1	11.4	11.4	11.4	34.3
AO2	10.5	10.5	10.5	31.4
AO3	5.7	5.7	5.7	17.1
AO4	5.7	5.7	5.7	17.1
Overall Weighting of Units (%)	33.3	33.3	33.3	100

Because of rounding to one decimal place, the totals of the percentages in the rows and columns may be slightly different from the values printed.

7.3 Weighting of Assessment Objectives for Advanced Subsidiary Double Award

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	4	5	6	
AO1	5.7	5.7	5.7	5.7	5.7	5.7	34.3
AO2	5.2	5.2	5.2	5.2	5.2	5.2	31.4
AO3	2.9	2.9	2.9	2.9	2.9	2.9	17.1
AO4	2.9	2.9	2.9	2.9	2.9	2.9	17.1
Overall Weighting of Units (%)	16.7	16.7	16.7	16.7	16.7	16.7	100

Because of rounding to one decimal place, the totals of the percentages in the rows and columns may be slightly different from the values printed.

Scheme of Assessment

Advanced Level (AS+A2)

The Scheme of Assessment has a unitised structure. The Advanced Level Single Award comprises three units from the AS Scheme of Assessment and three units from the A2 Scheme of Assessment.

The Advanced Level Double Award comprises six units from the AS Scheme of Assessment and six units from the A2 Scheme of Assessment.

8.1 AS Assessment Units			
	Unit 1	Portfolio	
	16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks	
	8 $\frac{1}{3}$ % of the total A Level marks (Double Award)		
	Unit 2	Portfolio	
	16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks	
	8 $\frac{1}{3}$ % of the total A Level marks (Double Award)		
	Unit 3	Written Test	1 hour
	16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	60 marks	
	8 $\frac{1}{3}$ % of the total A Level marks (Double Award)		
	Unit 4	Written Test	1 hour
	16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	60 marks	
	8 $\frac{1}{3}$ % of the total A Level marks (Double Award)		
	Unit 5	Written Test	1 1/2 hours
	16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	60 marks	
	8 $\frac{1}{3}$ % of the total A Level marks (Double Award)		

Unit 6	Portfolio
16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks
8 $\frac{1}{3}$ % of the total A Level marks (Double Award)	
Unit 7	Portfolio
16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks
8 $\frac{1}{3}$ % of the total A Level marks (Double Award)	

8.2 A2 Assessment Units

Unit 8	Portfolio
16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks
8 $\frac{1}{3}$ % of the total A level marks (Double Award)	

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 17.3.

Unit 9	Portfolio
16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks
8 $\frac{1}{3}$ % of the total A level marks (Double Award)	

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 18.3.

Unit 10	Portfolio
16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks
8 $\frac{1}{3}$ % of the total A level marks (Double Award)	

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 19.3.

Unit 11	Written Test	1 ½ hours
16 ⅔% of the total A Level marks (Single Award)	80 marks	
8 ⅓% of the total A level marks (Double Award)		

This unit is assessed through an externally set written test. Further details are given in section 20.

Unit 12	Written Test	1 ½ hours
16 ⅔% of the total A Level marks (Single Award)	80 marks	
8 ⅓% of the total A level marks (Double Award)		

This unit is assessed through an externally set written test. Further details are given in section 21.

Unit 13	Portfolio	
16 ⅔% of the total A Level marks (Single Award)	70 marks	
8 ⅓% of the total A level marks (Double Award)		

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 22.3.

Unit 14	Portfolio	
16 ⅔% of the total A Level marks (Single Award)	70 marks	
8 ⅓% of the total A level marks (Double Award)		

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 23.3.

Unit 15	Written Test	1 ½ hours
16 ⅔% of the total A Level marks (Single Award)	80 marks	
8 ⅓% of the total A level marks (Double Award)		

This unit is assessed through an externally set written test. Further details are given in section 24.

Unit 16	Portfolio
16 $\frac{2}{3}$ % of the total A Level marks (Single Award)	70 marks
8 $\frac{1}{3}$ % of the total A level marks (Double Award)	

This unit is centre-assessed and moderated by AQA. Students are required to produce a portfolio which meets the requirements of the assessment criteria in section 25.3.

8.3 Synoptic Assessment & Stretch and Challenge

The Advanced Subsidiary and Advanced Level GCE Criteria state that A Level specifications must include synoptic assessment, which is the ability to draw together the knowledge, understanding and skills acquired by students throughout the course. The nature of the course of study for this specification and the focus on the application of knowledge, understanding and skills to the identified vocationally related issues means that students are consistently meeting this demand in both internally and externally assessed units throughout the A2 course of study and assessment.

The criteria for assessment in A2 Unit 8: Business Planning explicitly requires students to draw together the individual strands which underpin the specification and are, therefore, explicitly synoptic in nature.

The requirement that Stretch and Challenge is included at A2 and will be met in the units by:

- using a variety of stems in externally assessed questions through the use of such words as: analyse, evaluate, compare, discuss
- avoiding assessments being too atomistic, connections between areas of content being used where possible and appropriate
- offering opportunities for extended writing in externally assessed units and portfolios
- using a range of questions to address different skills
- asking students to bring to bear knowledge and skills in answering questions and in the writing of their portfolios.

- 8.4 **Weighting of Assessment Objectives for Advanced Level Single Award** The approximate relationship between the relative percentage weight of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

A Level Assessment Units (AS+A2)

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	1	2	3	
AO1	5.7	5.7	5.7	3.8	3.8	3.8	28.6
AO2	5.2	5.2	5.2	5.2	5.2	5.2	31.4
AO3	2.9	2.9	2.9	3.3	3.3	3.3	18.6
AO4	2.9	2.9	2.9	4.3	4.3	4.3	21.4
Overall Weighting of Units (%)	16.7	16.7	16.7	16.6	16.6	16.6	100

Because of rounding to one decimal place, the totals of the percentages in the rows and columns may be slightly different from the values printed.

- 8.5 **Weighting of Assessment Objectives for Advanced Level Double Award** The approximate relationship between the relative percentage weight of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

A Level Assessment Units (AS+A2)

Assessment Objectives	Unit Weightings (%)												Overall Weighting of AOs (%)
	1	2	3	4	5	6	1	2	3	4	5	6	
AO1	2.9	2.9	2.9	2.9	2.9	2.9	1.9	1.9	1.9	1.9	1.9	1.9	28.6
AO2	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	31.4
AO3	1.4	1.4	1.4	1.4	1.4	1.4	1.7	1.7	1.7	1.7	1.7	1.7	18.6
AO4	1.4	1.4	1.4	1.4	1.4	1.4	2.1	2.1	2.1	2.1	2.1	2.1	21.4
Overall Weighting of Units (%)	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	100

Because of rounding to one decimal place, the totals of the percentages in the rows and columns may be slightly different from the values printed.

Subject Content

9

Summary of Subject Content

9.1 AS Units

UNIT 1 – Investigating Business

In this portfolio assessed unit, students will explore the aims and objectives of businesses, the needs of their customers and how these are met through the use of the marketing mix. They will investigate how businesses deal with competition from other businesses and how external factors, such as changing social values, can affect a business. Students will explore the meaning of enterprise and enterprising behaviour and why individuals and teams are vital to the success of a business.

UNIT 2 – People in Business

In this portfolio assessed unit, students will study the roles and responsibilities of people in business and the qualities an employer looks for in its employees. They will investigate the training and development opportunities available to individuals and why motivation is vital in retaining staff. This unit gives students the opportunity to develop the skills and knowledge needed to carry out the activities associated with the recruitment process.

UNIT 3 – Financial Planning and Monitoring

In this externally assessed unit, students will be assessed on their ability to calculate business costs, revenues and hence profits and be required to know how managers use this information in decision-making. They will need to know the ways in which businesses plan their finances by, for example, drawing cash flow forecasts or budgets and how businesses use these data to monitor the performance of the organisation.

UNIT 4 – Meeting Customer Needs

In this externally assessed unit, students will be assessed on the factors that affect customer satisfaction and the decisions that businesses need to make on the quality of their goods and the level of after-sales services. They will learn about the ways businesses research customer needs and the use of ICT in monitoring their success in meeting these needs and improving their relationship with customers. This unit gives students the opportunity to develop their understanding from Unit 1 Investigating Business.

UNIT 5 – Business Communication and Information Systems

In this externally assessed unit, students will investigate and use a range of business communication and information systems in order to plan their work and administrate tasks for a business.

Students will need to demonstrate their ability to prioritise and plan their work appropriately to meet deadlines set for a business.

This unit gives students opportunities to demonstrate time management, communication and ICT skills.

UNIT 6 – Developing a Product

In this portfolio assessed unit, students will study how businesses combine resources to provide products (goods or services). They will explore the factors that businesses consider when deciding the characteristics of their products, such as the appearance of the product and the quality of materials used.

Students will explore the range of resources required to produce goods and services, how businesses choose the level and quality of these resources, how research and development is a vital part of this decision when attempting to meet customer needs. They will study how businesses identify the costs associated with production resources and how overall and unit costs of production can be calculated.

This unit encourages students to apply the skills and knowledge developed in Unit 1 Investigating Business, Unit 2 People in Business, Unit 3 Financial Planning and Monitoring and Unit 4 Meeting Customer Needs.

UNIT 7 – Career Planning

In this portfolio assessed unit, students will be offered a clear process which they can follow to assist them in finding out the opportunities that are available and the types of job which are likely to suit their personal skills profile and the skills and knowledge that they have acquired from their studies to date.

The unit offers students the opportunity to develop the skills required to promote themselves in the best light to organisations offering further education or to an employer, and to choose their next step, whether in further education or employment.

This unit builds on the skills and knowledge used in Unit 2 People in Business.

UNIT 8 – Business Planning

In this portfolio assessed unit, students will be given the opportunity to produce a structured business plan for a new product or service. The plan should be suitable to present to an external lender, such as a bank, who might provide finance for a new or existing business, or to an internal stakeholder, such as a senior manager, who may have the authority to give the go-ahead for the business idea.

This unit is a synoptic unit which gives students the opportunity to apply enterprise, team working and presentation skills as well as applying the skills and knowledge learnt through other units in the specification.

UNIT 9 – Marketing Strategy

In this portfolio assessed unit, students will investigate why marketing activities (introduced in Unit 1) are vital to the achievement of business aims and objectives.

Students will consider the importance of marketing strategies and tactics for businesses as they attempt to meet different customer needs and successfully deal with a variety of competitors. Students will learn how to use quantitative and qualitative information when recommending a marketing strategy and associated mix of marketing activities.

For the portfolio work for this unit, students could use one of the businesses investigated in Unit 1 Investigating Business or Unit 6 Developing a Product.

This unit gives the opportunity to develop understanding from Unit 1 Investigating Business, Unit 4 Meeting Customer Needs, Unit 6 Developing a Product and Unit 10 Promotional Activities.

UNIT 10 – Promotional Activities

In this portfolio assessed unit, students will learn how promotional activities, such as advertising and personal selling, are carried out by profit and not-for-profit businesses. Students will investigate how businesses combine promotional activities into a promotional mix and how the choice of promotional mix is vital to the success of a promotion campaign.

In the portfolio work for this unit, students could use one of the businesses investigated in Unit 1 Investigating Business, Unit 6 Developing a Product and Unit 9 Marketing Strategy.

This unit gives students the opportunity to develop their understanding from Unit 1 Investigating Business, Unit 4 Meeting Customer Needs, Unit 6 Developing a Product, and Unit 9 Marketing Strategy.

UNIT 11 – The Marketing Environment

In this externally assessed unit, students will investigate how the marketing environment helps to determine the marketing strategies of profit and not-for-profit businesses. Students will explore the different aspects of the marketing environment, such as changes in consumer incomes and technology, and will learn how changes in the marketing environment can alter the costs, revenues and profits (surpluses) of businesses.

Students will investigate how businesses gather data about the marketing environment and will develop their ability to analyse these data. They will explore the ways in which businesses alter their marketing strategies given changes in the marketing environment, recommending and justifying appropriate marketing strategies.

This unit develops understanding from Unit 1 Investigating Business, Unit 4 Meeting Customer Needs and Unit 9 Marketing Strategy.

UNIT 12 – Managing People

In this externally assessed unit, students will be required to demonstrate that they understand how different types of management style impact upon the way in which a business operates and upon the staff who work in it. They should be able to recognise that different management styles are appropriate in different situations and be able to discuss whether a particular style is appropriate in a given situation.

This unit builds on Unit 2 People in Business.

UNIT 13 – Managing Information

In this portfolio assessed unit, students will explore the way in which information is used to support management decision-making.

Students will look at how an organisation defines its information needs and how these are then developed into an information system. They will explore how an information system is designed and how an organisation ensures that it gets what it needs if it is using an external consultant to design its information systems.

Students will consider how information is collected, collated, presented and stored and the data security implications.

This unit is designed to take a practical approach and will therefore develop problem-solving and team working skills.

This unit builds on Unit 5 Business Communication and Information Systems.

UNIT 14 – Managing Change

In this portfolio assessed unit, students will be required to explore the types of change that organisations have to make. They will look at the practical steps that organisations take to respond to the changes which they face. Students will need to consider the role of project management techniques in helping to give structure and discipline to change programmes.

This unit provides students with the opportunity to develop team working and problem-solving skills.

This unit builds on Unit 1 Investigating Business, Unit 2 People in Business, Unit 4 Meeting Customer Needs and Unit 13 Managing Information.

UNIT 15 – Financial Accounting for Managers

In this externally assessed unit, students will be required to understand the fundamental accounting concepts and terminology that are used in accounting. The unit will provide an overview of the bookkeeping system. Students will learn about the main checks within a financial accounting system. They will be expected to be able to comment upon them but will not be required to prepare these documents. Students will need to understand the purpose of financial statements and the concepts that underpin them in order to understand what they mean.

This unit builds on Unit 3 Financial Planning and Monitoring.

UNIT 16 – Managing Resources

In this portfolio assessed unit, students will investigate the resources that businesses need to carry out their activities and how they can be used as efficiently as possible to create a competitive organisation. Students will learn about how businesses reach decisions on where to locate, what methods of production to employ as well as the importance of research and development to some businesses. They will look at modern systems of managing resources, such as JIT, and also the techniques used by businesses of all types to manage their resources as efficiently as possible.

This unit builds on Unit 3 Financial Planning and Monitoring and Unit 6 Developing a Product.

AS Unit 1

Investigating Business

10.1 About this Unit

In this unit, you will study the aims and objectives that profit and not-for-profit businesses try to achieve.

You will explore how the external environment, such as changing social values and competition, affects the ability of businesses to achieve their aims and objectives.

You will study how businesses use market research and the marketing mix to identify and meet customer needs, explaining how these marketing activities help businesses to achieve their aims and objectives.

You will explore the meaning of enterprise and enterprising behaviour and investigate why individuals and teams are vital to the success of businesses.

10.2 How you will be assessed

You need to: Produce a portfolio of work investigating the factors that have contributed to the success of a business, which:

- A Describes the main aims and objectives of the business and the external environment factors which have affected the ability of the business to achieve its aims and objectives, illustrating these with examples taken from the business.
- B Explains how marketing activities, enterprise skills and teams have contributed to the success of the business.
- C Analyses how the following factors have contributed to the success of the business:
 - marketing activities
 - enterprise skills
 - teams.
- D Judges how the business has achieved its main aims and objectives and evaluates the key factors that have contributed to this.

The business that you investigate should have a scale of operations that enables you to evaluate how marketing activities, enterprise skills and teams contribute to the business.

10.3

What you need to know, understand and be able to demonstrate:

Business Aims and Objectives

The business aims and objectives of profit and not-for-profit businesses, including:

- survival
- meeting stakeholder needs
- maximising sales revenue (income)
- maximising profit (surplus)
- growth.

The ways in which businesses measure the degree to which they are achieving their aims and objectives, by gathering:

- quantitative information, eg actual and target sales figures over time
- qualitative information, eg stakeholder opinions.

External Environment

How the following factors can affect the ability of a business to achieve its aims and objectives:

- local, national and international levels of economic activity, eg changes in the level of income within a country
- social and ethical values of customers, eg changes in attitudes towards testing drugs on animals
- legal and self-regulatory issues, eg consumer laws, environmental issues
- degree of competition within the market, including the ability of a business to set prices and maintain its position within a market.

Marketing Activities

How businesses identify customer needs and gain information on the extent to which they are meeting these needs.

The differences between quantitative and qualitative research and between primary and secondary research.

The main methods used by businesses to collect primary and secondary market research data:

- primary: questionnaires; interviews; observation; consumer panels and test marketing
- secondary: internal business data; commercial publications, (eg Mintel reports) and government publications.

How research findings can be presented through the use of tables, diagrams and graphs.

