



# **GCSE TEACHERS' GUIDE**

**New Specifications:  
for teaching from September 2009**

Applied Business  
(Single & Double Award)



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# 1. INTRODUCTION

The specification for WJEC GCSE in Applied Business (Single and Double Award) will be offered for teaching from 2009 and awarding from 2011. WJEC is aware that support and guidance will be needed by those who have followed the previous GCSE Applied Business (Double Award) specification and for those new to WJEC.

It has been tradition to disseminate information and guidance through Inset sessions organised by WJEC at appropriate times and venues. Documentation has been distributed at these sessions to assist in delivery and assessment of the specifications and this practice will continue in the future.

This guide is published to address a number of issues.

- To put in place a definitive document to support both experienced and new teachers to the WJEC specification.
- To provide alternative routes through the specification that centres can tailor to suit candidates' needs.
- To share good practice observed through previous moderation processes.
- To provide sample evidence of an assessed controlled assessment.
- To raise awareness of WJEC support and guidance systems in place.

This guide should not be read in isolation but in conjunction with the subject specifications for GCSE Applied Business (Single and Double Award) and Specimen Assessment Materials.

WJEC provides the following as part of its support for all GCSE specifications:

- Examiners' Reports on each examinations series
- Free access to past question papers via WJEC secure website
- Easy access to the specification and other key documents on the main website
- Regular INSET delivered by Chief Examiners
- Easy access to both the Subject Officer and to administrative sections

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## SUMMARY OF ASSESSMENT

To obtain a single award candidates are required to study two units.

UNIT	TITLE	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
1	The Business and its Environment	60%	Controlled Assessment 120 marks (120 UMS)
2	Business Finance and Decision Making	40%	Written Paper 100 marks (80 UMS)

To obtain a double award candidates are required to study four units.

UNIT	TITLE	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
1	The Business and its Environment	30%	Controlled Assessment 120 marks (120 UMS)
2	Business Finance and Decision Making	20%	Written Paper 100 marks (80 UMS)
3	People in Business	30%	Controlled Assessment 120 marks (120 UMS)
4	Business Finance and Decision Making II	20%	Written Paper 100 marks (80 UMS)

## AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2010	January 2011 and each year thereafter	June 2011 and each year thereafter
	Subject	Option*			
Unit 1	4701	01 or W1	✓		✓
Unit 2	4702	01 or W1	✓	✓	✓
Unit 3	4703	01 or W1			✓
Unit 4	4704	01 or W1		✓	✓
Single Award	4700	01 or W1			✓
Double Award	4700	02 or W2			✓

\* Option Codes: English Medium 01, Welsh Medium W1

**NB: First certification of both Single and Double Awards will be Summer 2011.**

**Qualification Accreditation Number: 500/5085/0 (Single); 500/4637/8 (Double)**

## 2. SCHEME OF DELIVERY

The following are suggestions for timing of delivery for this specification. They are not prescribed timings and centres may wish to find their own 'best fit' models.

The option of choosing Single Award or Double Award will impact on the alternative timings of delivery.

### Option A

This option requires the teaching of two units alongside one another. The initial focus will be Unit 1 in Year 10, prior to Controlled Assessment in the Spring Term. Examination of Unit 2 will take place in the June series. Centres will decide when to commence the teaching of Unit 2.

Centres who deliver this option will not make use of the assessment opportunity for Unit 2 in January of Year 10.

The pattern will be repeated in Year 11 with Units 3 and 4. Centres may, if they require, use the re-sit opportunity for Unit 2 available in January of Year 11.

To re-sit Unit 1 in the Spring Term of Year 11 will present organisational problems due to sitting two Controlled Assessments in the six week window available. This will need to be considered when deciding the correct course of action for the individual candidate.

Year 10	Assessment Series
Unit 1	Spring Term
Unit 2	June

Year 11	Assessment Series
Unit 3	Spring Term
Unit 4	June

**Option B**

In this option there should be an equal focus on Unit 1 and 2 in much of the Autumn Term in Year 10. After the examination of Unit 2 in January, exclusive focus will be on Unit 1 prior to the Controlled Assessment in the Spring Term.

After the Controlled Assessment of Unit 1 is completed, centres may study Unit 3, Unit 4 or prepare some candidates for a June re-sit of Unit 2.

The pattern in Year 11 will involve the Controlled Assessment of Unit 3 in the Spring Term followed by a Unit 4 examination in June.

To re-sit Unit 1 in the Spring Term of Year 11 will present organisational problems due to sitting two Controlled Assessments in the six week window available. This will need to be considered when deciding the correct course of action for the individual candidate.

<b>Year 10</b>	<b>Assessment Series</b>
Unit 1	Spring Term
Unit 2	January

<b>Year 11</b>	<b>Assessment Series</b>
Unit 3	Spring Term
Unit 4	June

**Option C**

This option is a slight variation to Option B. Centres may follow Option B but take advantage of the Unit 4 assessment in January of Year 11. This may be practical if candidates study Units 3 and/or 4 in Year 10 after the Controlled Assessment of Unit 1.

This will complete the assessment cycle early but will allow candidates to re-sit Unit 2 and/or 4 in the June series.

<b>Year 10</b>	<b>Assessment Series</b>
Unit 1	Spring Term
Unit 2	January

<b>Year 11</b>	<b>Assessment Series</b>
Unit 3	Spring Term
Unit 4	January

**Option D**

This option will allow candidates to achieve the Single Award in a two year period. Centres may adapt this model to suit individual candidates.

Unit 1 and 2 may be initially taught in tandem with emphasis placed on Unit 2 at an appropriate point to prepare candidates for the examination of Unit 2 in June of Year 10. Unit 1 would be assessed by Controlled Assessment in the Spring of Year 11. This would complete the assessment process but allow for a re-sit opportunity of Unit 2, if required, in June of Year 11.

<b>Year 10</b>	<b>Assessment Series</b>
Unit 1	
Unit 2	June

<b>Year 11</b>	<b>Assessment Series</b>
Unit 1	Spring Term
Unit 2	June

Single Award Applied Business can only be awarded to candidates who successfully complete Units 1 and 2.

Centres need to be mindful of terminal assessment requirements when planning the timing of delivery of units.

### 3.

## THE CONTROLLED ASSESSMENT CYCLE

### SEPTEMBER

Research Briefs accessed and six week window specified.  
The choice of Controlled Assessment does not have to be communicated to WJEC.

### FEBRUARY

Entry of candidates with WJEC for Controlled Assessment.

### MARCH/APRIL

The task taking six week window.

### APRIL

Internal Assessment and Internal Moderation.  
(Completion of documents ABU1CS / ABU3CS / ABU1MS / ABU3MS)

### MAY

Submission of Sample for External Moderation.

(Please see the published Examinations Timetable for specific dates.)



## **4.**

### **PRACTICAL ADVICE FOR CONTROLLED ASSESSMENTS**

Units 1 (Single Award) and 3 (Double Award) will be assessed by Controlled Assessment. The WJEC model will require candidates to complete a Controlled Assessment over ten hours in a specified six week period.

Each Controlled Assessment will allow the candidates a choice of two sets of tasks.

Each series of Controlled Assessment will be different to the previous series in terms of the tasks set. They will all be assessed against the assessment information set out in the Controlled Assessment.

The emphasis of each Controlled Assessment may differ from series to series. Not all the unit specification will be assessed by each set of Controlled Assessment tasks. This should not discourage the teaching of the whole specification as there is a great deal of connectivity within the individual units and across the units. Candidates who study the whole specification would be expected to gain a richer understanding of the unit being studied and indeed the whole specification.

## **5. UNIT 1 RESEARCH BRIEF**

### **THE BUSINESS AND ITS ENVIRONMENT**

The Controlled Assessment will allow candidates to demonstrate their knowledge and understanding as outlined in the Specification - What you need to learn (Unit 1). It also requires candidates to demonstrate a range of skills as outlined in the Specification – Assessment Procedures (Unit 1).

Candidates will be expected to undertake relevant research into a chosen organisation prior to receiving the Controlled Assessment. This research may be accessed during the 10 hour task taking period.

The purpose of the Research Brief is to provide choice. This will allow candidates to focus on business content which is most appropriate and relevant to their chosen organisation.

Controlled Assessments will require candidates to construct an action plan and carry out a reflective account of tasks undertaken.

### **CONTROLLED ASSESSMENT (A)**

This Controlled Assessment will need to be applied to your chosen organisation and will address the full range of subject content within unit one; however, particular emphasis will be placed on the following:

- Business Aims and Objectives and how these are used as a measure of success
- The work of Functional Areas in meeting Business Aims and Objectives
- Business Communication in the form of a presentation

### **CONTROLLED ASSESSMENT (B)**

This Controlled Assessment will need to be applied to your chosen organisation and will address the full range of subject content within unit one, however, particular emphasis will be placed on the following:

- The detailed workings of the Functional Areas and their interrelationship
- Marketing a product or event in the form of a presentation

**Centres will be able to access the Assessment from XX\* January 20XX\* until February 20XX\*. Further information on the administration of Controlled Assessments is given in section 5 of the Specification.**

*\* These dates will be issued with the Research Brief for the given series.*

## 6. UNIT 1 CONTROLLED ASSESSMENT (A)

During this Controlled Assessment you are asked to concentrate on one chosen business. You may access all your resources to assist you in planning, developing and presenting the assessment evidence. You will have TEN HOURS to complete the assessment. Your teacher will advise you of the timing of these. This should be recorded on your action plan that you should refer to and amend throughout the Controlled Assessment.