The meaning of the four Ps and how the marketing mix can be used to achieve business aims and objectives:

- product: by analysing product characteristics, including quality, and using product differentiation
- price: by choosing an appropriate price through a consideration of the cost of production, competitor prices and customer demand
- promotion: through effective merchandising, personal selling, sales promotion, advertising and public relations
- place: by choosing appropriate distribution channels.

The difference between mass marketing and niche marketing; the factors affecting a business's decision to focus on mass marketing or niche marketing. How the choice of mass or niche marketing affects the ability of a business to achieve its aims and objectives.

How quality control, improvement and assurance help businesses meet legal and consumer demands, eg self-checking versus inspection, Total Quality Management and bench-marking.

Enterprise and Enterprise Skills

The wider meaning of enterprise within an organisation and the idea of enterprising behaviour.

The enterprise skills possessed by owners and employees:

- self-confidence and motivation
- risk taking
- ability to identify and take advantage of marketing opportunities
- ability to innovate
- ability to build teams and to inspire.

The degree to which enterprise skills support the achievement of a business's aims and objectives.

Importance of Teams to the Success of a Business

The difference between a group and a team.

How teams can be structured by:

- project task, eg multidisciplinary teams developing a new product
- functional area, eg sales teams, production teams.

The key roles within teams including Belbin's team roles.

The importance of teams within businesses for implementing business plans and as sources of innovation and creativity.

10.4 Assessment Criteria Unit 1 – Investigating Business

	<p>You need to produce a portfolio of work investigating the factors that have contributed to the</p> <p>A Describes the main aims and objectives of the business and the external environment factors</p> <p>B Explains how marketing activities, enterprise skills and teams have contributed to the success</p> <p>C Analyses how the following factors have contributed to the success of the business: marketing</p> <p>D Judges how the business has achieved its main aims and objectives and evaluates the key</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A basic description of the main aims and objectives of the business, and some external environment factors affecting their achievement.</p> <p>Examples are collated to illustrate some of the aims and objectives and external environment factors.</p> <p style="text-align: right;">(1 - 6 marks)</p>	<p>A description of the main aims and objectives of the business and the external environment factors affecting their achievement.</p> <p>Examples are used to illustrate some aims and objectives and external environmental factors.</p> <p style="text-align: right;">(7 - 12 marks)</p>
AO2	<p>A description of how aspects of marketing activities, enterprise skills and teams have contributed to the success of the business.</p> <p>There will be some reference to the aims and objectives of the business.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A basic explanation of how aspects of marketing activities enterprise skills and teams have contributed to the success of the business.</p> <p>These factors will be related to some of the aims and objectives of the business.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to show how some of the following factors have contributed to the success of the business:</p> <ul style="list-style-type: none"> • marketing activities • enterprise skills • teams. <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of how some of the following factors have contributed to the success of the business:</p> <ul style="list-style-type: none"> • marketing activities • enterprise skills • teams. <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of how the business has achieved its main aims and objectives, describing the factors that have contributed to this.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>A judgement, with some justification, of how the business has achieved its main aims and objectives, explaining the factors that have contributed to this.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(4 - 6 marks)</p>

* No valid response (0 marks)

success of a business, which:

which have affected the ability of the business to achieve its aims and objectives. **(AO1)**

of the business. **(AO2)**

activities; enterprise skills and teams. **(AO3)**

factors that have contributed to this. **(AO4)**

Mark Band 3	Mark Band 4
<p>A detailed description of the main aims and objectives of the business and the external environment factors affecting their achievement. Realistic examples are used to illustrate some aims and objectives and external environment factors.</p> <p>(13 - 18 marks)</p>	<p>A detailed and comprehensive description of the main aims and objectives of the business and the external environment factors affecting their achievement. Realistic and detailed examples are used to illustrate the aims and objectives and external environment factors.</p> <p>(19 - 24 marks)</p>
<p>An explanation of how marketing activities, enterprise skills and teams have contributed to the success of the business. These factors will be related to the aims and objectives of the business.</p> <p>(11 - 16 marks)</p>	<p>A thorough explanation of how marketing activities, enterprise skills and teams have contributed to the success of the business. These factors will be clearly related to the aims and objectives of the business.</p> <p>(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a limited range of sources. Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of how the following factors have contributed to the success of the business:</p> <ul style="list-style-type: none"> • marketing activities • enterprise skills • teams. <p>(7 - 9 marks)</p>	<p>Selects relevant and up-to-date data from a range of sources. Uses appropriate numerical and/or non-numerical techniques on selected data to analyse how the following factors have contributed to the success of the business:</p> <ul style="list-style-type: none"> • marketing activities • enterprise skills • teams. <p>(10 - 12 marks)</p>
<p>A judgement, supported by a reasoned justification, of the how the business has achieved its main aims and objectives, discussing the key factors that have contributed to this. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p>(7 - 9 marks)</p>	<p>A judgement, supported by a coherent justification, of how the business has achieved its main aims and objectives, evaluating the key factors that have contributed to this. Ideas are communicated in a coherent structure with consistent appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p>(10 - 12 marks)</p>

AS Unit 2

People in Business

11.1 About this Unit

In this unit, you will study the roles and responsibilities of people in business. You will be investigating the qualities that employers look for in their employees. You will be investigating the training and development opportunities available to individuals and why motivation is vital in retaining staff.

You will explore the recruitment and selection processes used by businesses, and discuss the legal, social or ethical responsibilities which they consider important enough to take into account in the recruitment process.

You will have the opportunity to develop the skills and knowledge needed to carry out the activities associated with the recruitment process.

11.2 How you will be assessed

You need to: Produce a portfolio of work investigating a local business and complete a practical recruitment exercise, which:

A Describes:

- the roles and responsibilities of a manager, a supervisor and an employee within the business
- the qualities the employer looks for in each of these roles
- their training and development opportunities.

Uses examples to illustrate:

- methods of motivation used to retain the staff
- relevant PEST factors in the workforce plan.

B Plans and takes part in a recruitment and selection process, which explains self-regulatory, legal, social and ethical responsibilities considered in the recruitment process. This will be demonstrated through a practical exercise for which you will need to:

- create a vacant position for the role of either a manager, a supervisor or an employee
- develop the key recruitment documentation required during the recruitment process to fill this vacant post
- take part in a mock interview as part of an interview panel for the post.

- C Analyses how the following contributed to the effectiveness of the recruitment process:
- the recruitment documentation
 - the interview process
 - the training and motivational methods used
 - the relevant PEST factors in the workforce plan.
- D Judges the effectiveness of the recruitment exercise's selection process and recommends ways in which it could be improved.

The business that you investigate should be large enough to have three tiers of hierarchy.

11.3

You need to know, understand and be able to demonstrate:

Roles and Responsibilities

The roles and responsibilities of a manager, a supervisor and an employee within the business, including:

- their position in the business
- their key responsibilities and tasks
- the skills, qualifications and personal qualities required
- the degree of decision-making and problem solving involved in their role
- their terms and conditions of employment.

Staff Development and Training

The training and development opportunities provided, explaining the different methods used by the business and their appropriateness for the different job roles:

- on-the-job training methods (NVQs, job shadowing, job rotation, sitting with Nellie, CBT, mentoring, MAs, New Deal, coaching, etc)
- off-the-job training methods (in-house training – away from the normal place of work, eg induction, external courses, placements, bought-in training, simulations, etc)
- accreditation of training.

Motivation

The importance for a business to retain the staff it recruits into the business. Staff retention is one of the key indicators of whether the business has got the recruitment and selection process right. A high retention rate would indicate that staff are able and motivated to carry out their work and to remain as an employee within the business.

The methods that may be used to motivate employees in the business include:

- appraisal or performance review process
- remuneration and benefits offered (financial and non-financial benefits)
- hygiene factors (motivators and demotivators)
- discipline and grievance procedures
- any other used by the business.

The Recruitment Process, the Legal, Ethical and Social Obligations

The impact of PEST (Political, Economic, Social and Technological) factors prior to recruitment taking place.

The recruitment process used by the business, from identification of the job vacancy, through to drawing up suitable recruitment documentation, advertising for the post, recruiting and selecting a suitable student for the post.

The self-regulatory issues taken into account, eg age, welfare, diversity policies.

The legal, ethical and social obligations affecting the recruitment and selection of employees. The main legal and ethical principles behind the recruitment and selection process, including avoidance of discrimination linked to race, ethnicity, colour, nationality, religion, disability, gender and age.

Recruitment Documentation

The key recruitment documents used in the recruitment and selection process, including the job description, person specification, and suitable form for assessing the strengths and weaknesses of students.

The job advertisement and the planning necessary for advertising the post in the most effective manner.

Interviewing

Practical skill development by taking part in a role play interview for the vacant post.

How recruitment interviews are planned, carried out and evaluated.

The appropriate use of different methods for assessing suitability for a post, including psychometric and aptitude testing.

Good interview techniques, including non-verbal communication (such as dress, body language), open/closed questions, answers.

How to evaluate the effectiveness of the interview within the recruitment and selection process, considering criteria such as the appropriateness of the tests, questions asked, number of interviewers, match to the job description and person specification.

11.4 Assessment Criteria Unit 2 – People in Business

	<p>You need to produce a portfolio of work investigating a local business and complete a practical</p> <p>A Describes the roles and responsibilities of a manager, a supervisor and an employee within the business, examples of methods of motivation used to retain the staff and relevant PEST factors in the workforce</p> <p>B Plans and takes part in a recruitment and selection process, which explains self-regulatory, legal, social including, the creation of a vacant position, the development of the key recruitment documentation,</p> <p>C Analyses how the following contributed to the effectiveness of the recruitment process: the PEST factors in the workforce plan. (AO3)</p> <p>D Judges the effectiveness of the recruitment exercise’s selection process and recommends ways in</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A basic description for a manager, supervisor and employee of some of:</p> <ul style="list-style-type: none"> • their roles and responsibilities • qualities they should have • their training and development opportunities. <p>Examples are collated to illustrate some:</p> <ul style="list-style-type: none"> • methods of motivation used to retain staff • relevant PEST factors in the workforce plan. <p style="text-align: right;">(1 - 6 marks)</p>	<p>A description for a manager, supervisor and employee of:</p> <ul style="list-style-type: none"> • their roles and responsibilities • qualities they should have • their training and development opportunities. <p>Examples are used to illustrate some:</p> <ul style="list-style-type: none"> • methods of motivation used by the business to retain staff • relevant PEST factors in the workforce plan. <p style="text-align: right;">(7 - 12 marks)</p>
AO2	<p>Takes part in the interview.</p> <p>A demonstration of the recruitment and interview process which describes aspects of the structure and purpose of:</p> <ul style="list-style-type: none"> • the documentation • the interview. <p>A description of some self-regulatory, legal, social or ethical responsibilities relevant to recruitment.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>Plans and takes part in the interview.</p> <p>A demonstration of the recruitment and interview process which explains aspects of the structure and purpose of:</p> <ul style="list-style-type: none"> • the documentation • the interview. <p>A basic explanation of some self-regulatory, legal, social or ethical responsibilities relevant to recruitment.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to show how some of the following factors contributed to the effectiveness of the recruitment process:</p> <ul style="list-style-type: none"> • the documentation used • the interview process • the training and motivational methods used • relevant PEST factors in the workforce plan. <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of how some of the following factors contributed to the effectiveness of the recruitment process:</p> <ul style="list-style-type: none"> • the documentation used • the interview process • the training and motivational methods used • relevant PEST factors in the workforce plan. <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the effectiveness of the selection process, describing ways it could be improved.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>A judgement, with some justification, of the effectiveness of the selection process, explaining ways in which it could be improved.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(4 - 6 marks)</p>

* No valid response (0 marks)

recruitment exercise, which:

the qualities the employer looks for in each of these roles and their training and development opportunities. Provides plan. (A01)

and ethical responsibilities considered in the recruitment process. Demonstrates this through a practical exercise and participation in a mock interview as part of the interview panel. (AO2)

recruitment documentation; the interview process; the training and motivational methods used and the relevant

which it could be improved. (A04)

Mark Band 3	Mark Band 4
<p>A detailed description for a manager, supervisor and employee of:</p> <ul style="list-style-type: none"> • their roles and responsibilities • qualities they should have • their training and development opportunities. <p>Realistic examples are used to illustrate:</p> <ul style="list-style-type: none"> • methods of motivation used by the business to retain staff • relevant PEST factors in the workforce plan. <p style="text-align: right;">(13 - 18 marks)</p>	<p>A detailed and comprehensive description for a manager, supervisor and employee of:</p> <ul style="list-style-type: none"> • their roles and responsibilities • qualities they should have • their training and development opportunities. <p>Realistic and detailed examples are used to illustrate:</p> <ul style="list-style-type: none"> • methods of motivation used by the business to retain staff • relevant PEST factors in the workforce plan. <p style="text-align: right;">(19 - 24 marks)</p>
<p>Plans and takes part in the interview.</p> <p>A demonstration of the recruitment and interview process which explains the overall structure and purpose of:</p> <ul style="list-style-type: none"> • the documentation • the interview. <p>An explanation of relevant self-regulatory, legal, social or ethical responsibilities considered in the recruitment process.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>Plans and takes part in the interview.</p> <p>A demonstration of the recruitment and interview process which thoroughly explains the overall structure and purpose of:</p> <ul style="list-style-type: none"> • the documentation • the interview. <p>A thorough explanation of relevant self-regulatory, legal, social or ethical responsibilities considered in the recruitment process.</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a limited range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of how the following factors contributed to the effectiveness of the recruitment process:</p> <ul style="list-style-type: none"> • the documentation used • the interview process • the training and motivational methods used • relevant PEST factors in the workforce plan. <p style="text-align: right;">(7 - 9 marks)</p>	<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse how the following factors contributed to the effectiveness of the recruitment process:</p> <ul style="list-style-type: none"> • the documentation used • the interview process • the training and motivational methods used • relevant PEST factors in the workforce plan. <p style="text-align: right;">(10 - 12 marks)</p>
<p>A judgement, supported by a reasoned justification, of the effectiveness of the selection process, discussing ways in which it could be improved.</p> <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(7 - 9 marks)</p>	<p>A judgement, supported by a coherent justification, of the effectiveness of the selection process, evaluating ways in which it could be improved.</p> <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(10 - 12 marks)</p>

AS Unit 3

Financial Planning and Monitoring

12.1 About this Unit

In this unit, you will investigate the different legal types of business that exist and the sources of finance open to them. You will also investigate the reasons why businesses and entrepreneurs draw up business plans, including effective control of resources and how software can be used in this process.

You will study how businesses calculate their costs, revenues and hence profits and also how managers use this information in decision-making. You will also investigate how businesses discover the level of output they must produce to cover their costs.

You will explore the ways in which businesses plan their finances by, for example, drawing up cash flow forecasts or budgets and how they use these data to monitor the performance of the organisation.

You will learn how to construct and interpret cash flow forecasts and investigate the techniques that businesses use to improve their management of cash flow.

12.2 How you will be assessed

You need to: Complete the external assessment requirements for this unit. This comprises a pre-issued research task which is completed prior to the examination. The examination paper contains a series of tasks relating to the scenario and using your research. The external assessment is 1 hour.

In the external assessment, you will be required to:

- identify and explain sources of finance
- explain and calculate costs and revenue
- calculate profits and break-even
- apply financial techniques to analyse and justify business decisions.

12.3 You need to know, understand and be able to demonstrate:

Legal Forms of Business

The ownership, control, financing, advantages and disadvantages of the following:

- sole traders
- partnerships
- private limited companies
- public limited companies.

Sources of Finance

The internal and external sources of finance available to businesses, including share issues, loans, sales of assets, government grants and working capital.

Business Plans

The typical contents of a business plan, including information on marketing, finance, aims and objectives, location, production and personal qualities and qualifications. The purposes of business plans (for stakeholders such as investors and suppliers as well as the entrepreneur or manager) and sources of information that may be used. The use of business plans to monitor ongoing performance.

Business Software

The range of software used by businesses to:

- keep records of sales and expenditure
- draw up budgets and cash flow forecasts
- calculate and present year-end accounts.

The benefits of using business software.

Resource Management

The range of resources used by a business, including human resources, material resources as well as information resources. How resource needs vary between different businesses. The benefits of using minimal amounts of resources.

Costs and Revenues

The structure of costs, including fixed, variable and semi-variable costs. How costs are calculated, the relationship between the level of output and costs. How revenues are calculated. The price, quantity and revenue relationship.

Profits and Break-even

Calculation of profit and loss at different levels of output. The importance of profits to entrepreneurs.

Calculation of break-even output and the construction of break-even charts. Effects of changing costs and revenues on break-even output. Strengths and weaknesses of break-even as a management technique.

Cash Flow Forecasting

The components of cash flow, including:

- cash and credit inflows
- the components of cash outflows: wages, materials, etc
- net monthly cash flows, opening balances and closing balances.