Tasks	Criteria	Mark	Skills
<p><b>TASK1 Planning</b></p> <p>You must first review all the tasks contained in this Controlled Assessment. Prepare an action plan which allows you to meet all tasks over the time allocation. This may be reviewed and adapted during the course of the Controlled Assessment.</p> <p>(4 Marks)</p>	AO2	4	<p>Practical (time management, personal organisation and action planning) Presentational Personal</p>
<p><b>TASK 2</b></p> <p>Identify and describe the organisation that you will use in this Controlled Assessment. Where is it located, what does it do and why have you chosen to use it for this study?</p> <p>(8 Marks)</p>	<p>AO1 iii AO1 iv</p>	<p>4 4</p>	<p>Practical (time management and personal organisation). Presentational</p>

Tasks	Criteria	Mark	Skills
<p><b>TASK 3</b></p> <p>You will have studied typical business aims and objectives set by a business. Examine your chosen business and identify their aims and objectives. Why is setting of these aims and objectives important to the business? How does your chosen business measure success in terms of these aims and objectives?</p> <p>With specific reference to the work done in the functional areas of your organisation demonstrate how the individual functional areas can help in meeting these aims?</p> <p>(16 Marks)</p>	<p>AO1 i AO1 v AO2 i AO3 i</p>	<p>3 3 4 6</p>	<p>Practical (time management and personal organisation). Presentational Personal</p>
<p><b>TASK 4</b></p> <p>Describe your chosen business in terms of business ownership. You may wish to refer to their historical development to show why this is a suitable form of ownership.</p> <p>Do you believe that this is the most suitable form of ownership? With reference to other forms of ownership suggest possible alternatives.</p> <p>(14 Marks)</p>	<p>AO1 ii AO2 ii AO3 ii</p>	<p>4 4 6</p>	<p>Practical (time management and personal organisation). Presentational Personal</p>

Tasks	Criteria	Mark	Skills
<p><b>TASK 5</b></p> <p>Describe your chosen business in terms of business location.</p> <p>What competitors are evident and how does your chosen business meet this challenge?</p> <p>Evaluate how technological changes such as the world wide web and internet shopping have influenced or could influence your chosen organisation.</p> <p>(18 Marks)</p>	<p>AO1 iii AO2 iii AO2 vi AO3 iv</p>	<p>4 4 4 6</p>	<p>Practical (time management and personal organisation). Presentational Personal</p>
<p><b>TASK 6</b></p> <p>Identify typical customers with regard to your chosen business. What influence have changing economic conditions had on customers and business success?</p> <p>As individuals we are aware of our need to be responsible for our "carbon footprint". What policies or legislation are in place to safeguard our environment? What measures has your organisation taken to become more environmentally friendly? Suggest other measures they may want to take.</p> <p>(18 Marks)</p>	<p>AO2 vi AO3 iii AO3 v AO3 vi</p>	<p>4 6 4 4</p>	<p>Practical (time management and personal organisation). Presentational Personal</p>

Tasks	Criteria	Mark	Skills
<p><b>TASK 7</b></p> <p>You have been asked to evaluate methods of communication and communication systems used by your chosen business. You are to prepare a presentation to identify current practices and to suggest possible improvements that would make for more effective communication internally and/or externally.</p> <p>(18 Marks)</p>	<p>AO1 vi</p> <p>AO2 vi</p> <p>AO2 viii</p> <p>AO3 vii</p>	<p>4</p> <p>4</p> <p>5</p> <p>5</p>	<p>Practical (time management and personal organisation). Presentational Personal</p>
<p><b>TASK 8</b></p> <p>Working closely with at least one other candidate, evaluate the work they have done in Task 7. To do this you may need to devise an evaluation form. Is there anything in the method of presentation, the style of presentation or the content of presentation that could have been included in your presentation that might have improved the communication of your chosen business?</p> <p>TIME TO VIEW THE PRESENTATIONS MAY BE USED OUTSIDE THE TIME ALLOCATED FOR THIS CONTROLLED ASSESSMENT.</p> <p>(18 MARKS)</p>	<p>AO1 vi</p> <p>AO2 vi</p> <p>AO2 viii</p> <p>AO3 vii</p>	<p>4</p> <p>4</p> <p>5</p> <p>5</p>	<p>Practical (time management and personal organisation). Presentational Personal Interpersonal Cognitive</p>

Tasks	Criteria	Mark	Skills
<p><b>TASK 9      Reflection</b></p> <p>During the course of this Controlled Assessment you have been asked to meet a number of challenges. This task is an opportunity for you to reflect on what you feel were challenges well met and those that you feel were more demanding.</p> <p>Which challenges did you find more demanding and how would you better address them in future? Try to make specific reference to the tasks and the content you have covered.</p> <p>(6 Marks)</p>	AO2	6	<p>Practical (time management and personal organisation). Presentational Personal Cognitive</p>

## 7. UNIT 1 ASSESSMENT GRID

The mark allocation for each Assessment Objective and subsequent assessment bullet points can be referenced into the tasks set on the Controlled Assessment. Roman numerals indicate the sequence of bullet points.

	<b>Assessment Objectives (with bullet point references)</b>								<b>Skills</b>	
<b>AO1</b>	Recall, select and communicate knowledge and understanding of concepts issues and terminology.									
<b>Bullets</b>	<b>i</b>	<b>ii</b>	<b>iii</b>	<b>iv</b>	<b>v</b>	<b>vi</b>	<b>vii</b>	<b>viii</b>		
<b>Marks</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>-----</b>	<b>-----</b>		<b>30</b>
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out tasks.									
	<b>i</b>	<b>ii</b>	<b>iii</b>	<b>iv</b>	<b>v</b>	<b>vi</b>	<b>vii</b>	<b>viii</b>		
<b>Marks</b>	<b>6</b>	<b>6</b>	<b>4</b>			<b>12</b>		<b>10</b>	<b>10</b>	<b>48</b>
<b>AO3</b>	Analyse and evaluate products, make reasoned judgements and present appropriate conclusions.									
	<b>i</b>	<b>ii</b>	<b>iii</b>	<b>iv</b>	<b>v</b>	<b>vi</b>	<b>vii</b>	<b>viii</b>		
<b>Marks</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>-----</b>		<b>42</b>



## 8.

**UNIT 1 MARK BAND INFORMATION****Unit 1 Controlled Assessment (A)****Task 1 Planning**

Descriptor	Mark Range
Candidate's work not deemed worthy of credit. <i>Communication is severely hampered by poor expression and errors.</i>	0
Candidates will produce a basic action plan. <i>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</i>	1
Candidates will produce a detailed action plan. <i>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</i>	2
Candidates will produce and refer to a detailed action plan. <i>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</i>	3
Candidates will produce, refer to and adapt a detailed action plan. <i>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</i>	4

**Task 2**

Descriptor	Mark Range
Candidate's work will be an elementary account of business activity and location of the chosen organisation. Candidate's work not deemed worthy of credit will be awarded 0 marks. <i>Communication is severely hampered by poor expression and errors.</i>	0 - 1
Candidate's work will show limited understanding of business activity and location of the chosen organisation. <i>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</i>	2 - 3
Candidate's work will show a good understanding of business activity and location of the chosen organisation. <i>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</i>	4 - 5
Candidate's work will show a thorough understanding of business activity and location of the chosen organisation. <i>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</i>	6 - 7
Candidate's work will show a comprehensive understanding of business activity and location of the chosen organisation. <i>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</i>	8

**Task 3**

Descriptor	Mark Range
Candidate's work will be an elementary account of business aims, objectives and functional areas of the chosen organisation. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 – 1
Candidates will demonstrate and apply a basic knowledge and understanding of the aims and objectives and describe in basic terms the work undertaken by the functional areas of the chosen organisation. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	2 - 5
Candidates will demonstrate sound knowledge and understanding of the aims and objectives of their chosen organisation and will illustrate how the functional areas work in achieving these aims and objectives. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	6 – 9
Candidates will demonstrate and apply a sound knowledge and understanding of the aims and objectives of their chosen organisation and how these can be used to measure the success of the business. Candidates will also illustrate how the functional areas work independently and together in achieving these aims and objectives. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	10 – 13
Candidates will demonstrate and apply a thorough knowledge and understanding of the aims and objectives of their chosen organisation and how these can be used to measure the success of the business. Candidates will also describe in detail the workings of the different functional areas and illustrate how they achieve these aims and objectives. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	14 - 16

**Task 4**

Descriptor	Mark Range
Candidate's work will be an elementary account of business ownership. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 - 1
Candidates will outline the type of business ownership of the chosen organisation. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	2 - 4
Candidates will describe the type of business ownership and explain in basic terms why this is beneficial to the chosen organisation. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	5 - 7
Candidates will describe the benefits and disadvantages of this type of business ownership to their chosen organisation. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	8 - 10
Candidates will identify the type of business ownership and evaluate the benefits of this type of ownership for their chosen organisation. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	11 - 14

**Task 5**

Descriptor	Mark Range
Candidate's work will be an elementary account of business location, competitors and technological change. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 - 2
Candidates will show limited understanding of the factors affecting the choice of location and they will identify competitors of the chosen organisation. They will also show an awareness of the influence of technological changes. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	3 - 6
Candidates will show a good understanding of the factors affecting the choice of location of their chosen organisation. They will also examine the business's competitors and the impact of technological changes. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	7 - 10
Candidates will identify the critical factors affecting the choice of location. They will examine the issues presented by the business's competitors and technological change. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	11 - 14
They will show a comprehensive understanding of the factors affecting the choice of location. They will evaluate the business's competitors and the impact of technological change on the chosen organisation. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	15 - 18

**Task 6**

Descriptor	Mark Range
Candidate's work will be an elementary account of customers, economic conditions and environmental issues related to the chosen organisation. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 - 2
Candidates will identify the customers of the chosen organisation and demonstrate a simple awareness of environmental issues and economic conditions. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	3 - 6
Candidates will examine the business's customers and demonstrate a sound awareness of environmental issues and economic conditions in relation to the chosen organisation. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	7 - 10
Candidates will examine the issues presented by the business's customers and how these have changed as a result of changes in economic conditions. Candidates will also demonstrate a sound awareness of environmental issues and make some suggestions to resolving these issues. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	11 - 14
Candidates will recognise the business's customers and evaluate the challenges that they present. They will demonstrate a comprehensive awareness of environmental issues and economic conditions and suggest strategies to deal with each of these. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	15 - 18

**Task 7**

Descriptor	Mark Range
Candidates will recognise some features of business communication and may prepare a short presentation on this topic. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 - 2
Candidates will recognise the main features of business communication and prepare and deliver a short presentation on this topic. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	3 – 6
Candidates will recognise the main features of business communication and prepare and deliver a structured presentation on this topic. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	7 – 10
Candidates will recognise the main features of business communication and prepare and deliver a well structured presentation on this topic. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	11 – 14
Candidates will recognise the main features of effective business communication and propose improvements to any short comings within the chosen organisation. Candidates will deliver this in a well prepared and structured presentation. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	15 – 18

**Task 8**

Descriptor	Mark Range
Candidates will have carried out an elementary evaluation working with at least one other candidate. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 - 2
Candidates will have developed a simple evaluation form and carried out a basic evaluation working with at least one other candidate. They will have suggested limited improvements to their own work. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	3 - 6
Candidates will have developed an appropriate evaluation form and carried out an evaluation working with at least one other candidate. They will have studied the views of others and suggested improvements to their own work. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	7 - 10
Candidates will have developed an appropriate evaluation form and carried out an evaluation working with other candidates. They will have considered the views of others to produce an evaluation of the content, method and style of their own presentation. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	11 - 14
Candidates will have developed an appropriate evaluation form and will have carried out an effective evaluation in conjunction with other candidates. They will have analysed these views to produce a critical evaluation of the content, method and style of their own presentation. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	15 - 18

**Task 9**

Descriptor	Mark Range
Candidates work will be an elementary reflection of their performance. Candidate's work not deemed worthy of credit will be awarded 0 marks. <b>Communication is severely hampered by poor expression and errors.</b>	0 - 1
Candidates will reflect on their own performance with reference to tasks undertaken. <b>Writing largely conveys meaning at first reading although errors and poor expression hamper communication.</b>	2
Candidates will reflect on their own performance with reference to tasks undertaken and evidence produced. <b>Writing shows some evidence of structure to help the reader, expression is adequate to convey meaning although errors are apparent.</b>	3
Candidates will reflect on their own performance with specific reference to tasks undertaken, evidence produced and skills used. <b>Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors.</b>	4
Candidates will critically reflect on their own performance with specific reference to tasks undertaken, evidence produced and skills developed. <b>Writing is well structured and fit for purpose, clearly expressed and largely error-free.</b>	5 - 6

## 9.

**EXEMPLAR – UNIT 1 –  
CONTROLLED ASSESSMENT (A)**
**SAMPLE CANDIDATE WORK**
**Task 1: PLANNING**

This is my action plan for this unit, showing how I will get all the tasks done in the ten hours of lessons.

	To be researched at home first	Then, to be done in school	Achieved?
<b>Week Two</b>	Find a suitable business for this assignment by next lesson. Begin a research folder to be taken to lessons.	Read and understand each task to know what has to be done. Using the week's research, complete TASK 2.	DONE
<b>Week Three</b>	Research business aims and objectives, and think about how my chosen business may use these.	Using the week's research, complete TASK 3.	DONE
<b>Week Four</b>	Research the different types of business ownership, and decide which applies to my chosen business.	Complete TASK 4.	DONE
<b>Week Five</b>	Research business location, competitors and technological changes, and think about how these apply to the business.	Complete TASK 5.	NOT DONE <i>(finished Week 6)</i>
<b>Week Six</b>	Research environmental issues, the "carbon footprint" and government legislation. How environmentally friendly is the business?	Complete TASK 6. <i>Finish TASK 5.</i>	DONE <i>DONE</i>
<b>Week Seven</b>	Research communication and communication systems, thinking about which apply to the chosen business.	Complete TASK 7.	DONE
<b>Week Eight</b>	Meet in library to give presentation (and view other peoples) before the lesson.	Complete TASK 8.	DONE
<b>Week Nine</b>	None.	Complete TASK 9.	DONE
<b>Week Ten</b>	Anything that is missing from my answers on any of the tasks.	Read through my completed tasks and check for errors, and add anything that is missing.	DONE

Any revisions I make after this lesson when the plan needs to change will be added in red.

## **Task 2: BACKGROUND**

Mambo is a sole trader situated on The Kingsway, at the heart of Swansea's thriving bar sector. Mambo is owned and operated by Liquid Assets Ltd., a small private limited company that owns a nearby nightclub. It is an independent daytime café that also operates as a successful cocktail bar and club by night through its late trading license. It trades in the city centre alongside businesses of all descriptions, and is in direct competition with many nearby bars and nightclubs. Each night features different entertainment in the form of DJs and live bands, dance classes and stand-up comedy. It enjoys a loyal customer base and has a reputation as one of the best bars in South Wales. Mambo is a successful company that is always changing along with the music trends and technology that are popular, and is an interesting business to investigate.

## **Task 3: AIMS AND OBJECTIVES**

The purpose of Mambo as a business is to provide its customers with entertainment to attract an audience to the venue so that profits can be made through door entry charges and, above all else, the customised alcoholic and non-alcoholic beverages that the business's two bars offer. Mambo sells its goods to generate its revenue, and although the ingredients in each of the drinks are not produced on the premises each member of staff is trained in the skills involved in constructing the final product (i.e. its exclusive menu of cocktails, yoghurt smoothies and milkshakes) that cannot be found anywhere else.

Though dependent on providing a service to its customers, the company's aims begin with surviving as a business and beyond that concentrate on making a profit so as to invest in further improving the business and the services it offers. Expanding the business in terms of goods and services rather than the more obvious sense of expanding the size of the property helps the business to stay current and competitive. In order to do this Mambo is always seeking to maximise its profits and provide a highly competitive service within the local community and beyond. Providing charitable and voluntary services is still seen to generate profit after the expenses they incur, as the company places emphasis on publicity and return custom in the gaining further profit in the future. Though the prices of the goods on offer do not often change when other like businesses may offer special offers or discounts, Mambo's target customers appreciate that their constant pricing reflects the cost involved in producing the goods (that is, premium ingredients are required in order to construct the most impressive product possible) and the business aims to maintain this perception.

The objectives of Mambo strive to be both quantifiable and achievable in order to achieve its aims most effectively. The first objective is to set targets so that the business's existing products and services can be improved, thereafter looking to produce new products and services in order to remain competitive and profitable. Aiming to provide more services and goods than the previous year can also work to this end, and all the while there are always sales targets in place to ensure more products are sold than Mambo's competitors.

The functional areas of Mambo as a business are all interrelated and cooperate to meet these aims and objectives. Most superficially the bar staff serve as the production and sales functions of the business, serving as the front of house representatives that customers interact with and who construct the products that each customer buys and consumes. They are also the quality control that monitors the goods right up until the point of sale and afterwards during consumption, and have an input in the running of the business in form of the research and development function by suggesting adjustments or improvements to the range of goods (or the existing goods) at regular staff meetings with members of the other functional areas.

At Mambo the Managing Director (the owner of the business) chairs these meetings and fulfils the role of the human resources function, in charge of the morale and discipline of staff, hiring and firing and adherence of each employee and the business as a whole to government legislation and standards. Along with a trained in-house accountant the Director also serves as the financial function, important not only in purchasing the necessary stock, paying the wages of the staff and the running costs of the building in which the business resides, but also in directing the revenue generated by the sales function improving and expanding the business and thus keeping its competitive edge. The finance function will take the profits generated by the production function and invest them in furthering the business.

The growth of the business in the sense most noticeable to customers lies with the marketing function. This role is carried out by a Promotions Manager who looks to improving the services that draw customers to the venue, such as the nightly entertainment and events, and generate new ideas that can spread awareness of the business to a larger audience. New music events and acts can justify an increased door charge for particular events, and attract new customers to the business with the hope of return custom. The marketing function undertakes market research and attempts to figure out what customers want, what they think of what Mambo currently offers, and what they would like most to see on offer. The Promotions Manager must assess the market, anticipate market trends, and promote Mambo through point of sale and external advertising, sponsorship and incentives such as competitions.



#### **Task 4: OWNERSHIP**

Mambo was set up by the current Managing Director along with a sister club nearby, both part of the company named Liquid Assets Ltd. Operating as a sole trader Mambo would have been cheaper and easier to set up, with the owner having complete control over the business and all profit. However in its current form as a private limited company Mambo reaps more benefits, one of which is the limited liability that, unlike in the case of the sole trader, means only the money invested by the owner and the business's shareholders is ever at risk. The shareholders in Mambo's case are friends and family of the Managing Director, and the investment of each is safeguarded by the fact that shares can only be transferred with the agreement of all other shareholders. The presence of shareholders in a private limited company also gives the business more opportunities for financial investment than a sole trader, where the owner would be the sole investor and liability does not end with their initial contribution – in the worst case bankruptcy and debts could lead to homes and personal belongings being at risk. Being a private limited company is good for Mambo as the presence of shareholders and access to additional finance gives Mambo room for expansion and continuity of existence.

Even more money could be gained through Mambo being a public limited company, which is similar in form to a private limited company, but in order to add public investment to the company's revenue Mambo must have a capital of at least £50,000. Mambo does not trade on this level of capital, and the divorce of ownership from control that this form of ownership would impose on the business would not be beneficial. The only other form of ownership applicable to Mambo would be a franchise, but this would be more suitable to an established brand or if Mambo wished to expand into opening another business based on the current model. There is relative safety in a franchise and its reliance on an established brand, but being an independent and original business the model is not suited to Mambo. It is best served in its current form as a private limited company.