The reasons why businesses forecast cash flow and the benefits of the process.

Cash Flow Monitoring

How to interpret cash flow forecasts. Common causes of cash flow problems, including poor planning, excessive trade credit and external shocks (such as changes in economic and market conditions). Actions which entrepreneurs and managers can take to improve a cash position:

- use of overdrafts and trade credit
- factoring and sale of assets
- rescheduling payments.

Setting Budgets

The use of revenue (or sales) budgets and expenditure budgets. Examples of the structure of sales and expenditure budgets. The process of setting budgets, starting with sales forecasts. The reasons for setting budgets and the benefits from this process.

Monitoring Budgets

The use of forecasted and actual budget data and the analysis of variances, including favourable and adverse variances. Expected relationships within budgets and actual data, eg higher sales figures leading to adverse expenditure variances.

AS Unit 4

Meeting Customer Needs

13.1 About this Unit

In this unit, you will investigate how businesses attempt to meet the needs of their customers. You will explore the different types of customer that businesses deal with and the various needs that customers have regarding the quality of products and after-sales service.

You will investigate the factors that affect customer satisfaction and the implications that these factors have for product development and after-sales service. You will learn about the different ways in which businesses research customer needs, in particular, the ways in which customer opinions can be monitored through the use of ICT.

This unit gives you the opportunity to develop your understanding from Unit 1 Investigating Business.

13.2 How you will be assessed

You need to: Complete the external assessment for this unit which will require you to apply your knowledge of meeting customer needs to a short case study(ies). The external assessment is 1 hour.

In the external assessment, you will be required to:

- describe the characteristics of the different types of customer that a business deals with and explain how different customer expectations and needs might affect the operation of a business
- outline a research plan for a business. You will also be required to analyse business reports on customer needs and to provide key recommendations for the business from your analysis
- describe the ways in which a business could differentiate its products and explain how this might improve the way it meets the needs of its customers
- explain how research and development improves the ability of a business to respond to changing customer needs
- recommend improvements to the customer service provided by a business and ways in which a business might improve its customer relations using ICT.

13.3

You need to know, understand and be able to demonstrate:

Types of Customer

How customers can be segmented by the following characteristics:

- age
- sex
- location
- socio-economic factors
- lifestyle.

The ways in which changes in the population structure of the UK economy affect the characteristics of customers and the impact that this can have on businesses.

The distinction between:

- internal customers
- external customers.

How this classification affects the way in which a business might think about meeting customer needs and the impact that this has on procedures within a business.

Customer Needs

The range of needs that customers have, both during and after the purchase of a product, including:

- understanding the value and suitability of the product
- information about the product and its functions
- reassurance about after-sales services, including guarantees.

How customer needs depend partly on the nature of the product, including the following product characteristics:

- complexity of the product, eg buying a car compared to buying petrol
- involvement in the product, eg buying a house compared to buying electricity.

The ways in which the complexity of a product, and degree of involvement which a customer has in that product, affects a customer's need for information and support when purchasing a product.

Products are classified according to whether they are essential (eg health care) or non-essential (eg magazines) and the extent to which this alters the expectations that customers have for customer service and after-sales support.

Researching Customer Needs

The methods used by businesses to collect information on customer attitudes towards their products, including:

- customer feedback questionnaires
- consumer panels
- test marketing
- personal interviews.

The use of industry level market research to provide a benchmark of customer needs, expectations and competitor performance.

The use of ICT to collect and store customer data, including on-line surveys and databases.

How to construct a customer research plan to identify what customer data need to be collected and how these data could be collected and analysed.

Analysing Customer Research

How businesses analyse customer research, including:

- grouping data by customer characteristics to establish differences in buyer behaviour, eg by location
- interpreting time-series data to forecast future customer needs (using simple trend analysis).

The use of ICT to process customer databases and generate useful customer information.

How businesses use information gained from analysing customer research to define the needs of their customers and identify the extent to which they are meeting these needs.

Product Development

The ways in which businesses differentiate their products in order to meet the needs of different types of customer.

How products can be differentiated by core, actual and augmented aspects of a product:

- core aspects – the basic function of a product, eg the ability of a mobile phone to make a voice call
- actual product – the additional features of a product (quality and durability, design and product styling, packaging and brand name) eg polyphonic ring tones on a mobile phone
- augmented product – support aspects of a product (customer service, warranty, delivery and credit, installation and after-sales service) eg free one-year insurance on a mobile phone.

The methods used by businesses to carry out research and development to improve the core, actual and augmented aspects of its products. The extent to which investment in research and development improves the profits (surplus) of a business.

How businesses develop product ranges and the extent to which this improves the ability of a business to meet customer needs.

Customer Service

The features of customer service, including:

- staff, eg helpfulness and communication skills
- premises, eg layout and accessibility
- after-sales care, eg dealing with complaints and exchanging goods.

How businesses alter the level of customer service to meet the needs of different types of customer, eg budget airlines compared with traditional airlines.

The importance of customer service for developing long-term relationships with customers.

The use of ICT to maintain good customer relations, including databases, email and telecommunications.

AS Unit 5

Business Communication and Information Systems

14.1 About this Unit

In this unit, you will investigate the use of a range of business communication and information systems, both paper-based and electronic, in order to plan and administrate a range of business activities.

The unit highlights the legal and self-regulatory implications in the workplace arising from the application of business communication and information systems in an ICT setting.

You will present your ideas on the most appropriate methods of business communication and information systems that can be used to best meet the requirements of the business.

You will demonstrate your ability to apply this knowledge and understanding in order to plan and prioritise a range of activities.

14.2 How you will be assessed

You need to: Complete an external assessment for this unit, which will require you to apply your knowledge of the various methods of business communication and information systems to a variety of different business situations, including application of ICT. The external assessment is 1½ hours.

In the external assessment, you will be required to update or change a spreadsheet, database or word processed document in order to:

- reformat or design a communication
- design or compose a response to a communication
- assess an information system in the circumstances presented to you.

14.3

You need to know, understand and be able to demonstrate:

Business Communication

How to select and use appropriate communication methods for a variety of business purposes, which may include:

- internal and external to the business
- formal and informal
- confidential and non-confidential.

How to identify and prepare appropriate methods of communication, including:

- written, eg letter, memorandum, reports, notices, agendas, itineraries, schedules
- verbal, eg one-to-one, meetings, interviews
- non-verbal, eg body language, expression
- graphic, eg charts, graphs, photographs.

The medium for sending the communication is as important as the method when considering the effectiveness of the communication in terms of time and cost, including:

- post, internal and external
- telecommunications, eg video conferencing, electronic mail, internet, intranet
- face-to-face
- printed publications, eg magazine, newspaper.

The success of a communication depends on the recipient being able to comprehend the communication, interpret the underlying tone (eg urgent, formal), and to give feedback (eg reply, action the communication, buy a good or service).

Why businesses are concerned that the presentation of the communication is clear and that the layout, font types and the use or non-use of colour are equally important in conveying the image and tone that the business wishes to convey.

Information Systems and Flow

How businesses use paper-based and electronic information systems to ensure communication flows upward, downward, horizontal and vertical. The systems used to administer a range of tasks, including:

- storing information
- processing information
- retrieving information
- disseminating information.

The need for businesses to establish the following before the appropriate system is chosen:

- the type of information to be stored, eg qualitative, quantitative
- the purpose for which it is to be used, eg records, analysis of trends, statistical.

The importance of establishing effective information systems to use in and between different functional areas to ensure:

- timeliness, eg maintenance of information to ensure it is up-to-date and available when required

- accuracy, eg input is confined to authorised personnel and is checked for reliability
- security, eg legal and organisational constraints.

Software

The range of software which may be available for these purposes, including:

- spreadsheets
- word processors
- databases
- graphical design software
- presentation software
- email, internet and intranet.

Legal and Self-Regulatory Constraints

How legislative, security and operational issues can impact the use of ICT in a business setting, including an awareness of:

- Data Protection Act
- Computer Misuse Act
- copyright laws
- security of data, eg passwords, virus protection
- health and safety issues.

Prioritising and Planning

How to plan and prioritise administrative tasks to meet deadlines and the business requirement, including:

- work plans
- schedules
- time management techniques.

AS Unit 6

Developing a Product

15.1 About this Unit

In this unit, you will study how businesses combine resources to provide products (goods or services). You will explore the factors businesses consider when deciding the characteristics of their products, such as the appearance of the product and the quality of materials used.

You will explore the range of resources required to produce goods and services and how businesses choose the level and quality of these resources when attempting to meet customer needs.

You will study how businesses identify the costs associated with production resources and how overall and unit costs of production can be calculated.

You will investigate how businesses decide on the characteristics of their products and how research and development is a vital part of this decision.

This unit builds on Unit 1 Investigating Business, Unit 2 People in Business, Unit 3 Financial Planning and Monitoring and Unit 4 Meeting Customer Needs.

15.2 How you will be assessed

You need to: Produce a portfolio of work developing a product idea of your own choice, which:

- A Describes the quality and resource decisions made by a business producing a product similar to the proposed idea, illustrating these with examples taken from the business.
- B Explains the proposed product's characteristics including:
 - form and function
 - quality decisions
 - relevant safety requirements.

Explains the appropriate mix of production resources if the proposed product were to be produced.

- C Analyses how the following determined the product's characteristics and appropriate mix of production resources:
 - quality decisions
 - relevant safety requirements
 - production resources and their costs.
- D Justifies the reasons for choosing the product's characteristics and the appropriate mix of production resources.

The product you research should be on a scale that a very small business could produce.

15.3

You need to know, understand and be able to demonstrate:

Product Characteristics

How and why businesses specify product characteristics in terms of their form (appearance and aesthetic appeal) and function (what the product does, including its expected level of performance and quality).

The role played by the following issues in determining the characteristics of a product:

- quality of materials - the role that materials play in determining quality of the finished product, eg the quality of ingredients used by a burger van compared with those used by a restaurant; the fabrics used in clothing manufacturing in relation to customer expectations
- quality of service - the role that service plays in delivering the expected level of quality to the customer, eg the expected level and style of customer service offered by a burger van compared with those offered by a restaurant; tailored fitting offered by small-scale fashion designers compared with standard sizes offered by larger scale clothing manufacturers
- relevant safety requirements - the impact these have on the characteristics of a product, such as:
 - Health and Safety at Work Act 1974
 - Food and Drugs Act 1984
 - Food Safety Act 1990
 - Consumer Protection Act 1987.

Production Resources

The range of resources used by businesses when producing their products:

- direct and indirect materials, eg raw materials, component parts, cleaning materials
- physical resources, including:
 - premises, eg factory, warehouse, shop or home
 - equipment, eg machinery used to make a product, office equipment and delivery vehicles.
- the human resources needed to produce the product and deliver it to customers
- financial resources, including:
 - internal: owner's funds and retained profits
 - external: loans, hire purchase and leasing, government grants, venture capital and government loans.

How different factors influence the level and mix of production resources required, including:

- product characteristics, eg simple product with limited functionality or more complex product with wider functionality
- type of product, eg labour or capital intensive
- market size and choice of scale of operation, eg mass produced or small scale
- technology.

Costing of Resources

The different ways in which the cost of resources can be classified:

- fixed, variable and semi-variable costs – classified according to how cost varies as output varies
- direct costs and indirect costs – classified according to whether or not the cost can be directly attributed to the production of the product.

How the above classifications can be used to calculate the cost of producing a product.

Deciding on Product Characteristics

The role played by research and development in defining the characteristics of a product.

The investment costs incurred when research and development are being carried out and how smaller organisations attempt to minimise these costs.

How the final characteristics of a product are determined by the feasibility of production involving a joint consideration of the:

- cost of producing the product
- expected revenue from the target market
- projected profit.

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15.4 Assessment Criteria Unit 6 – Developing a Product

	<p>You need to produce a portfolio of work developing a product idea of your own choice, which:</p> <p>A Describes the quality and resource decisions made by a business producing a product similar</p> <p>B Explains the proposed product’s characteristics including: form and function; quality decisions; were to be produced. (AO2)</p> <p>C Analyses how the following determined the product’s characteristics and appropriate mix of</p> <p>D Justifies the reasons for choosing the product’s characteristics and the appropriate mix of</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A basic description of some of the quality and resource decisions made by the business.</p> <p>Examples are collated to illustrate some quality and resource decisions.</p> <p style="text-align: right;">(1 - 6 marks)</p>	<p>A description of the quality and resource decisions made by the business.</p> <p>Examples are used to illustrate some quality and resource decisions.</p> <p style="text-align: right;">(7 - 12 marks)</p>
AO2	<p>A description of elements of the proposed product’s characteristics, including:</p> <ul style="list-style-type: none"> • form and function • quality decisions • relevant safety requirements. <p>A description of the production resources required, with reference to the product’s characteristics.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A basic explanation of elements of the proposed product’s characteristics, including:</p> <ul style="list-style-type: none"> • form and function • quality decisions • relevant safety requirements. <p>An explanation of the production resources appropriate to the product’s characteristics.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to show how some of the following factors determined the product’s characteristics and the appropriate mix of production resources:</p> <ul style="list-style-type: none"> • quality decisions • relevant safety requirements • production resources and their costs. <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of how some of the following factors determined the product’s characteristics and appropriate mix of production resources:</p> <ul style="list-style-type: none"> • quality decisions • relevant safety requirements • production resources and their costs. <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, for choosing the final product characteristics, describing the mix of production resources.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>A judgement, with some justification, of the final product characteristics, explaining their suitability and the mix of production resources.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(4 - 6 marks)</p>

* No valid response (0 marks)

to the proposed idea. **(AO1)**

relevant safety requirements. Explains the appropriate mix of production resources if the proposed product

production resources: quality decisions; relevant safety requirements; production resources and costs. **(AO3)**

production resources. **(AO4)**

Mark Band 3	Mark Band 4
<p>A detailed description of the quality and resource decisions made by the business.</p> <p>Realistic examples are used to illustrate some quality and resource decisions.</p> <p style="text-align: right;">(13 - 18 marks)</p>	<p>A detailed and comprehensive description of the quality and resource decisions made by the business.</p> <p>Realistic and detailed examples are used to illustrate quality and resource decisions.</p> <p style="text-align: right;">(19 - 24 marks)</p>
<p>An explanation of the product's characteristics, including:</p> <ul style="list-style-type: none"> • form and function • quality decisions • relevant safety requirements. <p>An explanation of the mix of production resources appropriate to the product's characteristics.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>A thorough explanation of the product's characteristics, including:</p> <ul style="list-style-type: none"> • form and function • quality decisions • relevant safety requirements. <p>An in-depth explanation of the mix of production resources appropriate to the product's characteristics.</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a limited range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of how the following factors determine the product's characteristics and appropriate mix of production resources:</p> <ul style="list-style-type: none"> • quality decisions • relevant safety requirements • production resources and their costs. <p style="text-align: right;">(7 - 9 marks)</p>	<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse how the following factors determine the product's characteristics and appropriate mix of production resources:</p> <ul style="list-style-type: none"> • quality decisions • relevant safety requirements • production resources and their costs. <p style="text-align: right;">(10 - 12 marks)</p>
<p>A judgement, supported by a reasoned justification, of the final product characteristics, discussing their suitability and the mix of production resources.</p> <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(7 - 9 marks)</p>	<p>A judgement, supported by a coherent justification, of the product characteristics, evaluating their suitability and the mix of production resources.</p> <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(10 - 12 marks)</p>

AS Unit 7

Career Planning

16.1 About this Unit

This unit is designed to help you explore the types of career that are available to you. It sets out a clear process which you can follow to assist you in finding out the opportunities that are available and the types of job which are likely to suit your personal skills profile and the skills and knowledge that you have acquired from your studies.

The unit offers you the opportunity to identify the skills that you will need and to investigate the range of training and development opportunities available through education or an employer.

This unit should assist you in choosing your next step whether in further education or in employment.

This unit builds on Unit 2 People in Business.

16.2 How you will be assessed

You need to: Produce a personal career plan, which:

- A Describes three suitable career pathways, including:
- the jobs available within the sector and career progression
 - the skills, personal qualities, qualifications and experience required
 - the training and development offered by the sector/employer.
- B Explains a suitable personal career plan, including:
- personal skills profile and personality traits
 - the training and development opportunities available to help achieve the career choice
 - the proposed career pathway and training and education route
 - an action plan for the next three years.
- C Analyses the research carried out in order to construct the career plan, including:
- a personal skills profile
 - knowledge, skills and training required
 - financial support required
 - sources of funding.
- D Judges the most appropriate career pathway and training and education route, with assessment of the financial support required.

16.3

You need to know, understand and be able to demonstrate:

Career Pathways

The need for individuals to investigate, from a wide variety of sources, a range of suitable occupations which may be of interest to them, including:

- the skills, qualifications and experience required
- the personal qualities required
- training and development offered by the sector/employer
- career progression.