## **Task 5: LOCATION AND TECHNOLOGY**

Mambo was set up before the government incentives and EU's European Regional Distribution Fund that now attempt to encourage business to locate in areas of high unemployment; its location was instead strategic to generate the maximum custom and profitability. Mambo does not need to be close to natural resources or a specialist workforce, being a student city with a large bar scene workers are in vast supply and deliveries of the required stock are available daily. Transport links to Swansea all pass the building in which Mambo is located, and there is even a bus stop a matter of metres from the front door. As well as motor traffic Mambo in its city centre location sees large amounts of foot traffic as potential customers walk past the building while shopping or even specifically looking for the goods and services that the business provides. Mambo's situation is such that it becomes a link between The Kingsway, a street made entirely of bars and shops, to Wind Street, home to nothing but bars and restaurants. This close proximity to the two areas that most see consumers (no less its target audience) on a daily basis is most beneficial, and the proximity to the business's competitors helps Mambo in its daily market research and to remain at its most competitive.

Numerous forms of competition all around Mambo ensures that consumers are reachable, and reinforces the need for the business to take measures that constantly reaffirm its unique identity. Mambo succeeds by offering an alternative to the similar chain businesses that compete side by side for the same audience, targeting instead customers who enjoy cocktails and premium and exclusive drinks rather than whatever is cheapest or readily available elsewhere through their competitors. Similarly the DJs that perform nightly appeal to select customer groups, and the only competition in this sense is from one other independent business with which Mambo have a friendly relationship and even share some DJs. Mambo's selective targeting does much to secure a loyal customer base and does much to reduce the direct competition from businesses in the same industry but with a different focus.

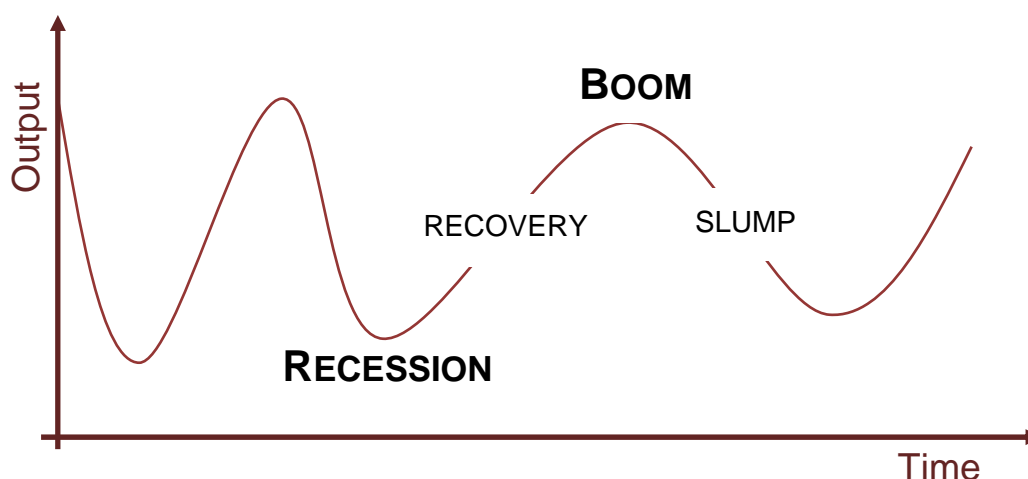
Mambo also takes full advantage of the latest technology in maximising efficiency, profitability and competitiveness. The CCTV cameras, tills and stock systems are all computerised and interlinked, making it easy to bring up an electronic record of transactions or current stock levels, totals for individual tills or clerks, or CCTV playback at any time. Via an internet connection these facilities are also available to the Managing Director from home, extending even further their control over the business and aiding all the functional areas of the business in continuously monitoring performance levels.

Internet shopping does not really affect the business beyond speeding up the process in searching the market for the correct suppliers. However the internet itself is an important tool, not only in speeding up the market research roles of the marketing function but most importantly in promoting the business and its services to existing customers and potential customers alike. Social networking websites such as MySpace and Facebook are invaluable in attracting customers past, present and future to specific events and can in minutes reach a potentially infinite audience. Point of sale and local advertising can reach a local consumer base, but the internet can reach anyone in the world at any time.

## Task 6: THE ECONOMY AND THE ENVIRONMENT

Mambo's customers are consumers who spend their money on goods that are produced by the business and (with the exception of take-away coffees) consumed on the premises before they leave. These customers expect to find the goods they are looking for, at a price that is acceptable to them. In the case of Mambo, its image is built on offering exclusive and interesting goods at a price that is fair to the customer (while of course making a profit in order to expand the business and its quality of service at the same time). But the prices of Mambo's products as well as whether its customers are willing to pay the prices depend on an important factor that is often out of their control.

Businesses like Mambo (and its customers) are affected greatly by economic conditions. The current position of the economy on what can be described as the 'business cycle' determines the steps a business has to take in order to secure its finances and how the choices of the business affect its customers. This is a basic illustration of the business cycle:



A boom in the economy means an economic high where businesses enjoy a good, productive economy. During this time people will be earning more money and wages will increase. Because of this, prices will be pushed up. Businesses may even be producing so much more that they require extra employees. During an economic boom Mambo may hire more staff as a result of customers having more money to spend and the business seeing an increase in customer volume each day. Mambo is no different from any other business in a time of boom, as increased wages mean people have more money to spend and this can mean increasing prices. An economic boom would be good for Mambo, helping to increase both custom and the potential for profit.

However, on the opposing side of the scale is the economic recession. When the economy hits a low and the economy is said to be in recession this means that the economy is in decline. In this time unemployment rises and income falls, and interest rates also tend to rise. The Bank of England sets the country's interest rates, rethinking them on a monthly basis, and during a recession these interest rates will be increased making borrowing more expensive and savings good because they will offer a high rate of return. This means that people will use their savings and their spending on goods will decrease. For Mambo this could mean having to cut prices and possibly have to lose staff. A recession would be bad for Mambo because it would have the opposite effect to a boom, decreasing custom and profit.

Between an economic recession and slump there are another two forms for the economy to take, referred to as either an economic recovery or an economic slump. As you can see from the diagram these describe the movement of the economy from a recession to boom (recovery) or vice versa (slump). If the economy is in recovery it is moving away from recession and towards boom, with the opposite true of a slump. Mambo would look forward to a period of recovery as it means that the economy is on the mend, and there is potential for a boom in the future (along with all the benefits it would bring).

Some businesses also have to deal with changes in exchange rates, where changes in rates that lead to £1 being worth less compared to the currency the business is trading with would make the things the company is buying more expensive. Mambo does not have to worry about this as they trade entirely within Wales and England, but the cost of the things they purchase (such as stock for the bar or necessary equipment) can change along with the 'RPI', which is the general rise in prices each year commonly referred to as inflation. Increased costs each year mean Mambo will make less profit on its own sales – the business will have less money to invest in itself, making growth a longer process.

As well as being aware of economic conditions and the affect it will have on the business and its customers, Mambo must also be aware of environmental issues that affect theirs and other businesses. All businesses have a corporate social responsibility to cut down on pollution, not waste natural resources, use recycled materials where possible, and use energy efficiently. Each person and business is said to have a 'carbon footprint', which all these things can contribute to – the less Mambo wastes and pollutes, and the more it reuses and recycles, the smaller its footprint.

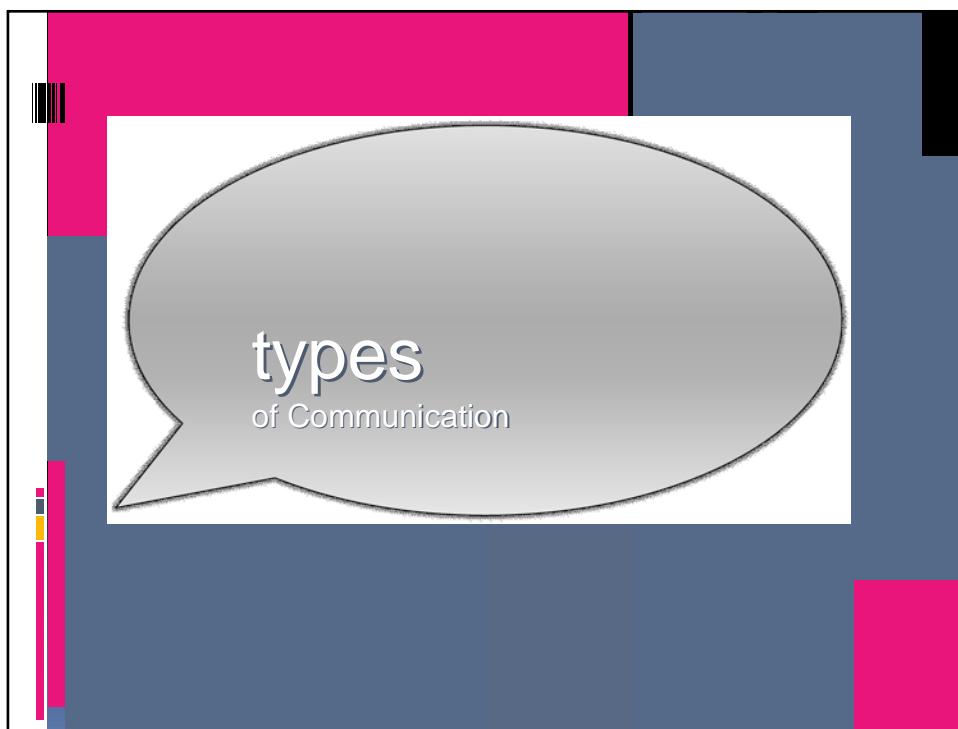
In the UK the Environmental Agency regulates pollution, issuing fines of over £20,000 for breaching regulations. Although pollution may seem like less of a worry for Mambo when we think of polluting the air they still have to think about the amount they waste, the water they use and even the noise they create. Environmental Health investigates complaints regarding noise levels and under the Noise Act 1996 issue fixed penalties of £100 for night time noise pollution.

Mambo also has to be always thinking about their waste in terms of rubbish. Swansea council provides a recycling collection service, and (as with every local authority) must by law provide recycling skips at their waste disposal sights. The problem with recycling at Mambo is that not enough waste is generated to require the waste to be taken by an employee to a waste disposal sight, but more than the level of average daily household waste is produced meaning that they have to rely on the services that the council is willing to supply. Mambo is careful to dispose of all of their customer's rubbish on the premises and at present separates glass from all other rubbish. They print all their flyers for the bar on recycled paper too, but they could still decrease their carbon footprint by further separating their waste into individual bins for paper, plastic, glass, food waste, and so on. Unfortunately this may not be entirely possible with the nature of Mambo's business as there is not space on a bar to put multiple bins for every different type of rubbish (or to store the recycling for the longer period needed to collect it by the council) but as a company that is conscious of their impact on the environment in every other respect, this is the most substantial thing they can do on behalf of their customers to help the business to become even greener.

## Task 7: COMMUNICATION



This presentation aims to describe the forms and functions of communication in business, specifically the business I have chosen for this assignment – Mambo in Swansea.



Firstly, it is important to understand the difference between the types of communication.

**COMMUNICATION** can be either:

INTERNAL (between people within the business) or

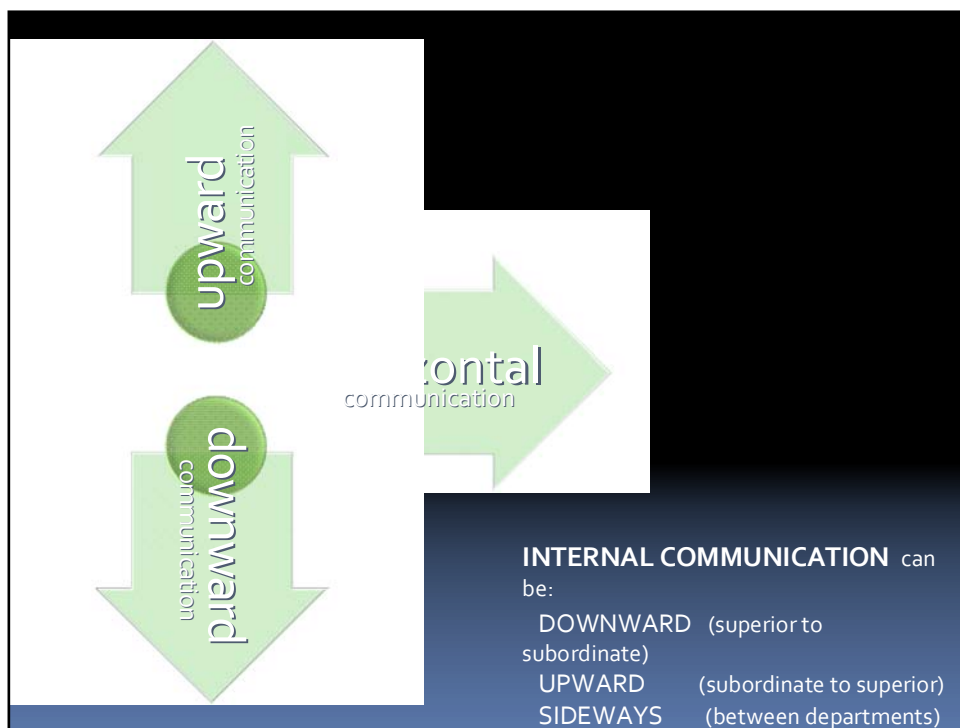
EXTERNAL (between someone within and someone outside the business)



Business communication comes in two forms, internal and external. Internal means those within the organisation communicating with each other, for example at Mambo the owner or manager communicating with the company's employees.

External communication means those who work for the business talking to those who seek goods, services or dealings with the company – in the example of Mambo the manager communicating with one of the company's suppliers.

External communication is infinite, the people who work at Mambo could potentially on any day talk to anyone in the world concerning a whole manner of issues that affect the business. Internal communication is more structured.

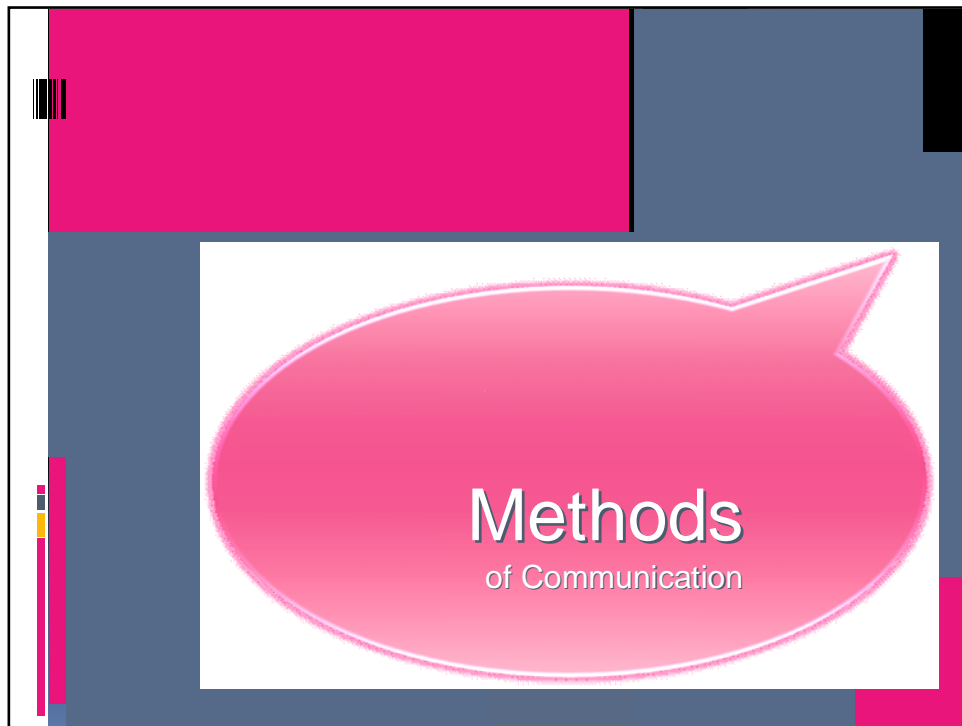


Internal communication, that is communication within the business, comes in three forms. At Mambo these are clear, but some are more evident on a daily basis.

Downward communication is when the boss talks to the people they are in charge of. At Mambo the Managing Director communicates downward to the department heads and the Manager, and they in turn communicate downward to the staff they are responsible for. This communication could take the form of information or direct orders for example. It does not always have to follow this structure however, at staff meetings the Managing Director may address the entire staff at the same time.

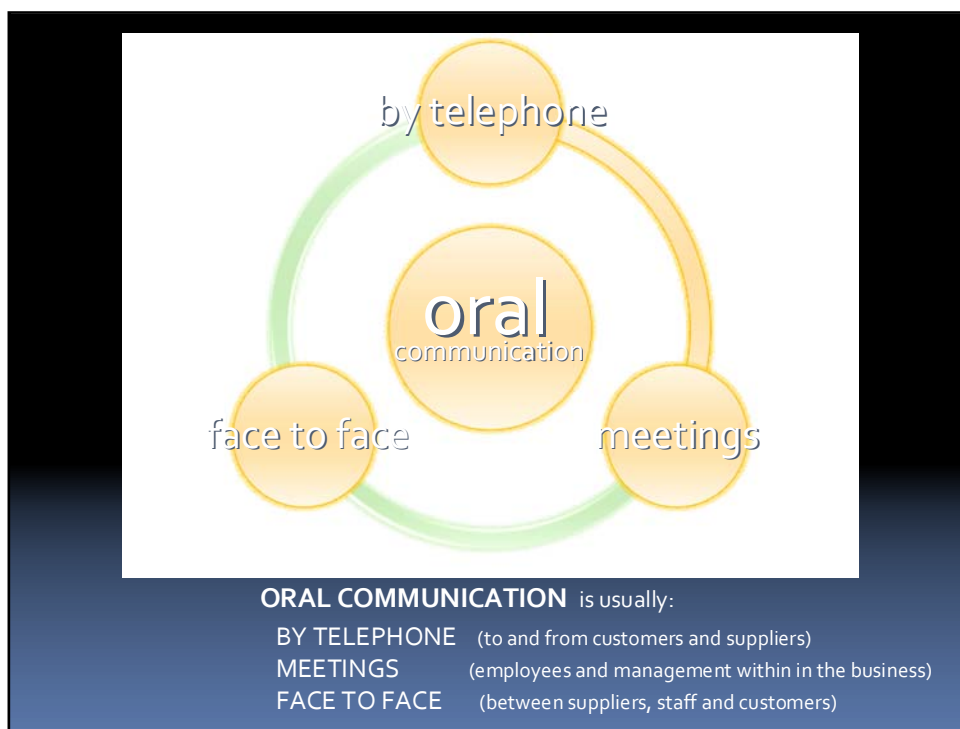
Upward communication would be the reverse of this, when an employee communicates with those above them. A member of the bar staff may speak to the Manager about something that is important or something that is troubling them.

Aside from these there is horizontal communication, which simply means communication between the different departments of a business. This is less evident at Mambo because the bar staff make up the majority of the work force, and will have very little need to communicate regularly with the Finance Director or Promotions Manager beyond doing so on an informal basis. At Mambo feedback and necessary information is passed between the departments via the Manager when needed (like when bank account details are required to pay staff or an idea for promoting the business is to be passed on for consideration).



More varied are the methods of communication that the previously discussed types of communication can take.