How individuals identify and select the occupation or pathway that would be of the most interest or suitability to them given their qualifications and aptitudes.

Training

Methods of training used by businesses and the form they may take, including:

- on-the-job methods, eg ‘sitting with Nellie’, job shadowing
- off-the-job methods, eg external courses, computer-based training.

An awareness of national training initiatives such as:

- Advanced Modern Apprenticeships (MA in Wales)
- Foundation Modern Apprenticeships (National Traineeships)
- Training offered by the LSC (ELWa in Wales)
- The Learning Gateway (Youth Gateway in Wales)
- Investors in People
- New Deal and other incentives for training.

Personal Skills Profile

The skills that individuals have to offer potential employers, which may include:

- team working
- influencing
- risk taking
- self-confidence and motivation
- inter-personal
- communication
- leadership
- supervisory.

How to identify these through the use of psychometric tests.

Personality Traits

How to use personality tests to identify and describe personality traits and to develop a personal development plan. The importance of identifying the skills and personality traits of individuals to establish the right type of occupation.

Qualifications and Training

How individuals investigate the range of qualification and training opportunities that are available, in order to explain what they involve and where they may need to go to undertake the training.

The range of qualifications available, including:

- Applied and General A/S and A levels (including Advanced Extension Awards)
- industry led qualifications, eg CIM, AAT, etc
- NVQs
- Key Skills.

Training and Education Routes

The advantages and disadvantages of the different options open to individuals, including:

- Higher Education
- Modern Apprenticeship
- work and training at work
- voluntary work
- study/work abroad
- self-employment.

Sources of Funding

The range of funding that may be available to individuals, including:

- benefits
- own savings
- Student loans
- funding from your LEA
- learner support funds
- education trusts and charities
- hardship funds or bursary
- career development loans
- training allowances
- wage or salary in employment.

Personal Budget

How to construct a personal budget associated with the chosen career plan, incorporating:

- cost associated with chosen pathway
- income from various sources.

16.4 Assessment Criteria Unit 7 – Career Planning

	<p>You need to produce a personal career plan, which:</p> <p>A Describes three suitable career pathways, including: the jobs available within the sector and career by the sector/employer. (AO1)</p> <p>B Explains a suitable personal career plan, including: personal skills profile and personality traits; training</p> <p>C Analyses the research carried out in order to construct the career plan including: a personal skills profile;</p> <p>D Judges the most appropriate career pathway and training/educational route, with assessment of the</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A basic description of three suitable career pathways including some of:</p> <ul style="list-style-type: none"> the jobs available within the sector and career progression routes the skills, personal qualities, qualifications and experience required training and development offered by the sector/employer. <p>Examples are collated to illustrate some of the above aspects of the career pathways.</p> <p style="text-align: right;">(1 - 6 marks)</p>	<p>A description of the three suitable career pathways including:</p> <ul style="list-style-type: none"> the jobs available within the sector and career progression routes the skills, personal qualities, qualifications and experience required training and development offered by the sector/ employer. <p>Examples are used to illustrate some aspects of the above aspects of the career pathways.</p> <p style="text-align: right;">(7 - 12 marks)</p>
AO2	<p>A personal career plan which includes a reference to the following components:</p> <ul style="list-style-type: none"> personal skills profile and personality traits training and development opportunities the proposed route an action plan for the next three years. <p>These components will form the basis of a personal career plan. The action plan may be limited.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A personal career plan which explains some of the main components including:</p> <ul style="list-style-type: none"> personal skills profile and personality traits training and development opportunities the proposed route an action plan for the next three years. <p>These components will be linked to give some overall coherence and relevance. The action plan will be mostly realistic.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to show how some of the following aspects contributed to the personal career plan:</p> <ul style="list-style-type: none"> a personal skills profile, qualifications and experience needed knowledge, skills and training required financial support required sources of funding. <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of how some of the following aspects contributed to the career plan:</p> <ul style="list-style-type: none"> a personal skills profile, qualifications and experience needed knowledge, skills and training required financial support required sources of funding. <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the suitability of the chosen pathway and route, describing the likely financial support required.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>A judgement, with some justification, of the chosen pathway and route, explaining their suitability and the likely financial support required.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(4 - 6 marks)</p>

* No valid response (0 marks)

progression; the skills, personal qualities, qualifications and experience required; the training and development offered and development opportunities; the proposed career pathway and route; an action plan for the next three years. (AO2) knowledge, skills and training required; financial support required; sources of funding. (AO3) financial support required. (AO4)

Mark Band 3	Mark Band 4
<p>A detailed description of three suitable career pathways including the following:</p> <ul style="list-style-type: none"> the jobs available within the sector and career progression routes the skills, personal qualities, qualifications and experience required training and development offered by the sector/employer. <p>Realistic examples are used to illustrate aspects of the jobs available, skills, qualifications and experience associated with the career pathways.</p> <p style="text-align: right;">(13 - 18 marks)</p>	<p>A detailed and comprehensive description of three suitable career paths including the following:</p> <ul style="list-style-type: none"> the jobs available within the sector and career progression routes the skills, personal qualities, qualifications and experience required training and development offered by the sector/employer. <p>Realistic and detailed examples are used to illustrate effectively the job available, skills, qualifications and experience associated with the career pathways.</p> <p style="text-align: right;">(19 - 24 marks)</p>
<p>A detailed personal career plan with an explanation of relevant components including:</p> <ul style="list-style-type: none"> personal skills profile and personality traits the training and development opportunities the proposed route an action plan for the next three years. <p>These components will be linked to provide a mostly coherent and relevant career plan. The action plan will be realistic.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>A detailed personal career plan with a thorough explanation of relevant components including:</p> <ul style="list-style-type: none"> personal skills profile and personality traits the training and development opportunities the proposed route an action plan for the next three years. <p>These components will be clearly linked in a coherent manner to provide a relevant personal career plan. The action plan will be detailed and realistic.</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a limited range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of how the following aspects contributed to the personal career plan:</p> <ul style="list-style-type: none"> a personal skills profile, qualifications and experience needed knowledge, skills and training required financial support required sources of funding. <p style="text-align: right;">(7 - 9 marks)</p>	<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse how the following aspects contributed to the personal career plan:</p> <ul style="list-style-type: none"> a personal skills profile, qualification and experience needed knowledge, skills and training required financial support required sources of funding. <p style="text-align: right;">(10 - 12 marks)</p>
<p>A judgement, supported by a reasoned justification, of the chosen career pathway and route, discussing their suitability and the likely financial support required.</p> <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(7 - 9 marks)</p>	<p>A judgement, supported by a coherent justification, of the chosen career pathway and route, evaluating their suitability and discussing the financial support required.</p> <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(10 - 12 marks)</p>

A2 Unit 8

Business Planning

17.1 About this Unit

In this unit, you will have the opportunity to produce a structured business plan for a business proposal.

A business plan is the essential document that is required to evaluate whether a business proposal will work. The business proposal could be for a new business or an existing business that wishes to expand or diversify its product range (goods or services).

This unit is a synoptic unit which gives you the opportunity to apply enterprise, team working and presentation skills, as well as applying the skills and knowledge learnt through other units in the specification.

17.2 How you will be assessed

You need to: Produce a business plan for a business proposal, which:

- A Explains the activities of the business proposal, its aims and objectives, form of ownership and key personnel required.
- B Develops the marketing, operations and financial plans, explaining how these achieve the aims and objectives of the business proposal.
- C Analyses key research findings of the following to quantify and develop an integrated business plan:
 - marketing plan
 - operations plan
 - financial plan.
- D Evaluates the viability of the business plan in order to support a case for funds, based on an assessment of:
 - relevant financial ratios
 - pay-back period
 - “what if” analysis
 - contingency plans.

The plan should be suitable to present to an external lender, such as a bank, who might provide finance to a new or existing business, or to an internal stakeholder, such as a senior manager, who may have the authority to give the go-ahead for the business proposal.

17.3

You need to know, understand and be able to demonstrate:

Business Aims and Objectives

How and why it is important to define clear aims and SMART objectives (Specific, Measurable, Achievable, Relevant and Time-specific) before constructing the marketing, operations and financial plans of the business idea.

Market Research

The methods used by businesses to identify target markets and competitors through primary and secondary research (defined in Unit 1).

How findings from market research can be analysed and presented, including the use of tables, diagrams and graphs.

Marketing Planning

The importance of a marketing plan, designed to attract customers to a business, including:

- customers – who they are and why they would be prepared to buy the product; the projected number of customers and their buying behaviour
- competitors – the level of competition for the product and how your business proposal might establish a competitive advantage
- marketing mix – the application of the four Ps (Price, Product, Promotion and Place) to the product.

How a sales forecast, quantifying expected monthly revenues and based on a chosen marketing mix, can be produced by considering likely customer and competitive behaviour.

Operations Planning

The importance of an operations plan to consider:

- the monthly quantity produced, considering both volume and timing in order to meet customer demand predicted by the marketing plan and its sales forecast
- the different stages of production and how established quality levels might be assured
- the human and physical resources required, including:
 - Human:
 - the personnel essential to operate a business and their cost
 - the skills required, training needed and the cost of training.

Physical:

- the types of premises, equipment and stock required and their cost
- how premises, equipment and stock can be acquired, eg lease, rent, hire purchase and trade credit
- how stocks of goods are managed, eg minimum, maximum and re-order levels. Just in time (JIT) ordering.

Financial Analysis and Planning

How a business can plan its financial requirements, based on the requirements of the marketing and operations plans, considering:

- size, duration and rate of interest of bank loan required
- start-up budget with estimates of buying or renting premises, purchases of machinery, office equipment and fixtures and fittings
- break-even forecasts, including contribution and margin of safety
- cash flow forecasts
- projected profit and loss statement and balance sheet.

Evaluating the Business Plan

How the viability of a business can be assessed through:

- return on capital employed
- projected profit margins, eg gross profit margin
- measures of liquidity, eg current ratio
- pay-back period on loans and owners' investment
- the use of “what if” analysis, possibly based on a computer spreadsheet model, to carry out a risk assessment. This should include a consideration of how sensitive the success of the business is to changes in the marketing, operations and financial plans.

How the construction of contingency plans is an essential component of a viable business plan, eg how the business could respond to adverse demand or meet better than expected demand.

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17.4 Assessment Criteria Unit 8 – Business Planning

	<p>You need to produce a business plan for a business proposal, which:</p> <p>A Explains the activities of the business proposal, its aims and objectives, form of ownership</p> <p>B Develops the marketing, operations and financial plans, explaining how these achieve the</p> <p>C Analyses key research findings of the following to quantify and develop an integrated</p> <p>D Evaluates the viability of the business plan in order to support a case for funds, based on an</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A description of the business proposal’s activities, aims and objectives, form of ownership and key personnel.</p> <p>Outlines examples to illustrate some of these.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A partial explanation of the business proposal’s activities, aims and objectives, form of ownership, and key personnel.</p> <p>Examples are used in context to illustrate some of these.</p> <p style="text-align: right;">(5 - 8 marks)</p>
AO2	<p>A business plan which includes aspects of the marketing, operations and financial plans.</p> <p>A description of how these support the aims and objectives of the business proposal.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A business plan which contains marketing, operations and financial plans.</p> <p>A basic explanation of how these contribute to achieving the aims and objectives of the business proposal.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to provide a partial analysis of the requirements of:</p> <ul style="list-style-type: none"> • the marketing plan • the operations plan • the financial plan. <p>Uses the results of the analysis to identify some relevant elements of the business plan.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of the requirements of:</p> <ul style="list-style-type: none"> • the marketing plan • the operations plan • the financial plan. <p>Uses the results of the analysis to outline a relevant business plan.</p> <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the viability of the business plan, taking into account some of the following evidence:</p> <ul style="list-style-type: none"> • relevant financial ratios • pay-back period • “what if” analysis • contingency plans. <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A judgement, with some justification, of the viability of the business plan, having prioritised some of the following evidence:</p> <ul style="list-style-type: none"> • relevant financial ratios • pay-back period • “what if” analysis • contingency plans. <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(5 - 8 marks)</p>

* No valid response (0 marks)

and key personnel required. (AO1)
 aims and objectives of the business proposal. (AO2)
 business plan: marketing, operations and financial plans. (AO3)
 assessment of: relevant financial ratios; pay-back period; “what if” analysis; contingency plans. (AO4)

Mark Band 3	Mark Band 4
<p>An explanation of the business proposal’s activities, aims and objectives, form of ownership, and key personnel. Realistic examples are used in context to illustrate these.</p> <p style="text-align: right;">(9 - 12 marks)</p>	<p>A thorough explanation of the business proposal’s activities, aims and objectives, form of ownership, and key personnel. Realistic and detailed examples are used in context to illustrate these.</p> <p style="text-align: right;">(13 - 16 marks)</p>
<p>A business plan which contains developed marketing, operations and financial plans. An explanation of how these could achieve the aims and objectives of the business proposal.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>A business plan which contains comprehensive marketing, operations and financial plans. An in-depth explanation of how these could achieve the aims and objectives of the business proposal.</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a range of sources. Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of the requirements of:</p> <ul style="list-style-type: none"> • the marketing plan • the operations plan • the financial plan. <p>Uses the results of the analysis to develop a relevant business plan, which considers the aims and objectives, form of ownership and key personnel required.</p> <p style="text-align: right;">(7 - 10 marks)</p>	<p>Selects relevant and up-to-date data from a wide range of sources. Uses appropriate numerical and/or non-numerical techniques on selected data to analyse the requirements of:</p> <ul style="list-style-type: none"> • the marketing plan • the operations plan • the financial plan. <p>Uses the results of the analysis to develop a consistent and integrated business plan, showing detailed consideration of the aims and objectives, form of ownership and key personnel required.</p> <p style="text-align: right;">(11 - 14 marks)</p>
<p>An evaluation of the viability of the business plan, based on an assessment of:</p> <ul style="list-style-type: none"> • relevant financial ratios • pay-back period • “what if” analysis • contingency plans. <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(9 - 13 marks)</p>	<p>A comprehensive evaluation of the viability of the business plan, based on a detailed assessment of:</p> <ul style="list-style-type: none"> • relevant financial ratios • pay-back period • “what if” analysis • contingency plans. <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(14 - 18 marks)</p>

A2 Unit 9

Marketing Strategy

18.1 About this Unit

In this unit, you will investigate why marketing activities (introduced in Unit 1) are vital to the achievement of business aims and objectives.

You will consider the importance of marketing strategies and tactics for businesses as they attempt to meet different customer needs and to deal successfully with a variety of competitors. You will learn how to use quantitative and qualitative information when recommending a marketing strategy and associated mix of marketing activities.

In your portfolio work for this unit, you could use one of the businesses that you investigated in Unit 1 Investigating Business or Unit 6 Developing a Product.

This unit builds on Unit 1 Investigating Business, Unit 4 Meeting Customer Needs, Unit 6 Developing a Product and Unit 10 Promotional Activities.

18.2 How you will be assessed

- You need to: Produce a plan of a marketing strategy, and associated marketing mix, for a new or existing business, which:
- A Explains the marketing strategy, its target market and marketing aims and objectives, illustrating these with examples taken from the business.
 - B Explains how the chosen marketing activities are designed to implement the marketing strategy and achieve its aims and objectives.
 - C Analyses the findings of appropriate market research to develop the associated marketing mix, to meet the aims and objectives of the strategy, including identification of:
 - the characteristics, behaviour and needs of the target market
 - the impact of competition.
 - D Evaluates the suitability of the marketing strategy, and associated marketing activities, considering:
 - findings from market research
 - the risks and uncertainties associated with the target market(s).

18.3

You need to know, understand and be able to demonstrate:

Business Aims and Objectives

The main aims and objectives of profit and not-for-profit businesses:

- survival
- meeting stakeholder needs
- maximising sales revenue (income)
- maximising profit (surplus)
- growth.

How marketing activities (such as product development, promotional activities, changes in pricing and distribution channels) help to achieve business aims and objectives.

The importance of setting marketing objectives, capable of helping achieve wider business objectives:

- successfully targeting a new market or part of an existing market (market segmentation)
- achieving or maintaining a particular share of the market
- developing a suitable range of products (product mix)
- increasing the profit (surplus) received on products (contribution)
- positioning the product in a more favourable segment of the market (product positioning).

Marketing Strategies and Tactics

The difference between marketing strategies (general plans on how best to approach a market) and marketing tactics (particular marketing activities aimed at implementing a strategy).

The various marketing strategies available to a business and how the choice of strategy will affect marketing tactics (including segmentation strategies; leader, challenger, follower and niche).

How the Ansoff matrix and Boston matrix help to determine the most appropriate marketing strategy.