As a business predominantly making its profit through sales, the most obvious form of communication at Mambo is oral. This is the spoken word, instant communication between staff, suppliers, customers and anyone else in some way connected to the business.

Although Mambo is not a big enough operation to need loudspeaker or tannoy announcements the superiors to their subordinates, the staff and departments communicate at meetings. This is arguably the fastest way to get ideas and disagreements voiced and decided on and is the reason that the entire staff at Mambo meets on a weekly basis to discuss the last week and the weeks to come.

As a small business most communication is face to face, either between the employees concerning the daily operation of the business or between the staff and Mambo's high turnover of customers. For example the bar staff will spend their time at Mambo communicating with each other, with their superiors, and with the customers whom it is their job to interact with.

Although the Managing Director, Manager, or department heads outside the bar staff may occasionally meet face to face with those outside the business with which they have dealings, holding meetings in person to discuss business matters and so on, more often than not communication is more efficient over the telephone. Mambo has a landline number so that someone in the building can always be contactable, but everyone from the Managing Director to the bar staff carry mobile phones. This allows them not only to contact suppliers or other people outside the business but also to communicate instantly and efficiently with each other, regardless of location.

**WRITTEN COMMUNICATION** is made up of:

ADVERTISEMENTS	(Promoting the business in the area and beyond)
FINANCIAL DOCUMENTS	(Records of the business's finances and transactions)
REPORTS	(Periodical company records of events and decisions)
LETTERS	(From the business to people outside the business)



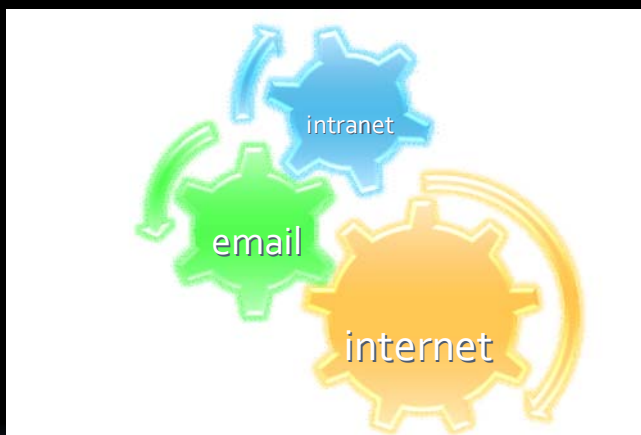
More formal than the oral methods just mentioned is communication by written means. These will be less frequent and use the printed word to record onto paper something that has happened or is to happen. This is done both internally and externally at Mambo, with the audience being either the business's employees, customers, or anyone with which the business may deal on a daily basis.

Advertisements are used by the Promotions Manager to market the business and attract custom. Advertisements can be seen in the building itself and outside in magazines or newspapers, on billboards or the internet.

Letters are more specific, communicating information from someone within the business to someone with which it has dealings. The Manager may for example send a formal written letter to a supplier or the local council.

Financial documents and documents then are for internal purposes. Financial documents are kept at Mambo by the Financial Director, and are used to keep a record of finances and transactions so that previously paid bills and taxes etc. can be easily looked up and also so that the Managing Director can get an overview of the financial state of his business and use this information to best assign finances to where they are needed.

Reports are similarly kept within Mambo, and serve to document significant events or decisions that affect the business. Reports can be used to measure success, and together Mambo's reports read like a history of the business from its opening to the present day.



**COMMUNICATION VIA NEW TECHNOLOGY** relies on:

INTRANET	(Digitally connecting computers within the business)
INTERNET	(Connecting computers within the business to the outside world)
EMAIL	(Electronic correspondence from the business to people outside the business)

New technology helps to speed up, and make more efficient, business communication. At Mambo the use of new technology is clear to see. From the mobile phones used to communicate verbally with each other to the electronic till system used in every transaction with customers, the staff and Mambo as a business rely heavily on technology.

As mentioned the telephones used within the business are mobile, but the most important use of new technology is seen in the presence of computers in the business. Using the computers at Mambo and an intranet that links them (and the tills) all together, staff and even the different technologies can communicate instantly. From here the till system can update an electronic record every time stock is sold, meaning that the stock levels in the business are always being monitored and can be viewed instantly at any time by the management.

But the use of this technology goes further than just communicating internally. In the same way that employees in different departments can communicate using different computers, Mambo uses the internet to connect to the outside world. This enables easy promotion of the business and connectivity to social networks, wider communication with suppliers and so on, and means that correspondence becomes electronic in the form of email. Being able to email people means being able to send instant electronic mail to anyone, and can include multimedia elements from photographs to music and videos. This can be invaluable to a business like Mambo, who can communicate with people DJs without the need to meet in person.

I feel the use of new technologies at Mambo make its methods of communication as successful as they can be. New technology enables Mambo to connect not only internally but to the entire world, all in an instant. The only improvements I think Mambo can make to their communication will come with the invention of even newer, more efficient technologies.

**Task 8: PRESENTATION EVALUATION**

I have constructed an evaluation table split into categories that assess each aspect of a presentation. Each category contains four statements, and the one that most applies to the presentation being evaluated is highlighted.

Firstly, this is my evaluation of Ian Green's presentation on communication and his chosen business:

	Lowest	→		Highest
<b>Preparedness</b>	The presenter does not seem at all prepared.	The presenter is somewhat prepared, but it is clear that rehearsal was lacking.	The presenter seems pretty prepared but might have needed a few more rehearsals.	<b><i>The presenter is completely prepared and has obviously rehearsed.</i></b>
<b>Speaks Clearly</b>	Often mumbles or cannot be understood, or mispronounces many words.	Speaks clearly and distinctly most of the time. Mispronounces a few words.	<b><i>Speaks clearly and distinctly all (95% to 100%) of the time, but mispronounces one word.</i></b>	Speaks clearly and distinctly all (95% to 100%) of the time, and mispronounces no words.
<b>Vocabulary</b>	Uses several (five or more) words or phrases that are not understood by the audience.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	<b><i>Uses vocabulary appropriate for the audience. Includes one or two words that might be new, but does not define them.</i></b>	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new.
<b>Enthusiasm</b>	Very little use of facial expressions or body language. Did not generate much interest in topic.	Facial expressions and body language try to generate enthusiasm, but seem a little faked.	Facial expressions and body language often generate strong interest and enthusiasm about the topic.	<b><i>Facial expressions and body language generate a strong interest and enthusiasm about the topic.</i></b>
<b>Content</b>	Does not seem to understand the topic very well.	<b><i>Shows a good understanding of parts of the topic.</i></b>	Shows a good understanding of the topic.	Shows a full understanding of the topic.
<b>Stays on Topic</b>	It was hard to tell what the topic was.	<b><i>Stays on topic some of the time.</i></b>	Stays on topic most of the time.	Stays on topic all of the time.

Ian's presentation was very well presented. It was clear that he had rehearsed and looked at ease speaking to the audience. There were a few words that were not understood, but they were obviously the right business terms for the subject. Ian got everyone's attention and kept it to the end, but his confidence in the subject seemed a little fake because he confused a few areas of the presentation and it was clear that he did not understand some of the concepts because his attempts to define terms and ideas ended in some cases with him talking off topic for a while. Overall this was a very well delivered presentation, but more research and understanding were needed to make this an effective presentation on the topic at hand.

This is my evaluation of my own presentation about Mambo:

	Lowest			Highest
<b>Preparedness</b>	The presenter does not seem at all prepared.	<b><i>The presenter is somewhat prepared, but it is clear that rehearsal was lacking.</i></b>	The presenter seems pretty prepared but might have needed a few more rehearsals.	The presenter is completely prepared and has obviously rehearsed.
<b>Speaks Clearly</b>	Often mumbles or cannot be understood, or mispronounces many words.	Speaks clearly and distinctly most of the time. Mispronounces a few words.	Speaks clearly and distinctly all (95% to 100%) of the time, but mispronounces one word.	<b><i>Speaks clearly and distinctly all (95% to 100%) of the time, and mispronounces no words.</i></b>
<b>Vocabulary</b>	Uses several (five or more) words or phrases that are not understood by the audience.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	<b><i>Uses vocabulary appropriate for the audience. Includes one or two words that might be new, but does not define them.</i></b>	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new.
<b>Enthusiasm</b>	Very little use of facial expressions or body language. Did not generate much interest in topic.	Facial expressions and body language try to generate enthusiasm, but seem a little faked.	<b><i>Facial expressions and body language often generate strong interest and enthusiasm about the topic.</i></b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic.
<b>Content</b>	Does not seem to understand the topic very well.	Shows a good understanding of parts of the topic.	<b><i>Shows a good understanding of the topic.</i></b>	Shows a full understanding of the topic.
<b>Stays on Topic</b>	It was hard to tell what the topic was.	Stays on topic some of the time.	Stays on topic most of the time.	<b><i>Stays on topic all of the time.</i></b>

I felt that overall my presentation on communication at my chosen business fulfilled the brief. It stayed on topic at all times and explained different types and methods of communication, both in business in general and at Mambo. After giving the presentation though I did feel that maybe I could have included some more examples of communication in business, even if they do not apply to my chosen business. I concluded that Mambo communicates as effectively as it can, being the business that it is, but after hearing other people's presentations I now feel that with more research it may have been possible to suggest some further improvements that could benefit Mambo's internal and external communication.

I think that even with the shortcomings of the content, the delivery of my presentation was very good. I felt prepared but when it came to speaking to a large group of people I felt that a few more rehearsals would have helped my confidence. Even so, I engaged the audience and spoke clearly and at the correct volume while showing enthusiasm in my work. It got a good reaction from the audience and I was pleased with my work.

## **Task 9: REFLECTION**

During this module on the business and its environment I have learned a lot, both in terms of knowledge and useful skills. Each task has required research as well as the application of organisation and time management. I have learned to better assess the relevance and importance of the information gathered in my research, and how to apply this information to the task at hand.

I benefitted greatly from the planning of Task 1, and it put me in a good position to organise my time and complete the other eight tasks to my own personal deadlines. In investigating my chosen business I learned a lot about the way that businesses are organised, how they are best separated into functional areas to get the most out of each person's skills and use them together as a team to the advantage of the business (with the use of aims and objectives to maximise productivity). How these functional areas communicate, and the many different types of communication that a business is involved in, was very interesting.

I have learned the importance of the types of ownership of businesses to the way they operate internally and what being a certain type of business means to the government. I have also learned that it is not just the business or the government that decide on the price of goods or how successful the business can be, but also the position of the economy on the business cycle.

In learning about how technology benefits my chosen business, its efficiency and profitability, I have learned of the many uses in business that some of the technologies I take for granted every day can offer. And in using technology to produce a presentation I put all the skills involved in this module to practice, assessing the performance of others as well as my own to identify my strengths and weaknesses with everything from research to enthusiasm when engaging an audience.

This module has helped me better understand businesses and their environment, and also learn transferrable skills that can benefit me at school and after that when I join the world of business for real.



**10.****APBU1/CS FOR UNIT 1 – CONTROLLED ASSESSMENT (A)****SAMPLE TEACHER FEEDBACK****WJEC  
GCSE****CBAC  
TGAU****Unit 1 – ABU1/CS****APPLIED BUSINESS  
(Double Award)**

Centre Name: High School

Centre Number: 99999

Candidate's Name: A Sample  
123456

Candidate's Number:

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
Task 1 (Planning)		<b>2</b>		<b>2</b>
Task 2	<b>3</b>			<b>3</b>
Task 3	<b>6</b>	<b>1</b>	<b>3</b>	<b>10</b>
Task 4	<b>2</b>	<b>3</b>	<b>5</b>	<b>10</b>
Task 5	<b>3</b>	<b>7</b>	<b>6</b>	<b>16</b>
Task 6		<b>2</b>	<b>9</b>	<b>11</b>
Task 7	<b>4</b>	<b>9</b>	<b>4</b>	<b>17</b>
Task 8	<b>0</b>	<b>8</b>	<b>6</b>	<b>14</b>
Task 9 (Reflection)		<b>5</b>		<b>5</b>
<b>Total</b>	<b>18/30</b>	<b>37/42</b>	<b>33/48</b>	<b>88/120</b>

**Comments Supporting Overall Mark**

(Refer to levels of achievement as appropriate)

This candidate has done a substantial amount of research into the chosen organisation. He has gathered relevant information form

a primary source to complete the tasks.. He has made little use of text book material or information collated during the study of this

course. This has been an oversight as shown in the mark achieved in AO1 – 18/30. This could so easily have been improved.

His application of knowledge towards the organisation has been very good although sometimes lacking sufficient detail. He has scored very well in this assessment objective, 37/42.

## Background to Tasks

- planning
- aims and objectives
- business ownership
- business location
- business activity
- functional areas
- business communication
- business within society
- reflection.

The oral presentation is very good and was well presented to the audience. Working with Ian Green a good evaluation form was

created and each candidate completed these well. The candidate attempted to use lessons learned from this exercise to improve his

own performance.

The assessment is very strong in terms of QWC and may influence the achievement of a higher mark than shown. However,

some elements of the tasks have not been met of the candidate does not clearly demonstrate knowledge prior to briefly applying it to

his chosen organisation.

Having reviewed the task assessment band information the controlled assessment suggests a grade B level of

Achievement.

## Declaration by Candidate

The attached work, with the exceptions stated, is my own unaided work.

Signature: \_\_\_\_\_ A \_\_\_\_\_ Sample  
Date: XX/XX/XXX

## Declaration by Teacher

I certify that the candidate has been properly supervised during the completion of the Controlled Assessment. I also certify that, to the best of my knowledge, the work is the candidate's unaided work.

**Signature:** \_\_\_\_\_ A \_\_\_\_\_ Teacher  
**Date:** XX/XX/XXX \_\_\_\_\_

# **11.**

## **COMMENTARY – UNIT 1 – CONTROLLED ASSESSMENT (A)**

### **SAMPLE MODERATOR COMMENTARY ON CANDIDATE WORK AND TEACHER ASSESSMENT**

#### **Task 1**

The candidate has produced a well written plan to ensure all tasks are completed. The use of 'week 1 – 6' as timing guides helps the candidate but is not specific with regards to the 10 hour allocation. This needs more information.

The plan is not presented as a working document that has been revised and adapted as tasks are met. Perhaps this is a fault of the design of the recoding sheet for the action plan.

The plan itself in terms of QWC is of a high standard.

In the task assessment band information a score in the 2 or 3 range would be appropriate.

Centre assessment decision agreed.

#### **Task 2**

This account is quite brief. It gives a general description of the business chosen to study. The candidate could have been guided to the specification and in particular AO1(iii) business location and AO1(iv) business activity which is what the task was based on.

Reference to the dual purpose of the business is good along with reference to complimentary competition. The piece is well structured and error free.

In the task assessment band information a score in the 2/3 range would be appropriate.

Centre assessment decision agreed.

#### **Task 3**

This is a reasonably detailed account applied to the chosen organisation. A little more time could have been taken to speak in general terms about aims and objectives and their importance. There is little information to tell us if the organisation is successful in achieving the aims stated.

Functional areas are identified in terms of the organisation and their work in achieving aims is given. Again in this task better awareness of the specification would have resulted in more appropriate responses to the tasks set.

In the task assessment band information a score in the 10/13 range would be appropriate.

Centre assessment decision agreed.

#### **Task 4**

Although this task is relatively brief it shows a good understanding of the concept of business ownership in a well written passage. Detail may be lacking on the basic features of business ownership but the knowledge implied has been applied to the organisation chosen. There are some good points made about alternative forms of ownerships and the benefits and/or drawbacks of each. The QWC is very good in this task.

In the task assessment band information a score in the 8/10 or low 11/14 range would be appropriate.

Centre assessment decision agreed.

#### **Task 5**

The response to this task starts, with little reference to general factors of location but applies a number of these to the chosen organisation. Again these tend to be brief accounts and could be developed further.

The information given about competitors is valid and shows obvious understanding of how the organisation recognises and deals with some competitors.

The section on the role of technology in the organisation is insightful even recognising the use of the internet and "social networking" sites as a means of promotion.

In the task assessment band information a score in the 15/18 range would be appropriate.

Centre assessment decision agreed.

#### **Task 6**

This task does not explore the diverse customer base that has become apparent in previous tasks although the impact of product and price are explored. There is a general description of the business cycle but not a significant discussion of business trends within this cycle.

Economic conditions such as exchange rates and inflation are mentioned although not explored fully in terms of the organisation chosen.

The environmental issues explored are quite detailed and applied appropriately to the organisation.

In the task assessment band information a score in the 11/14 range would be appropriate

Centre assessment decision agreed.

### **Task 7**

This presentation is sufficiently detailed in terms of content within the slides and the notes provided as the oral element of the presentation. The concluding slide gives added information to the role of ICT within the communication process.

The evaluation of the piece to conclude the task is original and comprehensive. The only slight criticism is that there seems to be little evidence of suggested improvements to the organisation.

In the task assessment band information a score in the 15/18 range would be appropriate

Centre assessment decision agreed.

### **Task 8**

This task asks, through evaluation of another presentation, for suggestions of other forms of communication to be used within the chosen organisation. This may or may not have impacted on competitors and customers. This section of the task was overlooked.

The general evaluation of the presentation is good, however the content needed to be a more focal point within this evaluation and suggestions for changes to the candidate's own work with regards to their chosen organisation.

In the task assessment band information a score in the 11/14 range would be appropriate

Centre assessment decision agreed.

### **Task 9**

The final task is a critical reflection on the candidate's performance in the previous tasks. It is thorough in its reference to specific tasks. The account itself is positive and makes little suggestion of difficulties encountered or shortcomings in the finished piece. For this reason alone full marks could not be awarded.

In the task assessment band information a score in the 5/6 range would be appropriate.

Centre assessment decision agreed.

**Overall unit assessment – centre assessment decision agreed.**

## **12. SUMMARY OF EXAMINATION ASSESSMENT**

The Unit 2 and 4 examinations will follow a very similar format to the previous Applied Business Unit 3 examinations. There will be three 'scenario based' questions which will be developed with questions to test the full range of GCSE grades. However, under the new regime of assessment, the extended writing responses will now be assessed for the quality of written communication. Please see the sample assessment materials on the website for examples of Unit 2 and Unit 4 examinations.

<b>Single Award</b>	<b>Unit 2: 40%</b>
<b>Double Award</b>	<b>Unit 2: 20% Unit 4: 20%</b>



# 13. NEW MATERIAL

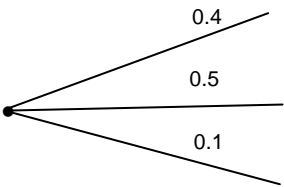
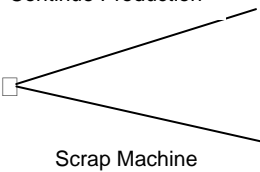
Whilst every endeavour has been made to maintain consistency between the old and new specification, there are some new topics. Most new topics will be familiar to Business teachers and are covered by most GCSE Business text books. However, notes on Decision Trees were requested at INSET meetings. Notes and a worked example are provided below. Candidates will not be required to construct Tree Diagrams; they will always be provided.

## Decision Trees

Businesses sometimes need to make decisions which are risky. This maybe because they have little information or the outcome is uncertain. Most decisions involve some risk and when the outcome is uncertain, Decision Trees can be used to help reach a decision.

A Decision Tree is a method of tracing alternative outcomes of a decision and comparing the likely results of those alternatives. They help a business to minimise risk.

### Notation for Decision trees:

	<p>A <b>Chance Fork</b> shows the possible outcomes at any stage, with their probabilities. (N.B. Probabilities should always add up to 1)</p>
	<p>A <b>Decision Fork</b> is where the decision maker chooses the best action using 'Expected Values' to decide.</p>

## Expected Values

This is the financial outcome of a decision. It is based on the predicted profit or loss of an outcome and the probability of that outcome occurring.

### **Advantages of Decision Trees**

1. Constructing the tree may show possible courses of action not previously considered.
2. They involve placing numerical values on decisions, which tends to improve results.
3. They force managers to take account of the risks involved in decisions and help to separate important from unimportant risks.

### **Disadvantages of Decision Trees**

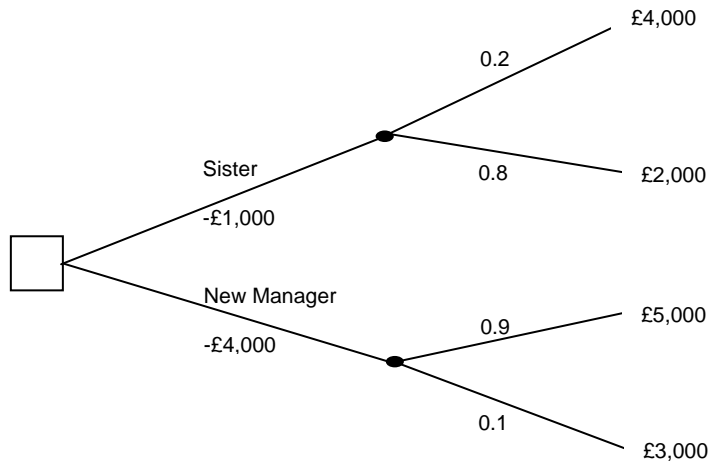
1. The information, which the technique 'throws out', is not exact. Much of it is based on probabilities which are often estimated.
2. Decisions are not always concerned with quantities and probabilities. They often involve people and are influenced by legal constraints or people's opinions. These factors cannot always be shown by numerical values.
3. Time lags often occur in decision-making. By the time a decision is finally made, some of the numerical information may be out of date.
4. The process can be quite time consuming, using up valuable business resources.

### **Worked Example**

Carrie, the owner of a café, 'Carries's Café', has to visit a sick relative over seas and expects to be away one month. She has two courses of action available to her.

- Let her sister run the business. Her sister has demanded a payment of £1 000. The probability of making a profit of £4 000 is 0.2 and the chance of making a profit of £2 000 is 0.8.
- Employ a temporary café a manager at a salary of £4 000. The probability of making a profit of £5 000 is 0.9 and the chance of making a profit of £3 000 is 0.1.

Using the following Tree Diagram, you are to advise her as to which option she should take.



Use the 'Roll-Back' method to solve the problem i.e. 'Roll Back' through the tree as follows, calculating expected values (EV's) and deducting any costs involved in making the decision, if any:

$$\begin{aligned}
 \text{EV (sister)} &= (0.2 \times 4\,000) + (0.8 \times 2\,000) - 1\,000 \\
 &= 800 + 2\,400 - 1\,000 \\
 &= 1\,400
 \end{aligned}$$

$$\begin{aligned}
 \text{EV (new manager)} &= (0.9 \times 5\,000) + (0.1 \times 3\,000) - 4\,000 \\
 &= 4\,500 + 300 - 4\,000 \\
 &= 800
 \end{aligned}$$

The Expected Value, i.e. the financial outcome of letting the sister run the business is the highest and therefore this is the decision Carrie should take.

**ALWAYS CHOOSE THE OPTION WITH THE HIGHEST EXPECTED VALUE AS THIS HAS THE HIGHEST FINANCIAL OUTCOME!**

# 14. RESOURCES

## Units 1 and 3

Centres should utilise GCSE Applied Business text books and existing GCSE and GNVQ Business text books could also be used as a source of information.

There are many websites that could be accessed for additional knowledge and case study material. These sites include those of businesses in the private sector and public sector.

Examples of websites which could be useful are:

BBC Bitesize Revision	<a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a>
BBC Dragons Den	<a href="http://www.bbc.co.uk/dragonsden/">http://www.bbc.co.uk/dragonsden/</a>
BBC Business	<a href="http://news.bbc.co.uk/1/hi/business">http://news.bbc.co.uk/1/hi/business</a>
Biz/ed	<a href="http://www.bized.co.uk">www.bized.co.uk</a>
Business Studies Online	<a href="http://www.businessstudiesonline.co.uk/">http://www.businessstudiesonline.co.uk/</a>
Daydream Educational	<a href="http://www.daydreameducation.com/">http://www.daydreameducation.com/</a>
Investors in People	<a href="http://www.iipuk.co.uk">www.iipuk.co.uk</a>
Money and Morals	<a href="http://www.moneyandmorals.org">www.moneyandmorals.org</a>
Office of Fair Trading	<a href="http://www.oft.gov.uk">www.oft.gov.uk</a>
Office of National Statistics	<a href="http://www.statistics.gov.uk">http://www.statistics.gov.uk</a>
The Enterprise Zone	<a href="http://www.enterprise-zone.co.uk">www.enterprise-zone.co.uk</a>
The Times 100 Case Studies	<a href="http://www.tt100.biz">www.tt100.biz</a>
tutor 2 u	<a href="http://www.tutor2u.net">www.tutor2u.net</a>
Welsh Assembly Government	<a href="http://new.wales.gov.uk">http://new.wales.gov.uk</a>
Young Enterprise	<a href="http://www.young-enterprise.org.uk">www.young-enterprise.org.uk</a>

Company websites including those of major retailers, the banks and manufacturing companies are also useful sources of information. This information is often in the corporate information section of the website. Information for Unit 3 could be found in the careers section on individual websites.

Large organisations such as the high street banks and supermarkets have information packs available and may also provide visiting speakers who are prepared to gear their talks to the needs of individual groups. Visits to organisations can also be beneficial if prepared for and appropriate information gathered. Some centres report that this works best when they have direct contact with one individual within the organisation.

Case studies could be used in the delivery of some elements of these units. It is unlikely that a single case study will meet all the criteria but may form some comparative evidence for the controlled assessments.

## **Unit 2 and 4**

Centres should utilise GCSE Applied Business text books and existing GCSE and GNVQ Business text books could also be used as a source of information.

Good practice suggests that candidates respond well to centre developed workbooks/revision books for each topic of study in this unit. These can be sourced from a variety of finance materials.

The use of ICT, in particular spreadsheets such as Excel, should be encouraged to deliver many aspects of this unit eg the preparation of cash flow forecasts.

**APPENDIX 1****WJEC**  
GCSE**CBAC**  
TGAU**Unit 1 – ABU1/CS****APPLIED BUSINESS**  
**(Single/Double Award)**

Centre Name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Candidate's Number: \_\_\_\_\_

	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>Total</b>
Task 1 (Planning)				
Task 2				
Task 3				
Task 4				
Task 5				
Task 6				
Task 7				
Task 8				
Task 9 (Reflection)				
<b>Total</b>	<b>/30</b>	<b>/42</b>	<b>/48</b>	<b>/120</b>

**Comments Supporting Overall Mark**

(Refer to levels of achievement as appropriate)

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## Background to Tasks

- planning
- aims and objectives
- business ownership
- business location
- business activity
- functional areas
- business communication
- business within society
- reflection.

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## Declaration by Candidate

The attached work, with the exceptions stated, is my own unaided work.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Declaration by Teacher

I certify that the candidate has been properly supervised during the completion of the Controlled Assessment. I also certify that, to the best of my knowledge, the work is the candidate's unaided work.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX 2****WJEC**  
GCSE**CBAC**  
TGAU**Unit 3 – ABU3/CS****APPLIED BUSINESS**  
**(Double Award)**

Centre Name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Candidate's Number: \_\_\_\_\_

	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>Total</b>
Task 1 (Planning)				
Task 2				
Task 3				
Task 4				
Task 5				
Task 6				
Task 7				
Task 8				
Task 9 (Reflection)				
<b>Total</b>	<b>/30</b>	<b>/42</b>	<b>/48</b>	<b>/120</b>

**Comments Supporting Overall Mark**

(Refer to levels of achievement as appropriate)

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## Background to Tasks

- planning
- role of employer and employee as stakeholders
- recruitment and training
- importance of customers as stakeholders
- protecting the consumer
- reflection.

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## Declaration by Candidate

The attached candidate work, with the exceptions stated, is my own unaided work.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Declaration by Teacher

I certify that the work has been properly supervised during the completion of the Controlled Assessment. I also certify that, to the best of my knowledge, the work is the candidate's unaided work.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX 3**

**WJEC  
GCSE**

**CBAC  
TGAU**

**APPLIED BUSINESS (SINGLE/DOUBLE AWARD)  
PORTFOLIO SAMPLE SHEET**

**ABU1/MS**

*Total number of candidates entered for this component:*

Name of Centre	Centre Number

Candidate's Examination No.	Candidate's Name (Surname first)  BLOCK CAPITALS	Teaching Group	Centre Mark	Moderator's Mark	Difference	For office use only

Subject Teacher	Date	Moderator
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**APPENDIX 4****WJEC  
GCSE****CBAC  
TGAU****APPLIED BUSINESS (DOUBLE AWARD)****ABU3/MS****PORTFOLIO SAMPLE SHEET***Total number of candidates entered for this component:*

Name of Centre	Centre Number

Candidate's Examination No.	Candidate's Name (Surname first)  BLOCK CAPITALS	Teaching Group	Centre Mark	Moderator's Mark	Difference	For office use only

Subject Teacher	Date	Moderator

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