The role of the marketing mix (defined in Unit 1) in determining the marketing tactics designed to support a marketing strategy.

Meeting Customer Needs and Dealing with Competition

How the needs of particular customers (market segments) and the competitive position of a business help to determine its choice of marketing strategies and tactics.

The extent to which changes in customer needs and the competitive position of a business might affect its marketing strategies and tactics.

Market Research and Target Markets

The ways in which primary and secondary market research (defined in Unit 1) help to determine the choice of marketing strategy and to inform the selection of marketing tactics.

The importance of ensuring that market research data are timely, accurate and valid.

How the sample size of market research helps to determine the significance of results (restricted to a qualitative understanding of significance levels).

The methods used by business to segment its markets, including:

- age groups
- socio-economic groups, eg UK government's socio-economic classification system
- lifestyle groups, eg DINKIES
- psychological profiles, eg early adopters
- mixed profiles, eg ACORN and eTypes classification.

How the targeted market(s), and their associated consumer behaviour, helps to define the appropriate marketing strategy and tactics.

Developing a Marketing Strategy

The use of product-positioning maps to analyse and develop a range of possible marketing activities.

How the following aspects of the marketing mix could be considered when developing a range of possible marketing activities:

- price decisions based on cost, competition and customer value
- promotional mix and “above the line”/ “below the line” promotional activities
- choice of distribution channel and the use of on-line retailing
- product differentiation, including core, actual and augmented components of a product.

Recommending a Marketing Strategy

How the final recommended marketing strategy can be determined by assessing available quantitative and qualitative information:

- market research data
- assessment of likely risks/uncertainties within the targeted market.

18.4 Assessment Criteria Unit 9 – Marketing Strategy

	<p>You need to produce a marketing strategy, and associated marketing mix, for a new or existing</p> <p>A Explains the marketing strategy, its target market and marketing aims and objectives. (AO1)</p> <p>B Explains how the chosen marketing activities are designed to implement the marketing</p> <p>C Analyses the findings of appropriate market research to develop the associated marketing behaviour and needs of the target market; the impact of competition. (AO3)</p> <p>D Evaluates the suitability of the marketing strategy, and associated marketing activities, market(s). (AO4)</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A description of the marketing strategy, its target market(s) and business and marketing aims and objectives.</p> <p>Outlines examples to illustrate some of these.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A partial explanation of the marketing strategy, its target market(s) and business and marketing aims and objectives.</p> <p>Examples are used in context to illustrate some of these.</p> <p style="text-align: right;">(5 - 8 marks)</p>
AO2	<p>A plan for a marketing strategy which includes aspects of the marketing activities.</p> <p>A description of how these marketing activities support the aims and objectives of the marketing strategy.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A plan for a marketing strategy which contains the marketing activities.</p> <p>A basic explanation of how the marketing activities relate to some of the marketing strategy's aims and objectives.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • the characteristics, behaviour and needs of the target market(s) • the impact of competition. <p>Uses the results of the analysis to identify some of the associated marketing activities.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • the characteristics, behaviour and needs of the target market(s) • the impact of competition. <p>Uses the results of the analysis to outline the marketing activities.</p> <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the suitability of the marketing strategy and associated marketing activities, taking into consideration some of the following evidence:</p> <ul style="list-style-type: none"> • findings from market research • likely risks and uncertainties within the targeted market(s). <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A judgement, with some justification, of the suitability of the marketing strategy and associated marketing activities, having prioritised some of the following evidence:</p> <ul style="list-style-type: none"> • findings from market research • likely risks and uncertainties within the targeted market(s). <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(5 - 8 marks)</p>

* No valid response (0 marks)

business, which:

strategy and achieve its aims and objectives. (AO2)

mix, to meet the aims and objectives of the strategy, including identification of the characteristics,

considering: findings from market research; the risks and uncertainties associated with the target

Mark Band 3	Mark Band 4
<p>An explanation of the marketing strategy, its target market(s) and business and marketing aims and objectives.</p> <p>Realistic examples are used in context to illustrate this.</p> <p>(9 - 12 marks)</p>	<p>A thorough explanation of the marketing strategy, its target market(s) and business and marketing aims and objectives.</p> <p>Realistic and detailed examples are used in context to illustrate this.</p> <p>(13 - 16 marks)</p>
<p>A plan for a marketing strategy which contains developed marketing activities.</p> <p>An explanation of how the chosen mix of activities could achieve the aims and objectives of the marketing strategy.</p> <p>(11 - 16 marks)</p>	<p>A plan for a marketing strategy which contains comprehensive marketing activities.</p> <p>An in-depth explanation of how the mix of these activities could achieve the aims and objectives of the marketing strategy.</p> <p>(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> the characteristics, behaviour and needs of the target market the impact of competition. <p>Uses the results of the analysis to develop the marketing mix which considers the aims and objectives of the strategy.</p> <p>(7 - 10 marks)</p>	<p>Selects relevant and up-to-date data from a wide range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse:</p> <ul style="list-style-type: none"> the characteristics, behaviour and needs of the target market the impact of competition. <p>Uses the results of the analysis to develop the marketing mix which meets the aims and objectives of the strategy.</p> <p>(11 - 14 marks)</p>
<p>An evaluation of the suitability of the marketing strategy and associated marketing activities, based on an assessment of:</p> <ul style="list-style-type: none"> findings from market research the risks and uncertainties associated with the target market(s). <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p>(9 - 13 marks)</p>	<p>A comprehensive evaluation of the suitability of the marketing strategy and associated marketing activities, based on a detailed assessment of:</p> <ul style="list-style-type: none"> findings from market research the risks and uncertainties associated with the target market(s). <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p>(14 - 18 marks)</p>

A2 Unit 10

Promotional Activities

19.1 About this Unit

In this unit, you will look at how promotional activities, such as advertising and personal selling, are carried out by profit and not-for-profit businesses. You will investigate how businesses combine promotional activities into a promotional mix and how this choice is vital to the success of a promotion campaign.

You will consider how promotional activities are designed to alter customer attitudes, and you will investigate how the cost of promotional activities affects the final choice of promotional mix.

In your portfolio work for this unit, you could use one of the businesses that you investigated in Unit 1 Investigating Business, Unit 6 Developing a Product or Unit 9 Marketing Strategy.

This unit gives you the opportunity to develop your understanding from Unit 1 Investigating Business, Unit 4 Meeting Customer Needs, Unit 6 Developing a Product and Unit 9 Marketing Strategy.

19.2 How you will be assessed

- You need to: Produce a plan of a promotion campaign, working within an allocated budget, for a new or existing business, which:
- A Explains the main objectives of the promotion campaign, the range of promotional activities available to the business and the characteristics of the targeted customers.
 - B Explains how the campaign's promotional mix and timings and costs of promotional activities are designed to achieve the campaign's objectives.
 - C Analyses the findings of appropriate research to develop a campaign plan capable of meeting its objectives:
 - customer attitudes
 - the AIDA model
 - available business resources.
 - D Evaluates the suitability of the campaign's promotional mix, based on an assessment of:
 - the ability of the campaign to achieve its objectives
 - customer attitudes
 - the cost of the promotional activities compared with available resources.

19.3

You need to know, understand and be able to demonstrate:

Promotional Activities

The range of promotional activities available to businesses:

- sales promotion
- merchandising
- personal selling
- exhibitions
- advertising
- public relations.

How business uses promotional activities to communicate the benefits of their products to their targeted customers. The communication media used by promotional activities, including:

- print, eg direct mail, brochures and magazines
- ICT, eg television, email and websites
- displays, eg window displays, demonstrations and store layout.

How businesses research the cost of promotional activities, such as media, design and staff costs.

The need for businesses to consider the resources and expertise available within the business when deciding whether the design and/or delivery of a promotional activity will be carried out by the business or by outside agencies.

Business Strategy

How business and marketing strategies set the objectives of promotional activities. The importance of ensuring that promotional activities reinforce overall business and marketing aims.

How promotional activities can relate to the whole business, product ranges or single products.

How promotional activities must have clearly defined objectives, such as:

- improving customer awareness and knowledge of a product
- improving the image of the business
- generating or increasing sales
- improving customer loyalty to a product or business
- altering customer perceptions of a product.

Budgets and Campaign Plans

How promotional activities are constrained by the budget allocated to this aspect of a marketing strategy.

The importance of planning promotion campaigns, setting out the method, timing and cost of a set of promotional activities designed to achieve particular objectives.

Researching and Analysing Customer Attitudes

How businesses collect data on customer attitudes through market research (defined in Unit 1), including the use of consumer panels to test the likely success of promotional activities. How the collected data can be analysed to provide useful information by processing data according to the characteristics of customers (eg age, location and income).

Promotional Mix

How customer attitudes determine the choice of promotional activities.

How businesses combine promotional activities into a consistent promotional mix designed to achieve the objectives of promotion campaigns, taking into account allocated budgets, time spans and customer attitudes.

How a promotional mix is designed to alter customer attitudes. The use of the AIDA model to understand the steps that need to be taken when altering customer attitudes:

- **Attention** – raising product awareness and knowledge
- **Interest** – establishing a willingness to investigate the purchase of products
- **Desire** – creating an intention to purchase a product
- **Action** – turning an intention to purchase into a confirmed sale.

How the choice of promotional activities within a promotional mix is partly determined by the AIDA model, eg the use of advertising for attention and interest; the use of merchandising to convert interest in a product into desire and action.

Recommending a Promotional Mix

How assessing the relative costs of promotional activities affects the final choice of the promotional mix. How the choice of promotional mix for a promotion campaign depends on the following factors:

- business and marketing aims and objectives
- the objectives of the promotion campaign
- customer attitudes
- the budget allocated to the promotion campaign.

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19.4 Assessment Criteria Unit 10 – Promotional Activities

	<p>You need to produce a plan of a promotion campaign, working within an allocated budget, for a</p> <p>A Explains the main objectives of the promotion campaign, the range of promotional activities</p> <p>B Explains how the campaign’s promotional mix and timings and costs of promotional</p> <p>C Analyses the following research to develop the campaign plan: customer attitudes; the AIDA</p> <p>D Evaluates the suitability of the campaign’s promotional mix, based on an assessment of: activities compared with available resources. (AO4)</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A description of the main objectives of the promotion campaign, the range of promotional activities available to the business and the characteristics of the targeted customers.</p> <p>Outlines examples to illustrate some of these.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A partial explanation of the main objectives of the promotion campaign, the range of promotional activities available to the business and the characteristics of the targeted customers.</p> <p>Examples are used in context to illustrate some of these.</p> <p style="text-align: right;">(5 - 8 marks)</p>
AO2	<p>A plan of a promotional campaign which includes the campaign’s promotional activities and aspects of their timings and costs.</p> <p>A description of how these support the campaign’s objectives.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A plan of a promotion campaign which contains the campaign’s promotional activities and aspects of their timings and costs.</p> <p>A basic explanation of how these contribute to achieving the campaign’s objectives.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • customer attitudes • the AIDA model • available business resources. <p>Uses the results of the analysis to identify some elements of the campaign plan.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • customer attitudes • the AIDA model • available business resources. <p>Uses the results of the analysis to outline the campaign plan.</p> <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the suitability of the promotional activities, taking into account some of the following evidence:</p> <ul style="list-style-type: none"> • the ability of the campaign to achieve its objectives • customer attitudes • the cost of the promotional activities compared with available resources. <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A judgement, with some justification, of the suitability of the promotional mix, having prioritised some of the following evidence:</p> <ul style="list-style-type: none"> • the ability of the campaign to achieve its objectives • customer attitudes • the cost of the promotional activities compared with available resources. <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(5 - 8 marks)</p>

* No valid response (0 marks)

new or existing business, which:
 available to the business and the characteristics of the targeted customers. **(AO1)**
 activities are designed to achieve the campaign's objectives. **(AO2)**
 model; available business resources. **(AO3)**
 the ability of the campaign to achieve its objectives; customer attitudes; the cost of the promotional

Mark Band 3	Mark Band 4
<p>An explanation of the main objectives of the promotion campaign, the range of promotional activities available to the business and the characteristics of the targeted customers.</p> <p>Realistic examples are used in context to illustrate these.</p> <p>(9 - 12 marks)</p>	<p>A thorough explanation of the main objectives of the promotion campaign, the range of promotional activities available to the business and the characteristics of the targeted customers.</p> <p>Realistic and detailed examples are used in context to illustrate these.</p> <p>(13 - 16 marks)</p>
<p>A plan of a promotion campaign which contains a developed promotional mix, promotional activities, their timings and costs.</p> <p>An explanation of how these could achieve the campaign's objectives.</p> <p>(11 - 16 marks)</p>	<p>A plan of a promotion campaign which contains a comprehensive promotional mix, promotional activities, their timings and costs.</p> <p>An in-depth explanation of how these could achieve the campaign's objectives.</p> <p>(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • customer attitudes • the AIDA model • available business resources. <p>Uses the results of the analysis to develop the campaign plan which considers the aims and objectives.</p> <p>(7 - 10 marks)</p>	<p>Selects relevant and up-to-date data from a wide range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse:</p> <ul style="list-style-type: none"> • customer attitudes • the AIDA model • available business resources. <p>Uses the results of the analysis to develop an integrated campaign plan, showing a detailed consideration of how the campaign plan meets its aims and objectives.</p> <p>(11 - 14 marks)</p>
<p>An evaluation of the suitability of the promotional mix, based on an assessment of:</p> <ul style="list-style-type: none"> • the ability of the campaign to achieve its objectives • customer attitudes • the cost of the promotional activities compared with available resources. <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p>(9 - 13 marks)</p>	<p>A comprehensive evaluation of the suitability of the promotional mix, based on a detailed assessment of:</p> <ul style="list-style-type: none"> • the ability of the campaign to achieve its objectives • customer attitudes • the cost of the promotional activities compared with available resources. <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p>(14 - 18 marks)</p>

A2 Unit 11

The Marketing Environment

20.1 About this Unit

In this unit, you will investigate how the marketing environment helps to determine the marketing strategies of profit and not-for-profit businesses in national and international markets.

You will explore the different aspects of the marketing environment, such as changes in consumer incomes and technology, and consider how these forces can be classified. You will learn how changes in the marketing environment can alter the costs, revenues and profits (surpluses) of businesses.

You will investigate how businesses gather data about the marketing environment and you will develop your ability to analyse these data. You will explore the ways in which businesses alter their marketing strategies given changes in the marketing environment, and you will develop your ability to recommend and justify appropriate marketing strategies.

This unit gives you the opportunity to develop your understanding from Unit 1 Investigating Business, Unit 4 Meeting Customer Needs and Unit 9 Marketing Strategy.

20.2 How you will be assessed

You need to: Complete the external assessment requirements for this unit which will require you to apply your knowledge of the marketing environment in order to analyse data to a case study. The external assessment is 1½ hours.

In the external assessment, you will be required to:

- identify or explain the elements of the marketing environment, in national and/or international markets, and how changes in these can affect the costs, revenues and profits of a business
- analyse secondary data in order to assess key changes in the marketing environment of a business
- evaluate a business's response to changes in its marketing environment or propose and justify marketing strategies based on an analysis of changes in the marketing environment.

20.3

You need to know, understand and be able to demonstrate:

Elements of the Marketing Environment

The range of forces, outside the direct control of business, which affect buyer behaviour and competition within national and international markets:

- **Economic**

How to interpret economic data such as: the level of national income; unemployment and interest rates within economies; general fiscal policies within economies, to include concepts of direct and indirect taxation and government spending; exchange rates; the European Single Currency; tariff and non-tariff barriers to trade.

- **Technological**

Recent technological developments to include the marketing applications of information and communications technology.

- **Legal and Regulatory**

Consumer protection in outline; competition policies within the UK and EU; the objectives and activities of the Office of Fair Trading and the Competition Commission.

- **Social and Ethical**

Attitudes towards consumption in terms of accessibility to products and services (eg 24 hour access to services), living standards and quality of life expectations; environmental concerns (eg genetically modified foods) and the green movement; ethical concerns relating to the sourcing and manufacturing of products (eg fair trade issues and using animals to test drugs).

The Impact of Changes in the Marketing Environment

The ways in which markets can be classified according to the degree of competition present within them: monopoly; oligopoly; monopolistic competition and perfect competition.

How the degree of competition present in a market affects the ability of individual businesses to:

- set prices for their products
- establish and maintain brand loyalty
- protect a competitive advantage.

How changes in the marketing environment can alter the degree of competition within a market and alter the marketing activities of the businesses within it (eg Competition Commission rulings, reduction of trade barriers and the introduction of new technology).

Analysing Marketing Environment Data

How businesses carry out environmental analysis to process and interpret data gathered through environmental scanning, including:

- market research, eg customer opinion surveys
- observation of market activities, eg newspaper reports on competitor actions, current social concerns and future government legislation
- business and trade publications, eg Mintel and Keynote reports
- government publications, eg Social Trends and Regional Trends.

The use of the following techniques to analyse marketing environment data and to predict future changes in it:

- interpretation of tabulated data and associated averages (mean, mode and median)
- interpretation of indexed data
- interpretation of pie charts, bar charts and X-Y graphs
- forecasting (limited to the interpretation of time series and scatter graphs)
- SWOT analysis:
 - the strengths and weaknesses of a business's current market position in relation to its customers, competitors and internal resources
 - the market opportunities and threats that present themselves to a business given an analysis of the marketing environment data and the business's strengths and weaknesses.

Responding to Changes in the Marketing Environment

The range of marketing strategies available to businesses, including:

- segmentation strategies – consideration of how best to segment markets and which segments to target
- Ansoff's competitive strategies – market penetration, market development, product development, diversification
- integrated growth strategies – forward integration (taking ownership and control of distribution systems), backward integration (taking ownership and control of supply systems) and horizontal integration (taking ownership and control of competitors)
- competitive position strategies – market leader, follower, challenger or niche strategy.

How the marketing strategies of businesses might change given an analysis of changes in their marketing environment.

A2 Unit 12

Managing People

21.1 About this Unit

In this unit, you will explore the characteristics of different organisational structures and how these factors affect the managers and employees that work in them.

You will study the role of management and the skills that a manager should possess. You will learn about the different types of decisions that managers have to make and will assess the use of specific decision-making tools.

You will consider the difference between power and authority and be able to describe types of power. You will study why styles of leadership are important to the way in which a business functions and how the characteristics of each style impacts on staff motivation. You will consider how empowerment can be used to help motivate staff.

This unit builds on Unit 2 People in Business.

21.2 How you will be assessed

You need to: Complete the external assessment requirement for this unit which will require you to apply management principles to a series of short case studies. The external assessment is 1½ hours.

In the external assessment, you will be required to:

- explain how organisational structures impact upon the management role and explain the role of managers
- discuss the types of decision that managers are faced with in a given situation and be able to recognise the specific decision-making tools which may be appropriate to help managers to make decisions
- identify the types of power used by managers in given situations. You will explain how power differs from authority and how a manager uses the two together to achieve results
- discuss whether a leadership style is appropriate in a given situation and to apply models of motivation to given situations. You will be able to discuss how empowerment can be used to improve motivation and to explain the limitations of empowerment within organisations.

21.3

You need to know, understand and be able to demonstrate:

Types of Organisational Structure

How the structure of an organisation is affected by the following three dimensions:

- tall as opposed to flat
- centralised as opposed to decentralised
- matrix as opposed to hierarchical.

How the organisational structure affects where decisions are made and how these are communicated to staff.

How the organisational structure affects the flow of information through the organisation and the ability for cross-functional teams to be used for projects.

Functions of Management

The roles and responsibilities of management, including:

- planning
- organising
- monitoring and evaluating activities
- reporting on the outcomes of business.

The skills of effective management, including:

- technical skills – knowledge of products, subject area, the organisation
- communication skills
- organisational skills
- interpersonal skills.

Types of Decision

The different types of decision with which managers are faced:

- routine or non-routine
- tactical or strategic
- reactive or proactive.

The need for managers to consider the pros and cons of the following decision-making techniques and to appreciate the situations in which each is appropriate, including:

- networks or Critical Path Analysis
- statistical process control
- decision trees.

Power and Authority

The difference between power and authority.

How problems with authority can lead to the inability to use power to lead staff effectively.

The difference between the following sources of power:

- coercive power
- reward power
- expert power
- legitimate (or position) power
- referent power.

The characteristics of each type of power.

How managers use power to achieve outcomes within organisations.

How staff respond to different types of power and the types of power which are most appropriate in specific situations.

How each type of power affects:

- the interaction between managers and subordinates
- the willingness of staff to accept instructions.

Leadership Styles

The characteristics, advantages and disadvantages of the following leadership styles:

- autocratic
- paternalistic
- laissez-faire
- democratic
- participative.

The problems with particular leadership styles in given situations.

How far managers can be expected to change their leadership style as the situation they face changes.

Models of Motivation

The theory of motivation as proposed in:

- Maslow's Hierarchy of Needs
- Herzberg's Two Factor Theory
- McGregor's Theory X and Theory Y.

How the models relate to employees of different types and personal motivation. The need for managers to recognise the different motivational needs of different people in the workforce, including:

- skilled as opposed to unskilled staff
- manual or process-based as opposed to knowledge-based tasks
- old as opposed to young staff
- paid as opposed to volunteer staff.

How different management or leadership styles may affect motivation.

How different organisational structures impact on employee motivation.

The role of empowerment in developing motivation.

The problems with empowerment in terms of management control, devolution of power and authority and acceptance of responsibility.

How managers need to consider when and how to empower employees through delegation.

A2 Unit 13

Managing Information

22.1 About this Unit

In this unit, you will explore the way that information is used to support management decision-making. You will investigate the use of performance indicators and recognise their limitations in helping management to make decisions.

You will look at how an organisation defines its information needs and how these are then developed into an information system. You will consider when setting up and using automated information systems (using computers) is appropriate and when manual systems should be retained.

You will explore how an information system is designed and how an organisation ensures that it gets what it needs if using an external consultant to design its information systems.

You will consider how information is collected, collated, presented and stored. You will consider the data security implications of organisations' information management and how businesses ensure that they keep their information up to date.

This unit builds on the skills and knowledge developed in Unit 5 Business Communication and Information Systems.

22.2 How you will be assessed

- You need to: Propose an information system to co-ordinate and to support a complex business activity, which:
- A Explains the information and data requirements of the complex business activity.
 - B Explains how the proposed information system collects and collates information to ensure:
 - information needs are met
 - security needs are met.
 - C Analyses the following to develop an outline of the information system:
 - the requirements of the system
 - the uses of the system and design needs
 - the management of the system, including data security issues, organisational issues.
 - D Evaluates the suitability of the proposed information system, assessing its ability to support the complex business activity.

22.3 You need to know, understand and be able to demonstrate: **The Use of Information to Support Management Decisions**
The need for information to support management decisions in functional areas, including:

- marketing
- personnel
- finance
- production.

How information can be used to support management decisions, including:

- performance indicators to support decisions, eg production output data, sales revenue figures, profit margins, manpower statistics, cost analysis
- performance data gathered from budgets, break-even charts, financial ratios, for example.

The importance of treating information with caution as it:

- can be misused
- is usually incomplete and/or not fully up to date
- is open to interpretation
- can cause information overload which clouds decision-making.

The need for businesses to define how collated information will be disseminated within an organisation and which staff will have access to it.

How Information Systems are Designed

The importance of recognising the difference between the data needed and the information which is required to support the decision-making processes.

The importance of working with information system suppliers to explain what data can be collected and the form, content and method of information presentation needed by the organisation to support decisions.

How the necessary data are collected, collated and presented to create useful information, including:

- quantitative data
- qualitative data.

How this impacts on the systems needed to handle information.

The need for businesses to decide whether to use a manual or an automated information management system.

The Management of Information Systems

The importance for businesses to:

- decide how the information system will be kept up to date and to define who should be responsible for this
- decide how to establish routines and procedures to keep information systems up to date
- define responsibilities within an organisation for information management, maintenance and security.

Data Security Issues

The need for businesses to consider security issues in order to conform to legal and self-regulatory constraints, including:

- that data provides the basis for accounts and other statutory returns
- the need to safeguard commercially sensitive or confidential information which would be useful to competitors
- the need to keep paper-based back-ups for legal or taxation purposes even if data are held on computer
- compliance with legislation, in particular the Data Protection Act, Computer Misuse Act
- safeguarding of data from malicious damage, eg virus protection software, firewalls
- the use of security devices and methods to keep information secure, eg user names, passwords, restricted access, encryption.

Security of Equipment

- the need to back up automated information systems regularly and to store the back-ups in a location which protects them from theft, fire or loss
- access issues in the workplace, to keep equipment secure
- confidential data, limit accessibility.

22.4 Assessment Criteria Unit 13 – Managing Information

	<p>You need to propose an information system to co-ordinate and to support a complex business</p> <p>A Explains the information and data requirements of the complex business activity. (AO1)</p> <p>B Explains how the proposed information system collects and collates information to ensure</p> <p>C Analyses the following to develop an outline of the information system: the requirements of and organisational issues. (AO3)</p> <p>D Evaluates the suitability of the proposed information system, assessing its ability to support the</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A description of the information and data requirements of the complex business activity.</p> <p>Outlines examples to illustrate some of these.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A partial explanation of the information and data requirements of the complex business activity.</p> <p>Examples are used in context to illustrate some of these.</p> <p style="text-align: right;">(5 - 8 marks)</p>
AO2	<p>A description of how the elements of the system supports the collection and collation of information to ensure:</p> <ul style="list-style-type: none"> • information needs are met • security needs are met. <p>A description of how the information system meets some of the needs of the complex business activity.</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A partial explanation of how elements of the system allow the collection and collation of information to ensure:</p> <ul style="list-style-type: none"> • information needs are met • security needs are met. <p>A basic explanation of how the information system meets some of the needs of the complex business activity.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on collected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • the requirements of the system • the uses of the system and design needs • the management of the system including data security issues, organisational issues <p>Uses the results of the analysis to identify some elements of the information system.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • the requirements of the system • the uses of the system and design needs • the management of the system including data security issues, organisational issues <p>Uses the results of the analysis to outline some elements of the information system.</p> <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the suitability of the information system, taking into account some of the requirements of the complex business activity.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A judgement, with some justification, of the suitability of the information system having prioritised some of the requirements of the complex business activity.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in the accepted conventions of written communication.</p> <p style="text-align: right;">(5 - 8 marks)</p>

* No valid response (0 marks)

activity, which:

information and security needs are met. **(AO2)**

the system; the uses of the system and design needs; the management of the system including data security

complex business activity. **(AO4)**

Mark Band 3	Mark Band 4
<p>An explanation of the information and data requirements of the complex business activity. Realistic examples are used in context to illustrate these.</p> <p style="text-align: right;">(9 - 12 marks)</p>	<p>A thorough explanation of the information and data requirements of the complex business activity. Realistic and detailed examples are used in context to illustrate these.</p> <p style="text-align: right;">(13 - 16 marks)</p>
<p>An explanation of how the overall proposed information system allows collection and collation of information to ensure:</p> <ul style="list-style-type: none"> • information needs are met • security needs are met. <p>An explanation of how the information system meets the needs of the complex business activity.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>A thorough explanation of how the overall proposed information system allows collection and collation of information to ensure:</p> <ul style="list-style-type: none"> • information needs are met • security needs are met. <p>An in-depth explanation of how the information system meets the needs of the complex business activity.</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • requirements of the system • the uses of the system and design needs • the management of the system including data security issues, organisational issues. <p>Uses the results of the analysis to develop an outline of the overall information system which considers the needs of the complex business activity.</p> <p style="text-align: right;">(7 - 10 marks)</p>	<p>Selects relevant and up-to-date data from a wide range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse:</p> <ul style="list-style-type: none"> • requirements of the system • the uses of the system and design needs • the management of the system including data security issues, organisational issues. <p>Uses the results of the analysis to develop an outline of an integrated information system to meet the needs of the complex business activity.</p> <p style="text-align: right;">(11 - 14 marks)</p>
<p>An evaluation of the suitability of the information system, based on an assessment of its ability to support the complex business activity.</p> <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(9 - 13 marks)</p>	<p>A comprehensive evaluation of the suitability of the information system, based on a detailed assessment of its ability to support the complex business activity.</p> <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(14 - 18 marks)</p>

A2 Unit 14

Managing Change

23.1 About this Unit

In this unit, you will explore the types of change that businesses have to make. You will consider the drivers of change and why different business organisations will develop different responses to the same change factors.

You will look at a range of management methods that can be used by organisations to try to respond to the changes that they face. You will consider the internal and external factors which may either help or hinder an organisation in addressing the changes that it needs to make.

You will take part in a team work activity in order to manage a change process in a scenario presented to you. You will explore the role of project management techniques in helping to give structure and discipline to change programmes and will develop a simple project management plan.

This unit gives opportunities to develop team working, project management and problem solving skills.

This unit develops team working and enterprise from Unit 1 Investigating Business, Unit 2 People in Business, Unit 4 Meeting Customer Needs and Unit 13 Managing Information.

23.2 How you will be assessed

You need to: Work as part of a team in order to produce a proposal for an organisational change programme from a scenario, which:

- A Explains:
- the nature of the change
 - the factors driving and resisting that change
 - how the change programme will impact on the organisation and its stakeholders.
- B Produces a plan for the change programme, including:
- the aims and objectives of the change programme
 - breakdown of tasks
 - organisation of resources and people
 - contingency plans
 - your contribution to the team process.

The team will be required to make a presentation of the proposal.

- C Analyses the following to develop the change plan:
- roles and tasks allocated to the team
 - the nature of the change
 - the impact of the change on people and the organisation
 - risks and uncertainty of the change.
- D Evaluates the effectiveness of the project undertaken, its likelihood of success and the performance of the team.

23.3

You need to know, understand and be able to demonstrate:

The Cause and Nature of Change

How businesses identify internal or external drivers of change which require a formal change programme to be implemented.

The types of internal change and the issues they create, including:

- organisational growth or contraction
- changes in leadership or ownership
- focusing or diversification of activities.

The types of external change and the issues they create, including:

- political
- economic
- social
- technological.

Aims

The importance of defining what the organisation wants to achieve from the change process, eg to introduce a new system, reduce waste, increase profit, etc.

Objectives

How project objectives are broken down to produce SMART objectives, ie objectives that are Specific, Measurable, Achievable, Relevant and Time-specific.

How project objectives are broken down into organisational, team and personal objectives.

How Change Impacts on the Organisation

How the business collects information in order to undertake a full assessment of the way in which the change programme will impact on the organisation.

The methods for collecting information such as qualitative and quantitative measures, eg interviews, questionnaires, projective methods, observations, records, etc.

Possible impacts, including:

- technical - requiring new equipment, machinery or products
- systems - requiring new processes
- human - requiring new skills, creating a new culture including innovation and entrepreneurial activity or attitudes through motivation, communication, education and participation.

Project Management of the Change Process

How businesses decide whether to manage the change process internally or to hire external advisors to execute change.

The importance of co-ordination of the human dimension in project management:

- building project teams
- identifying and briefing project champions and project managers
- creating the right atmosphere in an organisation to encourage change
- building consensus and commitment to the project.

The production of project plans, including:

- breaking projects down into individual tasks and producing task-based plans
- organising resources and team members
- the role of GANTT charts and other project management tools.

Risk and Uncertainty in Change Programmes

How businesses evaluate factors that block change and identify how these can be avoided, including:

- unclear or unrealistic aims and objectives
- lack of commitment from management or staff
- lack of robust implementation plans
- risks such as late delivery, illness, changes in circumstances.

The development of effective contingency plans and the importance of building in project flexibility to respond to unforeseen circumstances.

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23.4 Assessment Criteria Unit 14 - Managing Change

	<p>You need to work as part of a team in order to produce a proposal for an organisational change programme</p> <p>A Explains the nature of the change; the factors driving and resisting that change and how the change</p> <p>B Produces a plan for the change programme including: the aims and objectives of the change; The team will be required to make a presentation of the proposal. (AO2)</p> <p>C Analyses the following to develop the change plan: roles and tasks allocated to the team; the nature of</p> <p>D Evaluates the effectiveness of the project undertaken, its likelihood of success and the performance of</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A description of the change the business needs to make, including some of the following:</p> <ul style="list-style-type: none"> • the nature of the change • the factors driving and resisting that change • the impact of the change on the organisation and its stakeholders. <p>Outlines examples to illustrate some of these.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A partial explanation of the change the business needs to make, including:</p> <ul style="list-style-type: none"> • the nature of the change • the factors driving and resisting that change • the impact of the change on the organisation and its stakeholders. <p>Examples are used in context to illustrate some of these.</p> <p style="text-align: right;">(5 - 8 marks)</p>
AO2	<p>A change plan which includes aspects of:</p> <ul style="list-style-type: none"> • the aims and the objectives of the change programme • break down of tasks • organising resources and people • contingency plans • your contribution to the team process. <p>A description of how these support the organisational change plan</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A change plan which contains:</p> <ul style="list-style-type: none"> • the aims and the objectives of the change programme • break down of tasks • organising resources and people • contingency plans • your contribution to the team process. <p>A basic explanation of how these support the organisational change programme.</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on the collected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • roles and tasks allocated to the team • nature of the project • impact of the project on organisation and people • risks and uncertainty of the change. <p>Uses the results of the analysis to identify some elements of the change plan.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • roles and tasks allocated to the team • nature of the project • impact of the project on organisation and people • risks and uncertainty of change. <p>Uses the results of the analysis to outline the change plan.</p> <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based on limited evidence, of the effectiveness of the change plan, taking into account its likelihood of success and the performance of the team.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A judgement, with some justification, of the effectiveness of the change plan, its likelihood of success and the performance of the team, having prioritised appropriate evidence.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(5 - 8 marks)</p>

* No valid response (0 marks)

from a scenario, which:

programme will impact on the organisation and its stakeholders. **(AO1)**

breakdown of tasks; organisation of resources and people; contingency plans; your contribution to the team process.

the change; the impact of the change on people and the organisation; risks and uncertainty of the change. **(AO3)**

the team. **(AO4)**

Mark Band 3	Mark Band 4
<p>An explanation of the change the business needs to make, including:</p> <ul style="list-style-type: none"> • the nature of the change • the factors driving and resisting that change • the impact of the change on the organisation and its stakeholders. <p>Realistic examples are used in context to illustrate these.</p> <p style="text-align: right;">(9 - 12 marks)</p>	<p>A thorough explanation of the change the business needs to make, including:</p> <ul style="list-style-type: none"> • the nature of the change • the factors driving and resisting that change • the impact of the change on the organisation and its stakeholders. <p>Realistic and detailed examples are used in context to illustrate these.</p> <p style="text-align: right;">(13 - 16 marks)</p>
<p>A developed change plan including:</p> <ul style="list-style-type: none"> • the aims and the objectives of the change programme • break down of tasks • organising resources and people • contingency plans • your contribution to the team process. <p>An explanation of how these support the organisational change programme.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>A comprehensive change plan including:</p> <ul style="list-style-type: none"> • the aims and the objectives of the change programme • break down of tasks • organising resources and people • contingency plans • your contribution to the team process. <p>An in-depth explanation of how these support the organisational change programme.</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of:</p> <ul style="list-style-type: none"> • roles and tasks allocated to the team • nature of the project • impact of the project on organisation and people • risks and uncertainty of the change. <p>Uses the results of the analysis to develop the change plan which considers the organisational change.</p> <p style="text-align: right;">(7 - 10 marks)</p>	<p>Selects relevant and up-to-date data from a wide range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse:</p> <ul style="list-style-type: none"> • roles and tasks allocated to the team • nature of the project • impact of the project on organisation and people • risks and uncertainty of the change. <p>Uses the results of the analysis to develop an integrated change plan to meet the needs of the organisational change.</p> <p style="text-align: right;">(11 - 14 marks)</p>
<p>An evaluation of the effectiveness of the change plan, based on an assessment of its likelihood of success and the performance of the team.</p> <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(9 - 13 marks)</p>	<p>A comprehensive evaluation of the effectiveness of the change plan, based on a detailed assessment of its likelihood of success and the performance of the team.</p> <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(14 - 18 marks)</p>

A2 Unit 15

Financial Accounting for Managers

24.1 About this Unit

In this unit, you will learn to understand the fundamental accounting concepts and terminology that is used in accounting. This will explain a number of accounting procedures: for example, why profit and cash are different (eg accruals, realisation, etc).

You will learn about the main checks within a financial accounting system. You will not be expected to prepare these documents but would need to be able to comment on them.

You need to understand the purpose of financial statements and the concepts that underpin them in order to interpret them.

You will be required to construct financial statements in order to analyse how well the business is performing in relation to the business's ability to pay its debts, make profits and operate efficiently.

This unit will provide an overview of the bookkeeping system, building on what you already know about business documents from Unit 3 Financial Planning and Monitoring.

24.2 How you will be assessed

You need to: Complete the external requirements for this unit which will require you to apply the principles of financial accounting to a business scenario(s). The external assessment is 1½ hours.

In the external assessment, you will be required to:

- apply methods of recording financial information and preparing financial statements
- identify and explain the documents and books of account used in the recording of financial transactions
- explain how these documents relate to each other and how they are summarised in a trial balance
- prepare financial statements in a format that will be understood by the managers of a business. These statements will include common adjustments to profits and the balance sheet
- calculate accounting ratios from data contained in financial statements. You will be required to make comments on the results of your calculations and to make comparisons with the results from previous years and/or competitors.

24.3

You need to know, understand and be able to demonstrate:

Accounting Concepts

How and when to use the following accounting concepts.

- Going concern: the assumption that the business is going to continue in the foreseeable future
- Accruals (or matching): the matching of costs and revenues to the final accounts in which goods and services were used
- Consistency: the continued adoption of policies for dealing with financial records
- Prudence: where losses are provided for immediately in the financial records but profits are not recognised until they are realised
- Materiality: where items with a low monetary value are not recorded separately
- Duality: the principle that every business transaction has two aspects and is recorded as a debit and a credit
- Business entity: the assets and liabilities of the owner of a business are kept separate from the assets and liabilities of the business
- Realisation: where revenue is regarded as having been received only when the ownership of goods are exchanged and where a sale is recorded when it is either a cash or credit purchase
- Money measurement: where only items with a monetary value are recorded in the financial records of a business.

Recording Transactions and the Financial Accounting System

The use of source documents for business transactions, including:

- purchase orders
- delivery notes
- goods received notes
- invoices
- debit notes
- credit notes
- statement of accounts
- cheques
- remittance advice slips.

The purpose and structure of the following books of original entry of the business:

- sales and sales returns books
- purchase and purchase returns books
- cash book (also a division of the ledger)
- journal (used for the purchase of fixed assets and for correcting errors).

Where completed or received source documents are entered in the books of original entry of the business.

The divisions of the ledger of a business including:

- cash book
- sales ledger and its importance for credit control
- purchase ledger
- general ledger.

The records contained in the books of original entry are transferred to the appropriate division of the ledger of the business in which records can be found.

The Trial Balance

The trial balance is a list of the debit or credit balances of every account in the ledger in order that the arithmetical accuracy of double entry bookkeeping can be checked.

The trial balance provides a quick reference list for drawing up the final statements of a business but some errors are not revealed by the trial balance, including:

- Commission: when one or both double entries is made in the correct class of account but is entered in the wrong account
- Omission: when both double entries required for a transaction are completely omitted from the books of account
- Principle: when one or both double entries are made in the wrong class of account
- Compensating: where one mistake exactly cancels out the effect of a second mistake
- Original entry: where the double entry is made but using an incorrect figure
- Reversal: where the correct double entries are made in the correct accounts and using the correct amounts, but the amount to be debited is credited and the amount to be credited is debited.

The need for managers to understand the significance of these errors which are not identified by a trial balance.

Financial Statements

The preparation, using a trial balance, of the financial statements central to all types of business organisation:

- trading and profit and loss accounts
- balance sheets.

The differences between the financial statements of businesses with the following types of ownership and activity:

- sole trader
- limited liability
- not-for-profit organisations
- trading organisations
- businesses that provide a service
- businesses that manufacture.

The calculation of amounts paid in advance (prepayments) and owing (accruals), showing their effect on financial statements.

The reasons for the depreciation of fixed assets and how to calculate and show the effect of provision for depreciation on financial statements, including the following methods of depreciation:

- straight line
- reducing balance.

The effect of bad debt and the provisions for bad and doubtful debts on financial statements.

Analysing Financial Statements

How managers use financial information to appraise the financial performance of a business, including how to calculate:

- solvency or liquidity ratios:
 - current ratio
 - acid test ratio
 - gearing ratio.
- profitability ratios:
 - gross profit margin
 - net profit margin
 - return on capital employed.

- efficiency ratios:
 - stock turnover
 - debt collection period
 - credit payment period
 - return on assets.

The limitations of accounting ratios and the need to compare current results with previous year's figures and competitor results.

A2 Unit 16

Managing Resources

25.1 About this Unit

In this unit, you will consider some of the main decisions that the managers of a business need to take before commencing production of a good or a service. You will investigate how the importance of these factors varies between different industries and different types of business.

Productive efficiency is an important element of competitiveness. You will examine the techniques available to businesses to improve and maintain their productive efficiency and the ways in which these techniques may be used.

You will consider some of the issues that managers encounter during the production process. You will investigate the importance of these issues and understand how their importance may vary according to the nature of the business.

This unit builds on Unit 3 Financial Planning and Monitoring and Unit 6 Developing a Product.

25.2 How you will be assessed

- You need to: Produce a portfolio of work investigating the way in which a given business manages its resources to plan, manage and improve the efficiency of its production, which:
- A Explains the importance of planning production, including the following factors, to the competitiveness of the business:
 - location
 - research and development
 - method of production.
 - B Explains a proposal illustrating how the business could improve its competitiveness by considering the following factors:
 - planning production
 - managing production
 - improving the efficiency of production.
 - C Analyses aspects of the following research to develop the proposed improvement to the competitiveness of the business:
 - planning of production
 - management of production
 - efficiency of production.
 - D Evaluates the viability of the proposal to assist the business to improve its competitiveness.

25.3

You need to know, understand and be able to demonstrate:

Planning Production

Location

The financial and non-financial factors that influence the national and international location decisions. This will include the availability of resources such as skilled labour, raw materials and components as well as financial support, including that offered by local authorities, the UK government and the EU. The importance of minimising costs of production through location: for example, UK businesses locating overseas; the national and international location of manufacturing and service businesses. The impact of the Internet on location decisions.

Research and Development

The meaning and significance of research and development and the processes that it entails. The vital importance of research and development to certain industries: for example, pharmaceuticals. The risk involved in research and development and how businesses protect their ideas. How businesses use research and development in marketing.

Methods of Production

The differences between job, batch, flow and cell production in relation to each of these:

- the circumstances in which this type of production would be most suitable
- the benefits and drawbacks of each method and the implications for a business's productivity.

Managing Production

Quality

The distinction between the two concepts of quality control and quality assurance. The financial and human implications of quality systems and their importance in manufacturing and service environments.

Stock Control

The methods of stock control, including stock control diagrams, buffer stocks, re-order levels, lead times and maximum stock levels. The costs and benefits of holding stocks.

Just-in-Time (JIT) Production

'Pull' systems of production (and the differences from 'push' systems). The benefits and drawbacks of JIT systems. The implications for managers of its implementation and operation.

Continuous Improvement

The meaning of this term, its potential to contribute to efficient production and its implications for motivating staff.

Efficient Production**Productive Efficiency**

The meaning of this term and the factors that determine productivity for manufacturing and service industries. The distinction between labour and capital productivity. Methods of improving productivity for manufacturing and service industries, including investment and training. Capacity utilisation and its importance as a contributor to productive efficiency.

Critical Path Analysis (CPA)

The reasons why businesses use CPA, including service industries: for example, in planning marketing campaigns. The strengths and weaknesses of this technique. Constructing simple CPA diagrams, calculating the critical path Earliest Start Times (ESTs) and Latest Finish Times (LFTs).

The Scale of Production

How businesses calculate total and average costs of production. External and internal economies of scale, financial and marketing economies, diseconomies of scale. How globalisation has contributed to the creation of diseconomies of scale and techniques such as improved communication and delegation that multinationals may use in these circumstances.

25.4 Assessment Criteria Unit 16 – Managing Resources

	<p>You need to produce a portfolio of work investigating the way in which a given business</p> <p>A Explains the importance of planning production to the competitiveness of a business, including</p> <p>B Explains a proposal of how the business could improve its competitiveness by considering production. (AO2)</p> <p>C Analyses aspects of the following research to develop the proposed improvement to the</p> <p>D Evaluates the viability of the proposal to assist the business to improve its competitiveness.</p>	
	Mark Band 1*	Mark Band 2
AO1	<p>A description of how some of the following factors are important to the competitiveness of a business:</p> <ul style="list-style-type: none"> • location • research and development • method of production. <p>Outlines examples to illustrate some of these.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A partial explanation of how the following factors are important to the competitiveness of a business:</p> <ul style="list-style-type: none"> • location • research and development • method of production. <p>Examples are used in context to illustrate some of these.</p> <p style="text-align: right;">(5 - 8 marks)</p>
AO2	<p>A proposal to improve the competitiveness of the business which includes aspects of:</p> <ul style="list-style-type: none"> • planning production • managing production • improving efficiency of production. <p>A description of how these could improve the competitiveness of the business</p> <p style="text-align: right;">(1 - 5 marks)</p>	<p>A proposal to improve the competitiveness of the business which contains:</p> <ul style="list-style-type: none"> • planning production • managing production • improving efficiency of production. <p>A basic explanation, illustrating how some elements of these could improve the competitiveness of the business</p> <p style="text-align: right;">(6 - 10 marks)</p>
AO3	<p>Collects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on collected data to provide a partial analysis of ways to improve:</p> <ul style="list-style-type: none"> • the planning of production • the management of production • the efficiency of production. <p>Uses the results of the analysis to identify some elements of the proposal to improve competitiveness.</p> <p style="text-align: right;">(1 - 3 marks)</p>	<p>Selects some up-to-date data from a limited range of sources.</p> <p>Uses numerical and/or non-numerical techniques on selected data to provide a partial analysis of ways to improve:</p> <ul style="list-style-type: none"> • the planning of production • the management of production • the efficiency of production. <p>Uses the results of the analysis to outline the proposal to improve competitiveness.</p> <p style="text-align: right;">(4 - 6 marks)</p>
AO4	<p>A judgement, based upon limited evidence, of the viability of the proposal for improving competitiveness based on consideration of some key issues.</p> <p>Ideas are communicated in a way that is adequate to convey meaning with limited use of technical terms. There are noticeable errors in accepted conventions of written communication.</p> <p style="text-align: right;">(1 - 4 marks)</p>	<p>A judgement, with some justification, of the viability of the proposal for improving competitiveness, having prioritised some key issues.</p> <p>Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.</p> <p style="text-align: right;">(5 - 8 marks)</p>

* No valid response (0 marks)

manages its resources to plan, manage and improve the efficiency of its production, which:
 the following factors: location; research and development; method of production. **(AO1)**
 the following factors: planning production; managing production; improving the efficiency of
 competitiveness of the business: planning; management and efficiency of production. **(AO3)**
(AO4)

Mark Band 3	Mark Band 4
<p>An explanation of how the following factors are important to the competitiveness of a business:</p> <ul style="list-style-type: none"> • location • research and development • method of production. <p>Realistic examples are used to illustrate this.</p> <p style="text-align: right;">(9 - 12 marks)</p>	<p>A thorough explanation of how the following factors are important to the competitiveness of a business:</p> <ul style="list-style-type: none"> • location • research and development • method of production. <p>Realistic and detailed examples are used to illustrate this.</p> <p style="text-align: right;">(13 - 16 marks)</p>
<p>A developed proposal which explains how the business could improve its competitiveness by:</p> <ul style="list-style-type: none"> • planning production • managing production • improving efficiency of production. <p>An explanation, illustrating how some key elements could improve the competitiveness of the business.</p> <p style="text-align: right;">(11 - 16 marks)</p>	<p>A developed proposal with a detailed explanation of how the business could improve its competitiveness by:</p> <ul style="list-style-type: none"> • planning production • managing production • improving efficiency of production. <p>An in-depth explanation illustrating how key factors could improve the competitiveness of the business</p> <p style="text-align: right;">(17 - 22 marks)</p>
<p>Selects relevant and up-to-date data from a range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to provide a partial analysis of ways to improve:</p> <ul style="list-style-type: none"> • the planning of production • the management of production • the efficiency of production. <p>Uses the results of the analysis to develop the proposal to improve competitiveness.</p> <p style="text-align: right;">(7 - 10 marks)</p>	<p>Selects relevant and up-to-date data from a wide range of sources.</p> <p>Uses appropriate numerical and/or non-numerical techniques on selected data to analyse ways to improve:</p> <ul style="list-style-type: none"> • the planning of production • the management of production • the efficiency of production. <p>Uses the results of the analysis to develop a consistent and integrated proposal to improve competitiveness.</p> <p style="text-align: right;">(11 - 14 marks)</p>
<p>An evaluation of the viability of the proposal, based on an assessment of key issues.</p> <p>Ideas are communicated using a logical structure with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.</p> <p style="text-align: right;">(9 - 13 marks)</p>	<p>A comprehensive evaluation of the viability of the proposal, based on a detailed assessment of key issues.</p> <p>Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.</p> <p style="text-align: right;">(14 - 18 marks)</p>

Key Skills and Other Issues

26

Key Skills

26.1 Key Skills

Key Skills qualifications have been phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

27.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The GCE AS and A2 in Applied Business offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

With this qualification, it is hoped that students will gain a greater awareness of the effect of business principles applied through technological innovation on all aspects of life. Students are encouraged to understand and to discuss the implications of business activities and the influence these may have on communities, populations and individuals.

During their study, students will be introduced to how trends in business have implications for employment and related changes in the working environment. Students should be aware of the growing trend for businesses to see themselves as responsible employers. Students should try to appreciate the conflicting pressures on companies and the ways in which some companies try to balance profit making with social and environmental responsibilities. This can affect the way in which a business operates and students should have some understanding of ethical trading policies.

These issues are explored particularly in Units 1, 4, 9 and 10 (ie moral, ethical and social issues involved in marketing and sales promotions), Units 2, 7 and 12 (ie the spiritual, moral, ethical, social and cultural issues relating to equal opportunities and conditions of work) and Units 6, 8, 11 and 16 (ie spiritual, moral, social and ethical issues relating to business development and production).

27.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated question papers.

27.3 Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education 1993* in preparing this specification and associated question papers.

27.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated papers to avoid bias of any kind.

27.5 Issues for Centres in Wales and Northern Ireland

Terms, legislation or aspects of government that are different from those in England should not disadvantage students in Wales or Northern Ireland. Where such situations might occur, including in the external tests, the terms used have been selected as neutral, so that programmes can be developed to reflect local and regional circumstances.

Centre-Assessed Units

28

Guidance on Setting Centre-Assessed Units

28.1 Portfolio Advisers

AQA-appointed Portfolio Advisers will be able to assist centres with any matters relating to portfolio units. Each centre is allocated a Portfolio Adviser as soon as AQA is informed that they are following the specification. Centres are, therefore, requested to ensure that they have completed an *Intention to Enter* form as soon as they start to offer this specification.

28.2 Guidance on applying the Portfolio Assessment Criteria

When assessing students' work, teachers/assessors should consider the level of attainment in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the Assessment Criteria for each unit, mark ranges are specified for each Assessment Objective. When assessing a Student's portfolio of work, teachers/assessors should use their professional judgement to identify, for each Assessment Objective, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

To achieve the higher mark bands, students should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality, as required in the Assessment Criteria, to achieve the higher mark band descriptions.

Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified. Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor, sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available.

This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the student can be allowed to compensate for weaknesses in other areas.

In addition, it must be appreciated that work that is judged to meet the criteria for the highest mark bands will be expected, where appropriate, to demonstrate a high level of Quality of Written Communication, including the use of appropriate terminology, as

identified in the Assessment Objectives (Section 6).

Further information and guidance on the application of the Assessment Criteria will be provided at Annual Standardising Meetings (Section 30) and in the Teachers' Guide to accompany this specification.

28.3 Assessment of Group Work

Group work is a useful way of obtaining information for some activities but it is important that individual students meet the assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

It is recognised that there can be instances where students are required to carry out tasks as part of a group and that the group-working skills are an integral part of the assessment requirements. In such cases, this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

Supervision and Authentication

-
- 29.1 **Supervision of Students' Work** Students' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each student's whole work with confidence.
-
- 29.2 **Guidance by the Teacher** AQA requires internal teachers/assessors to record full details of the nature of any assistance given to individual students that is beyond that of the teaching group as a whole, but within the parameters laid down by the specification. Any assistance given to an individual student which is beyond that given to the group as a whole must be recorded on the *Student Record Form* (Appendix B).
-
- 29.3 **Unfair Practice** At the start of the course, the supervising teacher is responsible for informing students of the AQA Regulations concerning malpractice. Students must not take part in any unfair practice in the preparation of portfolio work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
-
- 29.4 **Authentication of Students' Work** Both the student and the teacher are required to sign declarations on the *Student Record Form* (Appendix B), confirming that the work submitted for assessment is the student's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.
-

Standardisation

30.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering students for the first time must send a representative to a meeting. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements
- where the nature of portfolio tasks set by a centre has been inappropriate
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres and availability of places. At these meetings, support will be provided for centres in the development of appropriate portfolio tasks and assessment procedures.

It is likely that during the lifetime of this specification AQA will move to Online Teacher Standardisation.

30.2 Internal Standardisation of Marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in the marking of units, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator a signed form (*Centre Declaration Sheet* – Appendix B) confirming that the marking of portfolio work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Administrative Procedures

-
- 31.1 Recording Assessments** Students' work must be marked according to the assessment criteria set out. Teachers should keep records of their assessments during the course in a format which facilitates the complete and accurate submission of the final overall assessments at the end of the course on the *Student Record Forms* (Appendix B).
-
- 31.2 Submitting Marks and Sample Work for Moderation** For each portfolio unit, a mark for each student must be submitted to AQA by the date specified in the year in which the unit is to be awarded. Centres will be informed which student's work is required in the samples to be submitted to the moderator.
-
- 31.3 Factors Affecting Individual Students** Teachers should be able to accommodate the occasional absence of students by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for students whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Students who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course, the new centre should take responsibility for assessment. If it occurs late in the course, it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
-
- 31.4 Retaining Evidence** The centre must retain the work of students, with *Student Record Forms* (Appendix B) attached, under secure conditions, from the time it is assessed until the day after the deadline for enquiries about results, to allow for the possibility of an enquiry upon results. The work may be returned to students after the issue of results provided that no enquiry upon results is to be made which will include re-moderation of the work in the portfolio unit(s). If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
-

Moderation

32.1 Moderation Procedures

Moderation of the portfolio work is by inspection of a sample of students' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the moderator by specified dates, and the sample of work must reach the moderator by the date requested.

Following the re-marking of the sample portfolio work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases, it may be necessary for the moderator to call for the work of other students. In order to meet this request, centres must have available the portfolio work and *Candidate Record Forms* (Appendix B) of every student entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

32.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the portfolio unit(s).

The students' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some students' work may be retained by AQA for archive purposes.

Awarding and Reporting

33

Grading, Shelf-Life and Re-Sits

33.1 Qualification Titles

The qualifications based on these specifications have the following titles:

AQA Advanced Subsidiary GCE in Applied Business

AQA Advanced Subsidiary GCE (Double Award) in Applied Business

AQA Advanced GCE in Applied Business

AQA Advanced GCE with Advanced Subsidiary GCE (additional) in Applied Business

AQA Advanced GCE (Double Award) in Applied Business

33.2 Grading System

The Advanced Subsidiary Single Award qualification will be graded on a five-grade scale: A, B, C, D and E. Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

The Advanced Single Award qualification will be graded on a six-grade scale: A*, A, B, C, D and E. To be awarded an A*, students will need to achieve a grade A on the full A level qualification and an A* on the aggregate of the A2 units. Students who fail to reach the minimum standard for grade E will be recorded as U and will not receive a qualification certificate.

The Advanced Subsidiary Double Award qualification will be graded on a nine-grade scale: AA, AB, BB, BC, CC, CD, DD, DE and EE. Students who fail to reach the minimum standard for grade EE will be recorded as U (unclassified) and will not receive a qualification certificate.

The Advanced with Advanced Subsidiary (additional) qualification will be graded on a ten-grade scale: A*A, AA, AB, BB, BC, CC, CD, DD, DE, EE. To be awarded an A*A, students will need to achieve an AA on the full qualification and an A* on the aggregate of the three A2 units. Students who fail to reach the minimum standard for EE will be recorded as U (unclassified) and will not receive a qualification certificate.

The Advanced Double Award qualification will be graded on an eleven-grade scale: A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE and EE. To be awarded an A*A*, students will need to achieve a grade AA on the full A level qualification and an A* on the aggregate of the A2 units. To be awarded an A*A, students will need to achieve a grade AA on the full A level qualification and an A* on the aggregate of the best three A2 units. Students who

fail to reach the minimum standard for grade EE will be recorded as U (unclassified) and will not receive a qualification certificate.

Where the unit results permit, a student who fails to achieve a Double Award will be able to claim an award for an appropriate subset of units. For example, a student who is recorded as U for the Advanced Level Double Award may have sufficiently good unit results to claim an Advanced Subsidiary Single Award, Advanced Subsidiary Double Award, Advanced Level Single Award and/or Advanced with Advanced Subsidiary (additional) award. Centres will be required to request a revised qualification entry or entries in such circumstances.

Individual assessment unit results will be certificated.

33.3 Internally-assessed Units

The raw mark out of 70 will be scaled to a range of 100 uniform marks. The ranges of uniform marks available for each grade are as follows:

	U	E	D	C	B	A
Unit	0 - 39	40 - 49	50 - 59	60 - 69	70 - 79	80 - 100

A student's work will be awarded a raw mark as detailed in The Teachers' Guide and Section 28.2, Guidance on applying the Portfolio Assessment Criteria. It is possible for a student's work to be awarded a raw mark at the bottom of the mark range that results in a Grade U award for that unit. These marks will be converted to Uniform Marks and count towards the total Uniform Mark Score.

33.4 Grading of each Unit

For both internally- and externally-assessed units, the minimum raw mark for each grade will be recommended by an awarding committee. The boundary decisions will be reported to centres for each unit at each assessment opportunity. For both internally- and externally-assessed units, students' raw marks will be converted by AQA to Uniform marks, which will be reported to the centre.

33.5 Qualification

The Uniform Mark Score achieved by the student for each unit is recorded and added to those for the other units to give an overall Uniform Mark total. This total for the qualification is then compared with the ranges allocated to each grade.

UMS for the AS Single Award Qualification	U	E	D	C	B	A
	0-119	120-149	150-179	180-209	210-239	240-300

UMS for the AS Double Award Qualification	U	EE	DE	DD	CD
	0-239	240-269	270-299	300-329	330-359
	CC	BC	BB	AB	AA
	360-389	390-419	420-449	450-479	480-600

UMS for the A-Level Single Award Qualification	U	E	D	C	B	A
	0-239	240-299	300-359	360-419	420-479	480-600

To be awarded an A* for the A level single award, students will need to achieve a grade A on the A level and a total of at least 270 uniform marks on the A2 units.

UMS for the A-Level with AS (Additional) Qualification	U	EE	DE	DD	CD
	0-359	360-404	405-449	450-494	495-539
	CC	BC	BB	AB	AA
	540-584	585-629	630-674	675-719	720-900

To be awarded an A*A for the A level with AS (additional) award, students will need to achieve a grade AA on the whole qualification and a total of at least 270 uniform marks on the A2 units. A*A is the highest grade available for this qualification.

UMS for the A-Level Double Award Qualification	U	EE	DE	DD	CD
	0-479	480-539	540-599	600-659	660-719
	CC	BC	BB	AB	AA
	720-779	780-839	840-899	900-959	960-1200

To be awarded an A*A* for the A level double award, students will need to achieve a grade AA on the A level and a total of at least 540 uniform marks on the A2 units. To be awarded an A*A, students will need to achieve a grade AA on the A level and a total of at least 270 uniform marks on the best three A2 units.

33.6 Shelf-Life of Unit Results

The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.

33.7 Assessment Unit Re-Sits

Each Unit is available in June only. Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award.

Students who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in).

There is no facility to decline an award once it has been issued.

33.8 Minimum Requirements

Students do not have to reach a designated minimum standard on each unit to achieve certification. They will be graded on the basis of their performance on the qualification overall.

Appendices

A

Performance Descriptors

The performance descriptors for GCE Applied Business aim to describe learning outcomes and levels of attainment likely to be shown by a representative student performing at the A/B and E/U boundaries for the AS and A2. They illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at specification or unit level.

Each performance descriptor is aligned to one assessment objective. An alphabetical system has been used to denote each element of a performance descriptor. There is no hierarchy of elements.

Performance descriptors are designed to assist examiners' judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the students' work, informed by the available technical and statistical evidence. Performance descriptors will be reviewed continually and updated where necessary.

Teachers may find performance descriptors useful in understanding students' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing students' work.

GCE APPLIED

The performance descriptors for AS indicate the level of attainment characteristic of A/B and E/U boundary students. They outlined in the specification; they are not designed to define the content. The grade awarded will depend, in practice, upon the balanced by better performance in others.

The requirement for all AS and A2 level specifications to assess students' quality of written communication will be met

AS	AO1	AO2
Assessment Objective	Students demonstrate knowledge and understanding of the specified content and relevant business skills.	Students apply knowledge and understanding of the specified content and relevant business skills.
A/B boundary performance descriptors	Students demonstrate with few omissions: a depth of knowledge and understanding of a range of key business concepts across the AS specification b an understanding of the benefits of relevant business skills and how and when these can be used.	Students apply effectively: a depth of knowledge and understanding of a range of key business concepts across the AS specification b relevant business skills to business contexts c appropriate numerical techniques to business contexts.
E/U boundary performance descriptors	Students demonstrate, perhaps with significant omissions: a knowledge and understanding of a range of business concepts contained in the AS specification b an understanding of relevant business skills and when these can be used.	Students apply: a knowledge and some understanding of a limited range of business concepts contained in the AS specification b relevant business skills to business contexts c appropriate numerical techniques to business contexts.

PERFORMANCE DESCRIPTORS

give a general indicator of the required learning outcomes. The descriptors should be interpreted in relation to the content extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of assessment may be

through all four assessment objectives.

AO3	AO4	Quality of Written Communication
Students use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.	Students evaluate evidence to reach reasoned judgements.	
Students: a select relevant and up-to-date information from a range of sources b use appropriate numerical and/or non-numerical techniques on the selected information to analyse business issues, problems or opportunities.	Students demonstrate evaluation by: <ul style="list-style-type: none"> • prioritising evidence and arguments • showing judgement in the selection and presentation of findings • presenting supported conclusions • making appropriate recommendations. 	Students use written expression which: <ul style="list-style-type: none"> • conveys appropriate meaning • uses appropriate specialist vocabulary.
Students: a collect relevant and up-to-date information from a limited range of sources b use appropriate numerical and/or non-numerical techniques on the collected information partially to analyse business issues, problems or opportunities.	Students demonstrate evaluation by using some of the following: <ul style="list-style-type: none"> • prioritising evidence • presenting conclusions • making recommendations. 	Students use written expression which: <ul style="list-style-type: none"> • is adequate to convey meaning • may be expressed in a non-specialist way.

The performance descriptors for A2 indicate the level of attainment characteristic of A/B and E/U boundary students. They outlined in the specification; they are not designed to define the content. The grade awarded will depend, in practice, upon balanced by better performance in others.

The requirement for all AS and A level specifications to assess students’ quality of written communication will be met

A2	AO1	AO2
Assessment Objective	Students demonstrate knowledge and understanding of the specified content and relevant business skills.	Students apply knowledge and understanding of the specified content and relevant business skills.
A/B boundary performance descriptors	Students demonstrate: <ul style="list-style-type: none"> a depth of knowledge and understanding of a range of key business concepts across the AS and A2 specifications b an understanding of the benefits of the relevant business skills, including higher level skills, and how and when these can be used. 	Students apply effectively: <ul style="list-style-type: none"> a in-depth knowledge and understanding of a range of key business concepts across the AS and A2 specifications b relevant business skills, including higher level skills; appropriate numerical techniques to business contexts.
E/U boundary performance descriptors	Students demonstrate, perhaps with significant omissions: <ul style="list-style-type: none"> a knowledge and understanding of a range of business concepts contained in the AS and A2 specifications b an understanding of relevant business skills, including higher level skills, and when these can be used. 	Students apply effectively: <ul style="list-style-type: none"> a knowledge and some understanding of a range of business concepts contained in the AS and A2 specifications b relevant business skills, including higher level skills; appropriate numerical techniques to business contexts.

give a general indicator of the required learning outcomes. The descriptors should be interpreted in relation to the content the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of assessment may be

through all four assessment objectives.

AO3	AO4	Quality of written communication
Students use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.	Students evaluate evidence to reach reasoned judgements.	
<p>Students:</p> <ul style="list-style-type: none"> a select relevant and up-to-date information from a range of sources b use appropriate numerical and/or non-numerical techniques on the selected information to analyse complex business issues, problems or opportunities c develop a business strategy. 	<p>Students:</p> <ul style="list-style-type: none"> a demonstrate evaluation by: <ul style="list-style-type: none"> • prioritising evidence and arguments • showing judgement in the selection and presentation of findings • presenting supported conclusions • making appropriate recommendations. b justify business strategies. 	<p>Students use written expression which:</p> <ul style="list-style-type: none"> • conveys appropriate meaning • uses appropriate specialist vocabulary.
<p>Students:</p> <ul style="list-style-type: none"> a collect relevant and up-to-date information from a limited range of sources b use appropriate numerical and/or non-numerical techniques on the collected information to partially analyse complex business issues, problems or opportunities c outline a business strategy. 	<p>Students demonstrate evaluation by using some of the following:</p> <ul style="list-style-type: none"> • prioritising evidence and arguments • making judgements • presenting conclusions • making recommendations. 	<p>Students use written expression which:</p> <ul style="list-style-type: none"> • is adequate to convey meaning • may be expressed in a non-specialist way.

B

Student Record Forms and Centre Declaration Sheet

Student Record Forms and Centre Declaration Sheet are available on the AQA website in the Administration area. They can be accessed via the following link: <http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment>