

Edexcel GCSE

Specification Guide

**Edexcel GCSE in Business & Communication
Systems 1504
First examination 2003**

April 2001

Edexcel
Success through qualifications

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Response Centre on 0870 240 9800, or visit our website at www.edexcel.org.uk

Acknowledgements

This document has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

Authorised by Peter Goff

Publications Code UG009938

All the material in this publication is copyright

© Edexcel Foundation 2001

This Specification Guide is designed to assist teachers with the planning, delivery and assessment of the GCSE specification for Business and Communications Systems.

The overall philosophy of the specification is to integrate all areas of content, assessment and the wider curriculum.

The recommended approach is to:

- ÷ use each of the coursework assignment options as a focus for delivering the content
- ÷ incorporate the other content areas through additional classwork, case studies and homework all set in a business and communication systems context
- ÷ use the assessment criteria as a tool to ensure students' understanding of how their performance will be measured in coursework and papers
- ÷ use naturally occurring evidence to address the wider curriculum areas of key skills, citizenship and ICT.

Contents

Teacher guide

Introduction	1
Assessment requirements	2
Planning for delivery – Scheme of Work	4
Thinking around one content area	9
Command words in relation to assessment objectives	11
Raising achievement	13
Quality of written communication (QoWC)	15
Teaching key skills with GCSE Business and Communication Systems	16
Teaching ICT with GCSE Business and Communication Systems	20
Teaching citizenship with GCSE Business and Communication Systems	22
Incorporating the wider curriculum	25
Textbooks and resources	26

Coursework guide

Introduction	30
Assessment requirements	31
The nature of the coursework	32
Key issues for delivery	35
Ideas for projects	36
Assessing students' work	37
Using the GCSE Business and Communication Systems (1504) record sheet	38
Marking criteria for the coursework assignment	39
GCSE Business and Communication Systems (1504) record sheet	40
Examples of students' work	41
Procedures for moderation of internal assessment	43
Support and training	48
Appendices	49
Appendix 1 – Pupil assessment Criteria check sheet	50
Appendix 2 – A guide to the layout of three business documents	54
Appendix 3 – Database structure	55

Appendix 4 – Information technology skills checklist	56
Appendix 5 – Annotated examples/guidance from coursework extracts	57
Appendix 6 – Changes old to new	63

Introduction

This guide is for teachers who are delivering the Edexcel GCSE Business & Communication Systems (1504) specification.

The aims of this guide are to support teachers:

- ÷ in delivering the specification content and raising achievement of students in coursework by:
 - providing an example of a Scheme of Work
 - providing exemplification of assessment criteria
 - suggesting a range of possible textbooks
- ÷ as they work with students towards the terminal examination by:
 - encouraging teachers to work with pupils to enhance their understanding of how they will achieve their full potential
 - advising teachers to use assessment criteria throughout the course of study as indicators of student development and performance
 - providing a list of command words directly linked to the four equally-weighted assessment objectives.

Centres currently offering Edexcel's GCSE in Information Studies may wish to refer to Appendix 6, which summarises the changes between the old and new specifications.

Assessment requirements

Paper	Mode of assessment	Weighting	Length
1F or 2H	Practical Examination (Foundation or Higher)	35%	1½ hour
3F or 4H	Theory Examination (Foundation or Higher) (context issued in Term 4)	40%	1 hour
5	Coursework	25%	1 piece

First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

Students for this qualification must be entered for one of two tiers. The Higher Tier is targeted at grades A* to D, and the Foundation Tier is targeted at grades C to G. A safety net is provided for students entered for the Higher Tier in this specification, and an allowed Grade E can be awarded on the Higher Tier. Students failing to achieve Grade E on the Higher Tier will be reported as unclassified. The terminal examinations will be organised in the following way:

Foundation Tier	Question 1		
(Paper 1F 3F)	Question 2		
	Question 3*	Higher Tier	Question 1*
		(Paper 2H 4H)	Question 2
			Question 3
* denotes common question at both Foundation and Higher Tier			

The types of questions for each tier of the practical paper will be tasks using software applications.

The types of questions for each tier of the theory paper will be as follows:

Foundation Tier - multiple choice/short answer/structured questions
Higher Tier - structured and open-ended questions.

Questions are designed to give Students access to the equally weighted assessment objectives in each tier. Command words used in questions are matched to the assessment objectives and a list of these command words is on the next page. Students will require an understanding of the link between these command words and assessment objectives.

Relationship of assessment objectives to external assessment

Assessment weightings	Practical Examination Papers 1F and 2H	Theory Examination Papers 3F and 4H	Coursework Paper 5	Overall
AO1	10%	15%	25%	25%
AO2	15%	10%	25%	25%
AO3	10%	15%	25%	25%
AO4		25%	25%	25%
Paper weighting	35%	40%	25%	100%

Planning for delivery

Whilst the planning of delivery from the specification is the responsibility of the centre, the following Scheme of Work may be a useful starting point.

YEAR 10 – TERM 1

Content Area	Topic	Activity	Resources
1.4	Systems software + word processing + spreadsheets + databases + DTP	Input Use of software	Worksheets, centre manuals, computer stations
1.5	Paper + newsletters, reports, letters, memos, notices + completion of pre-printed forms + notice of meeting, agenda, minutes, itineraries, schedules + flowcharts/operating systems	Teacher exposition, question and answer, brainstorming, completion of exercises, note taking	Textbooks, examples of content area, pre-printed formats
1.1	Process of communication + purpose + process + benefits of good communication + effects of poor communication + barriers to communication	Teacher exposition, note taking, student research	Textbooks, worksheets, case studies, school and local businesses

Content Area	Topic	Activity	Resources
1.3	Organisations <ul style="list-style-type: none"> + internal systems - structure/hierarchy/chain of command/span of control + external systems – suppliers, community, stakeholders, distributors + competitors, financial institutions 	Input Teacher exposition, question and answer, note making, group research, feedback and discussions	Textbooks, worksheets, school and local businesses, coursework option 1 could be used as a focus
1.4	Electronic <ul style="list-style-type: none"> + telecommunication systems – telephones, fax, pagers, ISPs, internet, + intranet, e-mail, video conferencing, e-commerce + public messaging in airports, shops, schools + networks – LAN, WAN, input/output devices 	Visit, information gathering, interviews, own experiences	Local businesses, questionnaires, product catalogues, specialist magazines, web sites, newspaper reports
1.5	People <ul style="list-style-type: none"> + meetings – informal/formal groups + discussions, presentations, interviews, face-to-face + uses in different situations 	Brainstorming, role play, recording	Case studies, work sheets, video, audio tapes
2.1	Data gathering and storage using manual systems <ul style="list-style-type: none"> + questionnaires, interviews, surveys 	Teacher exposition, questionnaire created and applied	Samples of question types, coursework option 2 could be used as a focus
2.2	Recording <ul style="list-style-type: none"> + manual methods – tally charts, data capture sheets + revision of software to present data results – word processing, spreadsheet, + database, desk top publishing, presentational techniques 	Recording, analysis and presentation of data using a range of methods	Tally charts, hardware and software, centre manuals, worksheets, coursework option 2 could be used as a focus

YEAR 10 – TERM 3

Content Area	Topic	Activity	Resources
3.2	Documents process of a business transaction + catalogue + price list + quotation, + order + delivery note + invoice + cheque + credit note + receipt + statement of account + remittance advice	Input Teacher exposition, note taking, collection, creation and completion of relevant business paperwork	Financial documents, completed examples, worksheets, coursework option 3 could be used as a focus
3.3	Wages and salaries + time rate + piece rate + commission + salary + documents/transfer		Coursework option 3 could be used as a focus
	YEAR 10 EXAMINATIONS	Revision exercises, examination techniques	Past papers and Chief Examiner's annual report
	Start data collection for coursework	Dependent on coursework assignment	Coursework assignment and appropriate sources

YEAR 11 – TERM 1

Content Area	Topic	Activity	Resources
	<p>CONTEXT RECEIVED FROM EDEXCEL – this is the context upon which the terminal examination is based eg in specimen paper this was a bakery.</p>		
2.1	<p>Data gathering and storage</p> <ul style="list-style-type: none"> + long-term, short-term storage and protection + revision control/paper systems + electronically captured data + OMR/OCR/MICR + scanning/magnetic stripes + back-up and protection + electronic systems + appropriateness of systems 	<p>Input</p> <p>Teacher exposition, visits, individual research, presentations</p>	<p>Worksheets, textbooks, case studies, websites, local businesses and school, coursework option 2 could be used as a focus</p>
3.1	<p>Payment systems</p> <ul style="list-style-type: none"> + cheque + BACS + EDI + credit transfers + standing orders + direct debits + tele-banking + Internet banking + e-commerce 	<p>Teacher exposition, note taking, collection, creation and completion of relevant business paperwork</p>	<p>Financial documents, completed examples, worksheets, coursework option 3 could be used as a focus</p>
4.1	<p>Legislation</p> <ul style="list-style-type: none"> + Equal Opportunities + Data Protection Act + Computer Misuse Act + Copyright Designs and Patents Act + other recent legislation 	<p>Teacher exposition, note taking, question and answer, group research and feedback</p>	<p>Textbooks, worksheets, legislation, case studies, websites, coursework option 4 could be used as a focus</p>

YEAR 11 – TERM 2 and 3

Content Area	Topic	Activity	Resources
4.2	Health and safety HASAWA + employees and employer's decisions + EU Directives	Input Teacher exposition, brainstorming, group research, visits, note taking	Textbooks, worksheets, case studies
4.3	Security + equipment + data/files + networks COURSEWORK TERM 3 Complete outstanding work Hand out and/or revisit examination context Revision Examination practice	Individual research, presentation of findings Completion of chosen coursework assignment option Practise examination techniques	Sales brochure, price lists, coursework option 4 could be used as a focus Coursework assignment options, record sheet Past papers and Chief Examiner's annual reports

Thinking around one content area

Section 4, Constraints and Influences on Systems, is a new area for those who previously taught the Information Studies (1502) syllabus. The following notes might be useful in planning the delivery of this content area.

SECURITY

What is it?

To allow controlled sharing of information, often of a sensitive nature.

Why is it needed?

As a means of protecting the data held in the system from deliberate or accidental corruption, removal, unauthorised distribution and/or amendment.

How is it achieved?

Procedures - defining who is responsible for sensitive data.

Physical security - ie locking systems, removing disks, physical access control.

Data protection - data security policy, password protection, encryption techniques, access restrictions, security monitoring and logging.

RELIABILITY

What is it?

Assurance that data is protected from damage or loss and that it is always available for use in a consistent manner.

Why is it needed?

Data and the systems used to process it are critical to business success.

How is it achieved?

Procedures - for backup of data, disaster recovery process.

Validation - of computer systems and hardware/software solutions against known protocols to ensure consistent and correct results from every combination of input.

Robust - technology to ensure systems are running 100% of the time.

Training - of users, support staff and server administrators.

OPERATIONAL CONSIDERATIONS

Who will use the system?

What language do they understand?

Can they see, hear?

What level of expertise in the subject?

What level of IT competence is expected?

What performance is expected?

Where are the users?

When do they need access - real time, hourly, daily, monthly?

Why will they use the system?

To input data?

To review data?

To review summary information?

To process transactions?

What laws apply to the users, or business area?

Laws related to personnel - discrimination, health and safety.

Laws related to type of business - financial audit requirements, food/drug industry specific requirements, medical records, confidentiality agreements, copyright, patents.

AND FINALLY

When do they want it and how much are they willing to pay?

This is deliberately the last thing, as it is possible to determine from the previous notes the proposed solution. Different solutions will meet the previous requirements and those differences will be determined by:

- ÷ **Performance** - speed costs money
- ÷ **Less users** - less user licences, possibly single user version, not available across hardware platforms or remote/internet users
- ÷ **Functionality** - less 'bells and whistles' as it becomes cheaper. Report/printing options may be restricted. Interface with other applications may be less.

At no time should any system compromise security, reliability, legislation or health and safety.

Command words in relation to assessment objectives

When designing questions for the Foundation and Higher papers, the senior examining team uses command words which have been distributed by QCA as being appropriate for the requirements of each of the assessment objectives. It is advised that candidates become familiar with the link between the command words and the assessment objectives. Mark schemes will also be designed to address the assessment objectives. The command word ‘explain’ is appropriate to all assessment objectives, it is therefore recommended that candidates note the number of marks available for the question as an indication of the depth of response required. The command words that will be used are as follows:

AO1 Demonstrate knowledge and understanding of the specified subject content	AO2 Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues	AO3 Select, organise, analyse and interpret information from various sources to analyse problems and issues	AO4 Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately
Define . . .	Analyse . . .	Analyse . . .	Advise . . .
Describe . . .	Apply . . .	Calculate . . .	Analyse . . .
Explain	Calculate . . .	Compare . . .	Assess . . .
Give . . .	Demonstrate . . .	Discuss . . .	Consider . . .
Identify . . .	Draw on . . .	Explain . . .	Decide . . .
List . . .	Examine . . .	Using the graph/data	Discuss . . .
Name . . .	Explain . . .	How . . .	Do you agree . . .
Outline . . .	Give an example in context . . .	Identify . . .	Do you think . . .
State . . .	How . . .	Organise . . .	Evaluate . . .
What is . . .	Show . . .	Select . . .	Explain why . . .
	Use . . .	Show . . .	Judge . . .
	Using X explain . . .	Which . . .	Justify . . .
	What would be . . .		Predict . . .
	Which . . .		Suggest . . .
	Why . . .		To what extent . . .
			Weigh up . . .
			Which . . .
			Why . . .

Do the candidates: know and understand	Do the candidates: use knowledge and understanding by applying it to a specific situation/case /context	Do the candidates: select/organise/analyse/interpret what they know/understand /have investigated	Do the candidates: make judgements/weigh up positives and negatives/make decisions/draw conclusions/make recommendations
or do they just know and describe?	or are they just describing?	or are they just using what they have been given?	or are they just describing their personal feelings?

Raising achievement

This specification is examined through the assessment objectives Knowledge, Apply, Select/Analyse and Evaluate as detailed in the specification. Some questions may only assess Knowledge and Application whereas others will place more emphasis on Select/Analysis and Evaluation.

Examination scripts are marked ‘top down’. For example, in a question requiring evaluation, examiners look for evidence of this skill. If this cannot be identified, then no marks will be awarded against that assessment objective. In the case of Knowledge, candidates need to be reminded that the maximum number of marks across the Foundation or the Higher paper cannot exceed 25% no matter how much knowledge is stated.

Candidates who understand the link between command words and assessment objectives, and have been taught to plan logical and extended responses (if appropriate), are better placed to achieve their full potential.

Working with the assessment criteria

The table below is to assist with the interpretation and use of the assessment criteria in the Record Sheet.

Some criteria:	
are ‘singles’	3.2
require candidates to do the same thing more than once	2.2
allow an alternative	3.4
have more than one element	2.7
are dependent	1.2, 3.4, 3.7
can be confused	1.7 and 3.6

- 3.2 Record information:** eg candidates might present a table/graph/list.
- 2.2 Apply basic methods:** eg candidates might use a spreadsheet **and** a questionnaire.
- 3.4 Range of sources or ability to organise/use:** eg candidates **either** name three sources (electronic, people, text, organisations) **or** have organised and used information.
- 2.7 Recognise strengths and limitations of ideas used and make decisions:** eg candidates must work with more than one idea and for each of those ideas must indicate at least two strengths, two limitations and two decisions.
- 1.2 Identify sources of knowledge:** candidate **names** at least **two** sources (electronic, people, text, organisations).
- 3.4 Gather additional information from a range of sources:** candidate **names** at least **three** sources (electronic, people, text, organisations).
- 3.7 Organise a wide systematic gathering of information from a wide range of sources:** candidate **names all four** sources (electronic, people, text, organisations) and demonstrates the systematic gathering. From this it is clear that **3.7** could not be correctly credited if **1.2** and **3.4** have not already been credited correctly.
- 1.7 Consider alternatives:** in demonstrating knowledge and understanding.
- 3.6 Consider alternatives:** in selecting and analysing information relating to a problem.

Candidates can further raise their achievement by always:

- ÷ presenting their action plans in the future tense (2.3, 2.6, 2.9)
- ÷ identifying actual sources **used by name** (1.2, 3.4)
- ÷ presenting reports in a recognised reporting format (3.9)
- ÷ doing more than **just** describe (1.6, 1.7, 1.9, 2.8, 3.5, 3.8, 4.7, 4.8)
- ÷ presenting original work and not photocopies or downloads from CD-ROMs or the Internet
- ÷ being concise and keeping volume of erroneous material to the minimum (eg only material which is capable of being credited).

Some examples of the above are given in *Appendix 5, Annotated examples/guidance from coursework extracts*.

Quality of written communication (QoWC)

The quality of written communication will be assessed in the papers 3F and 4H and in the coursework, through all four assessment objectives. The criteria for assessment of quality of written communication are as follows:

- ÷ present relevant information in a form that suits its purpose
- ÷ ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- ÷ use a suitable structure and style of writing.

Levels of performance

Level	Criteria	Marks
3	Very good to excellent written communication. Candidates present relevant information legibly and in a form that is completely suitable for purpose. It will feature almost faultless spelling, punctuation and grammar and an excellent style and structure of writing. Language used will be appropriate to the subject. For example: <i>“The importance of maintaining physical and electronic security in a modern business environment cannot be overstated.”</i>	4
2	Fair to good quality of written communication. Candidates present information in a form reasonably suitable for purpose. It will include occasional errors in spelling, punctuation and grammar and fair style and structure of writing. Some attempt to use language appropriate to the subject is made. For example: <i>“The pi chart shows how may people have it skills which many more business’s need to run their management systems.”</i>	2-3
1	A poor quality of written communication. Candidates present information indifferently, with a number of errors in spelling, punctuation and grammar. The style, structure, writing and use of language will not be entirely appropriate to the subject. For example: <i>“I done a questionnaire and all me mates helped me with it.”</i>	1
Below Level 1	Work does not meet the minimum requirements for Level 1.	0

Teaching Key Skills with GCSE Business and Communication Systems

Application of number

N2.1

Students obtain and interpret the information gathered through the selection of appropriate methods, eg by conducting a survey where students could work in groups to ensure that they collect a large set of data. Students could then individually analyse the results to identify key information and trends, eg through the investigative coursework piece.

N2.2

Students would carry out their calculations which relate to volumes, ratios, averages and formulae and show their methods of working. They must show how they have checked results and corrected their work as necessary, eg use a spreadsheet to calculate wages; analyse the information obtained from their survey.

N2.3

Based on their findings, students could select effective methods of presentation, using as appropriate at least one graph, one chart and one diagram. Students could explain how the results of their calculations meet the purpose of the activity undertaken, eg a comparison of payment systems or results of survey findings and the graphical presentation of these results.

Communication

C2.1a

Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject, eg the advantages and disadvantages of networks or the implications of working from home electronically. This may be a subject often met in their studies and the vocabulary will be familiar. During the discussion students could make clear and relevant contributions and listen and respond to others thereby helping to move the discussion forward.

C2.1b

Following a period of research students could be given the opportunity to give a short talk to the rest of their group. The topic might be communication systems used in business or presentation of survey results to a stated audience or something similar. During the talk students could speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to clearly illustrate main points. Images could include charts and diagrams, pictures or models and maps.

C2.2

Students will have a number of opportunities to read and synthesise information from two extended documents, eg textbooks, newspaper articles. This could be done as part of their preparation for the discussion and talk or as preparation for the investigation required for their coursework assignment, eg constraints and influences on systems, money transfer systems. Extended documents may include textbooks and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information. Students will need to select and read relevant material. From this information they will need to accurately identify the lines of reasoning and main points from the text and images. Students will then need to summarise this information into a form that suits the purpose, eg for a talk, discussion or a response to an open-ended question.

C2.3

Students are required to produce two different types of document, eg a set of student generated notes and a formal report. At least one of these should be an extended document, ie a report eg how technological change affects people, or an essay of more than three pages. The documents should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured using heading and paragraphs in a formal report format. Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate and that language used is appropriate to the subject.

Information technology

IT2.1

Students will need to identify suitable sources of information and effectively search for information using multiple criteria, eg presentation systems and money transfer systems. Students should select and interpret information and decide what is relevant for their purpose, eg vehicles/materials database on school network assets register/inventory or an investigation into relevant websites fit for the stated purpose gathering of information.

IT2.2

Students are required to bring together information in formats, such as tables, that help development. The information should be explored through the changing of information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of tables, charts and graphs or sorts and searches on a database for the purpose of analysis. New information should be derived from comparing information from the different sources using formulae to calculate totals or averages, eg the use of a spreadsheets to produce charts and graphs and the creation of databases.

IT2.3

In presenting combined information for two different purposes, eg coursework assignment and a presentation, students will need to select and use appropriate methods in a consistent way using margins, headings, borders, font and size. Layouts should be refined to suit the purpose and the needs of the audience and early drafts should be kept as evidence of development and changes made. The final piece of work should be suitable for purpose and audience, eg coursework, OHTs, handouts for presentation. The document should have accurate spelling showing use of spellchecker and there should be evidence of proofing ie retained copy of first and corrected draft. In presenting the information students will need to develop a structure that includes at least one example of text, image and number.

Improving own learning and performance

LP2.1

Students could develop the action plan to include tasks, completion dates, resources required, review dates to monitor progress, alternative courses of action and indication of changes brought about through monitoring.

LP2.2

Students will need to show they can adapt their plan if things do not happen as they expected, for example they may not gain enough information from one source and may therefore have to find another. Students could also take independent responsibility for ensuring that they are meeting the requirements of the assessment objectives in their coursework outcome.

LP2.3

Students could identify with their teacher necessary activities for improving their performance against the assessment criteria. Again, the coursework assignment could be used. Students may provide evidence of their research to show that they have met an outline plan of the assignment itself or a draft of the assignment. In each case they should be able to recognise what they have achieved and be able to recognise, with or without help, where there are development points. This may be the need for information, a change to the structure or development of their draft coursework assignment.

Problem solving

PS2.1

Students need to identify the main features of the problem from given data and through analysis of the data, suggest two ways in which it might be solved, eg collection of survey data, which gives skewed results. Students explain how they would do this task again and what their chances of success would be.

PS2.2

Upon implementation, relevant tasks could be organised and changes made as necessary. Support could be obtained from the teacher and changes made when required by the development of the plan eg ways of collecting information (questionnaire/interview), preparation of an action plan, monitoring and revision and obtaining support when needed.

PS2.3

The results gained from applying appropriate methods could be described with an explanation for the decisions taken, eg a report. Students could identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem, eg on completion the outcomes need to be checked against the problem identified at the start, the results of this could be recorded and the approach taken reviewed.

Working with others

WO2.1

The group needs to plan according to responsibilities and working arrangements. For example students could state the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information could be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking own and others' responsibilities. Students could use their work experience placement to gain a greater awareness of working arrangements and share this with the group on their return to school.

WO2.2

Co-operative ways of working should be supported through anticipating the needs of others and avoiding actions that offend. Advice should be sought from others when needed, eg group members, teacher. When working towards their own task students could work in pairs with each pair taking a specific perspective, eg the communication methods used by individual organisations, different types of training available, selection and recruitment procedures. Students need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships. Students could approach others in pairs when investigating communication methods and could work collaboratively on their market research surveys.

WO2.3

Once completed, the full group needs to review outcomes against the agreed objectives. In doing this, they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve their objectives. Students could review how well they have

presented the information they have gathered, recorded and presented from work experience placements.

Teaching ICT with GCSE Business and Communications Systems

Opportunities for using ICT within the specification are suggested but the decision as to level and frequency remain with the centre. The following is purely a guide and is not mandatory.

When using ICT in the teaching of this specification there are three questions that should be asked:

- ÷ does the use of ICT in a lesson represent good practice?
- ÷ is the use of ICT in a lesson related to teaching and learning objectives?
- ÷ by using ICT will pupils be able to achieve something they could not achieve without using it and will they learn in a more efficient manner?

At the same time the teacher will have to consider how the ICT resources will be used. Will it be pupils working individually, in small groups or as a whole class? Will pupils use ICT for extension work or for support purposes? The overriding aim will always be to ensure that when pupils do use ICT it will make a significant contribution to their own learning.

In this specification pupils and teachers can use ICT in the following ways:

- ÷ models using spreadsheets can be created, modified and explored in content areas such as financial transactions, wages and salaries
- ÷ through the use of spreadsheets and databases pupils can analyse the results of questionnaires to formulate answers to problems set in the classroom or in coursework options
- ÷ the use of ICT can enhance the communication and presentation of information on a given topic and to a stated audience. The use of appropriate software to create graphs, charts and tables can be undertaken and the outcomes can be pasted into other software for the creation of reports, letters and leaflets. Typically such software could include word processing, desktop publishing and presentational software, eg PowerPoint
- ÷ information can be transformed. For example data can be repeated graphically and the graph could then be used to clearly indicate trends.

At a wider level pupils could be encouraged to have a greater awareness of how ICT is used in business and communication systems to assist in planning and decision making. In the same area students will also have a greater awareness of the use of ICT for e-commerce developments and so increase their own use of the Internet for research and/or purchases.

Through guided and controlled use of the Internet students will be able to access appropriate web sites that will provide them with valid and current information, data and statistics. Additionally the Internet will also provide access to sites relating to businesses and government.

ICT resources will provide students with the means to create, save and amend their own work and, if appropriate, share with their peer groups. Reference has been made above to the ability of ICT to support pupils across the ability range in different ways. Where centres have set up their own websites such support can continue outside the institution to the benefit of those students who have home-based Internet access.

The controlled use of e-mail facilities could give students access to other countries, cultures and companies.

SEARCH ENGINES for possible use by teachers and/or students

Address (URL)	Comments
www.google.com	Very fast and has an advanced search facility which is easy to use.
www.altavista.com	Has an excellent 'image search' facility that is accessed from the home page.
www.yahoo.com	A good general search engine.
www.northernlight.com	Useful as it will often make a hit where other engines will not.
www.aj.com	The Ask Jeeves search engine, which is easy to use.
www.ajkids.com	A good site for students as it is easy to use and it has an area specifically for teachers to use.
www.hotbot.com	A fast site.

GENERAL WEBSITES FOR BUSINESS

Address (URL)	Comments
www.bized.ac.uk	Suitable for students and teachers. Has some very good resources and covers most of the content of this specification.
www.dfee.gov.uk	The DfEE site.
www.standards.dfee.gov.uk	Many useful areas for helping teachers.
www.teach-tta.gov.uk	Has some good resources, particularly for the exemplification of the use of ICT in many subject areas.
www.ngfl.gov.uk	This site has some excellent links.

OTHER SITES FOR POSSIBLE USE

Address (URL)	Comments
www.mintel.co.uk	A subscription site that has special rates for education. Masses of marketing reports available once you are a subscriber.
www.dti.gov.uk	The Department for Trade and Industry has some pages that give help and advice on business finance.
www.bized.ac.uk/listserv/companies/comlist.htm	This gives a list and links to the FTSE 100 companies websites.
http://sol.brunel.ac.uk/~jarvis/bola	A website from Brunel university with good links to other sites. Although of more use for A level students, teachers would find useful material here.
http://europa.eu.int	The European Union website that has a wide range of details on aspects of the EU.

Teaching citizenship with GCSE Business and Communication Systems

The following guidance is given to link citizenship directly with the content areas as addressed through the coursework assignment options. Teachers may find it useful to incorporate these references into schemes of work for each term, using each of the coursework assignment options as a focus for the term's work and incorporating wider aspects of that content area into the scheme of work.

In the context of the topic set, eg a coursework assignment, the following areas of the specification content will contribute towards citizenship:

Develop knowledge and understanding of rights, responsibilities, legal and democratic issues and processes, issues of diversity, roles of voluntary and other bodies in conflict resolution, economic development and environmental issues.

Spec	Business and Communication Systems (BCS) content	Example	Citizenship content
4.1	Legislation and equal opportunities	Students could investigate, using text or electronic sources, the equal opportunities and other legislation, which affects people and procedures in the operation of any system. It is important that they acquire a holistic view of systems operation. Coursework assignment option 4 requires students to investigate the constraints and influences of such legislation on security systems and other coursework assignment options will need to consider legislation within the investigation. Equal opportunities could be addressed by considering the managers and operators of any system, also by considering different groups when preparing and presenting information.	Legal and human rights and responsibilities The diversity of national, regional, religious and ethnic identities in the UK
4.2	Rights and responsibilities of employers and employees	Students could investigate rights and responsibilities of employees when seeking information on legislation, eg data protection, health and safety. This could be applied to any of the class work or coursework but coursework assignment option 2 has a specific focus on security systems.	Legal and human rights and responsibilities

Promoting the skill of enquiry, communication of topical, political and other issues.

Spec	Business and Communication Systems (BCS) content	Example	Citizenship content
2	All content areas and all coursework assignments.	Students are required to carry out an investigation from the coursework options available. The problem and the activity set require skill of enquiry and communication of issues. The nature of the subject encourages students to use, analyse and present real-world information from a range of sources, text, electronic, people and organisations. Political issues are not easily addressed within this specification, although government and EU constraints and influences will be a factor permeating through the content areas.	Think about topical events by analysing information and its sources, including ICT-based sources. Justify orally and in writing a personal opinion about such issues, problems or events. Contribute to group and exploratory discussion and take part in debates.

Encouraging the skills of participation and responsible action on the life of educational establishments and/or communities.

Spec	Business and Communication Systems (BCS) content	Example	Citizenship content
1.5	People	Students could enter national or in-school competitions, plan the setting up of systems or undertake work experience. In all of these examples they would be required to contribute and work within a team, take specific responsibility for an aspect and work with others in a responsible way. In undertaking assignments they could be required to take responsibility for different areas of investigation, negotiate with people inside and outside of school, work responsibly with others, work to deadlines and communicate their findings to others. This could be applied to any of the coursework assignment options.	Legal and human rights and responsibilities
4.4	Operational issues	Students are required to investigate operational issues when undertaking class work and coursework assignments. This means that they will need to negotiate	Use imagination to consider other people's experiences and

		<p>investigation opportunities with people at times convenient for observation of systems operation, either in school or through a selected organisation. In conducting the investigation they will need to take responsibility for an action plan, prepare a schedule of interviews, observations and other methods, take responsibility for recording and presenting results.</p>	<p>be able to think about, express and explain views that are not their own. Negotiate, decide and take part responsibly in both school and community-based activities. Reflect on the process of participating.</p>
--	--	---	--

Incorporating the wider curriculum

Throughout the delivery of this specification there are opportunities to address all areas of the wider curriculum outlined on page 25. Examples of how each area of the wider curriculum might be addressed are given below:

Key skills page 16

ICT page 20

Education for citizenship page 22

Spiritual, moral, ethical, social and cultural page 25

Environmental education, health and safety education and the European and global dimension page 25

On these pages the most appropriate content areas have been identified for embedding the wider curriculum into the delivery of the content and working on the coursework assignments.

Spiritual, moral and ethical

Students are required to be aware of business ethics and to discuss their views in relation to Business & Communication Systems. For example, students could be required to discuss the ethics of copying software or hacking systems. In studying the content of specification content section 4.4 there are issues to be discussed and judgements to be made on the operation of systems and the social effects on personnel.

Social

Students are required to consider values and attitudes that prevail in social groups through the requirement for students to work with others, eg to consider the working environment and the effects on people in the workplace and changes in work patterns that will be discussed in specification content section 4.4.

Cultural

Encouraging consideration of group identity, belonging and behaviour is fundamental to the study of Business & Communication Systems. The cultural aspect is considered in particular through specification content section 1.3 and 1.5 when considering communications between organisations and between people. It is up to the teacher to ensure that this work considers cultural needs and influences.

Environmental education, health and safety education and the European and global dimension

Knowledge and understanding of environmental issues is paramount to the study of systems and consideration of a safe and secure working environment. Section 1 investigates communication systems and specification, section 4 requires students to consider legislation, health and safety and operational issues such as effects on personnel.

Students develop knowledge and understanding of government and European Union influence and legislation for health and safety through section 4.2. This topic could be delivered through requiring students to prepare a health and safety leaflet about legislation in the workplace, or could be through a health and safety policy developed for a particular system.

The scope for embedding the wider curriculum into subject teaching is relatively straightforward for many of the areas in Business & Communication Systems. The referencing provided for each content area and for each coursework assignment option is to highlight to teachers the opportunities available and to save them time in linking these aspects in schemes of work.

Textbooks and resources

There are relatively few textbooks written specifically for Business & Communication Systems. The following list identifies texts that will support teachers in their course delivery.

Texts

Most of the following texts cover the topics found in the specification.

Cooper J, O'Hara G, Prtrucke F – GCSE Business and Communication Systems (Hodder & Stoughton) 2001 ISBN 0340802006

Anderton A - *GCSE Business Studies* (Causeway Press) 1998 ISBN 1 873929 84 6

Borrington K, Stimpson P - *Business Studies Now For GCSE* (John Murray) 1999 ISBN 0 7195 72223

Butler D - *Business Studies* (Oxford University Press) 1996 ISBN 0 19 832797 8

Cambridge Training and Development Ltd - *Intermediate Information Technology* (Oxford University Press) 1996 ISBN 0 19 833542 3

Chambers I, Hall L and Squires S - *Business Studies (GCSE)* (Longman) 1994 ISBN 0 582 244838

Clarke EP - *Business Studies GCSE Bitesize Revision* (BBC Educational Publishing) 2000 ISBN 0 563 464 13 5

Collins GEM - *Basic Facts – Business Studies* (Harper Collins) ISBN 0 004 701739 9

Doyle S - *Information Systems For You* (Nelson Thornes) 1999 ISBN 0 7487 44592

Floyd D - *GCSE Study Guide: Business Studies* (Letts Educational Ltd) 1997 ISBN 1857585763

Ison S, Pye K and Capel J *GCSE Business Studies* (Longmans) 1997 ISBN 0582 315387

Huggett R - *Business Studies For GCSE* (Collins) 2001 ISBN 0 00711513 X

Information Technology GCSE guide (Longman) 2000 0582452139

GCSE Study Guide: Information Technology (Letts) 1997 ISBN 1 85758 585 2

Ithurrald I and Raamkaran A - *This Is IT* (Hodder and Stoughton) ISBN 0 340 61104 9

Jenkins A- *GCSE A-Z Business Studies Handbook* (Hodder and Stoughton) 1997 ISBN 0 340 68366 X

Moynihan D and Titley B - *GNVQ Intermediate Business* (Oxford University Press) 1996 ISBN 0 19 833553 9

Owens B - *GCSE Office Applications* (Hodder and Stoughton) 1999 ISBN 0 340 73014 5

Pass C, Lowes B, Pendleton A and Chadwick L - *Collins Dictionary Of Business* (Collins) 1995 ISBN 0 00 470803 2

Samways B and Byrne-Jones T- *Collins GEM Computer Basic Facts* (Collins) 1995 ISBN 000 4708423

Sinclair I - *Dictionary Of Personal Computing* (Collins) 1997 ISBN 0 00 4720113

Turner D - *GNVQ Core Skills in IT Level 2* (Nelson Thornes) 1994 ISBN 0 7487 1764 1

Whitcomb A - *Comprehensive Business Studies* (Longman) 1994 ISBN 0 273 60477 5

Williams G - *Information Technology Student Handbook For KS3, KS4 And GCSE* (Pearson Publishing) 1999 ISBN 1 85749 610 8.

Websites

Business Education

www.bized.ac.uk

The Enterprise Zone

www.enterprizezone.org.uk

Contents

Coursework guide

Introduction	30
Assessment requirements	31
The nature of the coursework	32
Key issues for delivery	35
Ideas for projects	36
Assessing students' work	37
Using the GCSE Business and Communication Systems (1504) record sheet	38
Marking criteria for the coursework assignment	39
GCSE Business and Communication Systems (1504) record sheet	40
Examples of students' work	41
Procedures for moderation of internal assessment	43
Support and training	48
Appendices	49
Appendix 1 – Pupil assessment Criteria check sheet	50
Appendix 2 – A guide to the layout of three business documents	54
Appendix 3 – Database structure	55
Appendix 4 – Information technology skills checklist	56
Appendix 5 – Annotated examples/guidance from coursework extracts	57
Appendix 6 – Changes old to new	63

Introduction

The aims of this coursework guide are to support teachers in delivering the specification content and raising achievement of students in coursework by:

- ÷ providing examples of two assignment plans
- ÷ providing information on coursework requirements
- ÷ providing exemplification of assessment criteria
- ÷ suggesting a range of possible textbooks
- ÷ encouraging teachers to integrate the assessment criteria in planning work for students
- ÷ advising teachers that, linking performance to assessment criteria throughout specification delivery and coursework, raises achievement
- ÷ providing a check sheet for students to record their own progress and achievement in coursework against assessment criteria
- ÷ providing examples from coursework of pupil outcomes.

Assessment requirements

Students are required to submit ONE coursework assignment chosen from one of four provided by Edexcel.

A 1504 COURSEWORK ASSIGNMENT IS . . .

the **ONE SELECTED FROM THE FOUR** provided by Edexcel and assessed by the teacher using the Record Sheet.

Teachers might encourage all students in the same teaching group to select the same coursework assignment from the FOUR provided by Edexcel. This might be more manageable for teachers in terms of preparation, resources and assessment. Alternatively, teachers may allow individual students to choose the coursework assignment from the four provided.

The four choices of coursework assignment are linked to the sections in the specification as listed below:

- 1 communication systems
- 2 data gathering, recording and presentation systems
- 3 money transfer systems
- 4 constraints and influences on systems.

The nature of the coursework

One of the four investigation assignment choices concerns communication systems. Below is:

- (a) the assignment taken from the specification
- (b) an example of a plan for delivery to students.

1 Communication systems

(Section 1 of the Specification)

Students will be required to demonstrate their ability to investigate and report on any system of communication.

RESEARCH

You have to choose an existing business and investigate the system of communication already in place:

- ÷ internally with management and employees
- ÷ externally with organisations and people.

ACTIVITY

Prepare a report using the sections below:

- a) state the problem
- b) explain the research system, ie how you collected and recorded the data you needed
- c) state your findings using at least one table and one graph
- d) draw conclusions based on an analysis of your research
- e) make recommendations for any improvements you think could be made.

TASK 1 - ACTION PLAN

ASSESSMENT CRITERIA

- | | |
|---|------------------------|
| a) Prepare action plan | 2.3/2.6 |
| b) Design, produce and send questionnaires to local businesses (or your own school) to find out what methods of communication they use. | 2.2/2.5
3.1/3.2/3.3 |
| c) What methods of communication do you think these businesses will use? | partial 4.5 |

TASK 2 – THE NEED FOR COMMUNICATION IN BUSINESS

- a) Explain the purpose of communication. 1.3
- b) Explain why good communication is so important to business. 4.1
- c) What are the barriers to communication? 1.4/1.5
- d) What are the implications to business if communication is poor. 1.4/4.3/(4.2)
- e) Keep a record of all sources of information you use
eg named textbooks, notes, interviews with named people,
questionnaires, CD ROM, website addresses, named organisations. 1.2/3.4

TASK 3 – COMMUNICATIONS MEDIA

- a) INTERNAL – research and explain the various methods of internal communication, these could include:
- ÷ e-mail/network
 - ÷ memo
 - ÷ telephone
 - ÷ meetings
 - ÷ notices
 - ÷ reports. 1.1/2.1/1.5
- b) Discuss the advantages and disadvantages of each.
Include the circumstances whereby these would be used. 1.1/2.1/1.5/1.7/partial 2.7

TASK 4 – COMMUNICATIONS MEDIA

- a) EXTERNAL – research and explain the various methods of external communication, these could include:
- ÷ fax
 - ÷ telephone/mobile/pager
 - ÷ video conferencing
 - ÷ letters
 - ÷ forms/documents
 - ÷ Internet.
- b) Discuss the advantages and disadvantages of each.
Include the circumstances whereby these would be used. 1.1/2.1/1.5/1.7/partial 2.7

TASK 5 – RESEARCH

- a) Evaluate your use of questionnaires and interviews as methods of gathering information. 1.1/2.1
- b) What other methods could you have used? 3.6

TASK 6 – FINDINGS

- a) Analyse and present the results of your research.
Include one table and one graph. 3.1/3.2/3.3/2.2/2.5
- b) What conclusions have you drawn from your research? 3.5/4.4/4.6
- c) Compare your actual findings with your opinions in
as stated in 1c). (4.2)

TASK 7 – YOUR REPORT (use report format)

- a) Introduction – problems. 4.7
- b) Research.
- c) Findings.
- d) Conclusions.
- e) What are the recommendations you think could
improve the internal/external systems in your chosen
business/school? 2.7/4.1/4.3/4.4/4.6/4.8/4.9

Key issues for delivery

In the previous section there is an example of the planning required for the delivery the coursework assignment. In these plans a number of key issues are apparent. These are:

- ÷ each assignment has been broken down into a number of discrete, yet linked, activities
- ÷ one assignment has been cross-referenced to assessment criteria and the other gives opportunities for the assessment criteria to be addressed
- ÷ assistance and guidance is given to students within the plan
- ÷ the plan assumes that students have been given a working knowledge of the assessment criteria – remember this will also assist them in their preparation for the terminal examination
- ÷ a way of ensuring this working knowledge could be to use the Record Sheet or the Pupil Assessment Criteria Check Sheet (*Appendix 1*)
- ÷ students can also be assisted in raising their understanding and achievement by reference to the examples of students' work (pages 41-42)
- ÷ through their knowledge of the assessment criteria students will understand that knowledge alone cannot gain them a high grade in coursework or in the terminal examination
- ÷ further preparation through delivery is to ensure that students also understand the link of command words to assessment objectives (page 11).

Ideas for projects

The philosophy of this specification is that coursework confirms effective teaching and learning and should not 'suffocate' the delivery process. In best practice the assignment is planned within the Scheme of Work and occurs naturally.

Teachers may expand any one of the content areas or coursework options into a project that brings the required outcomes for coursework, but should bear in mind the word limitation on the submitted assignment.

Some of the coursework options lend themselves more easily to a project approach than others.

Should the teacher wish to undertake additional project work with students, the following suggestions may be appropriate.

- ÷ a portfolio that could relate to any one of the systems researched which could be used as part of an exhibition or for a Record of Achievement.
- ÷ organise or take part in a competition.
- ÷ visits to Disneyland or other European attractions such as National Trust Properties, historical attractions, to participate in published education programmes.
- ÷ organise events such as an exhibition, business or communication systems open day or presentation to another group.
- ÷ organise an activity week around the theme of business and communication systems.
- ÷ undertake and report on a period of work experience.

Assessing students' work

ASSESSING THE ASSIGNMENTS

The GCSE Business & Communication Systems Record Sheets have been designed for attaching to each assessed assignment submitted for moderation. The sheet may also be used as a working document to enable teachers to keep an on going record of progress.

It is essential that the piece of coursework is marked with the assessment criteria number from the Record Sheet in the margin with the possible exception of assessment criteria 2.8, 2.9, 3.8 and 3.9 which will often be awarded as overall professional judgement at the end of the coursework assignment. The GCSE Business & Communication Systems Record Sheet should show ticks in the appropriate boxes with the total entered in the **TOTAL** box. The total out of 36 must be doubled and the Quality of Written Communication mark (maximum four) added.

The following four pages show:

- a) how to use the Record Sheet
- b) the assessment criteria for the coursework
- c) the Record Sheet which must be used for recording the assessment and attached to the coursework samples that are submitted to Edexcel as part of the postal moderation procedures.

MODERATION

Purpose	To ensure consistency of interpretation - it is not a re-marking exercise.
Method	By inspection of a sample of the centre's work, with a reserved right to visit.
Selection of sample	Sample indicated by Edexcel (highest and lowest mark also to be sent if not included in indicated sample).
Mark changes	If necessary by the Assistant Moderator with the agreement of the Principal Moderator.

More detailed information on moderation appears later in this guide.

Using the GCSE Business and Communication Systems (1504) Record Sheet

The purpose of the Record Sheet is:

- ÷ to enable teachers to plan coursework which directly targets the assessment criteria
- ÷ for use as a precise assessment tool by teacher-examiners
- ÷ to help students understand the assessment objectives by which they will be examined in the Foundation and Higher Tier papers
- ÷ supported by examples of students' work (page 41) and a Pupil Check List (*Appendix 1*).

Completing the Record Sheet

Students gain a 'tick' at any point on the Record Sheet when evidence is seen and annotated in the coursework.

Teacher-examiners make this judgement in accordance with the criterion statements at:

- ÷ the most basic level the students demonstrate, identify, state, gather, record, collate
- ÷ the higher levels the students recognise, consider, develop, review, interpret, draw conclusions, make critical comparison, effectively address problems, make judgements and produce detailed evaluations.

The title in the box matches the marginal reference already annotated eg 1.1, 4.3. This needs to appear ONCE only although the teacher-examiner may want to confirm this at other points.

With some criteria, eg 1.8, 3.9 the teacher-examiner may annotate 'throughout' at the **front** of the coursework.

Marking criteria for the coursework assignment

For assessment purposes the marks will be allocated as detailed below. A range of marks is available within each level. This sheet is for information and **not** for recording marks that must be done on the Record Sheet shown on the next page.

AO1 Demonstrate knowledge and understanding of the specified subject content (9 marks total)	Marks
Shows evidence of sound knowledge, critical understanding and consideration of alternatives	7-9
Shows evidence of using knowledge to recognise constraints or differences and consideration of influences	4-6
Shows evidence of basic knowledge, identifies sources and states aims or objectives	1-3
AO2 Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues (9 marks total)	
Shows evidence of applying knowledge to recognise strengths and limitations of ideas used, make decisions and effectively address the problem	7-9
Shows evidence of considering issues, applying methods relevant to topic and developing an action plan	4-6
Shows evidence of basic terms/concepts/theories, use of basic methods and a simple action plan	1-3
AO3 Select, organise, analyse and interpret information from various sources to analyse problems and issues (9 marks total)	
Shows evidence of systematic gathering and using information, analysing problems and issues and making valid suggestions	7-9
Shows evidence of reviewing/interpreting and analysing information and consideration of alternatives	4-6
Shows evidence of selecting, recording and collating information	1-3
AO4 Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately (9 marks total)	
Shows evidence of detailed evaluation of outcomes, with suggested improvements justified, linking financial, social or environmental effects to suggestions	7-9
Shows evidence of making limited attempts at analysis and conclusions, distinguishing between facts and opinions and considering financial, social or environmental effects	4-6
Shows evidence of making basic judgements, relating conclusions to task and making basic reference to financial, social or environmental effects	1-3

GCSE BUSINESS AND COMMUNICATION SYSTEMS (1504) RECORD SHEET

Student Name:

Student No:

Centre Name:

Centre No:

1. DEMONSTRATE knowledge and understanding of the specified subject content (Each ticked box is equal to ONE mark)

1.1 Demonstrate basic knowledge or identify basic factors	<input type="checkbox"/>	1.4 Recognise constraints	<input type="checkbox"/>	1.7 Consider alternatives	<input type="checkbox"/>
1.2 Identify sources of knowledge – text, people, organisations, electronic – any 2	<input type="checkbox"/>	1.5 Recognise differences	<input type="checkbox"/>	1.8 Show sound knowledge and understanding	<input type="checkbox"/>
1.3 Identify purposes of a system	<input type="checkbox"/>	1.6 Consider influences	<input type="checkbox"/>	1.9 Make critical comparisons	<input type="checkbox"/>

2. APPLY knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues (Each ticked box is equal to ONE mark)

2.1 State basic terms or concepts or theories	<input type="checkbox"/>	2.4 Consider issues or legislation	<input type="checkbox"/>	2.7 Recognise strengths and limitations of ideas used and make decisions	<input type="checkbox"/>
2.2 Apply basic methods	<input type="checkbox"/>	2.5 Apply methods relevant to topic	<input type="checkbox"/>	2.8 Effectively address topic	<input type="checkbox"/>
2.3 Prepare basic action plan	<input type="checkbox"/>	2.6 Develop action plan	<input type="checkbox"/>	2.9 Present action plan	<input type="checkbox"/>

3. SELECT, organise, analyse and interpret information from various sources to analyse problems and issues (Each ticked box is equal to ONE mark)

3.1 Gather basic information	<input type="checkbox"/>	3.4 Gather additional information from a minimum of 3 sources or show some ability to organise and use	<input type="checkbox"/>	3.7 Organise a systematic gathering of information from 4 sources	<input type="checkbox"/>
3.2 Record information	<input type="checkbox"/>	3.5 Review or interpret information	<input type="checkbox"/>	3.8 Apply information to task and use effectively	<input type="checkbox"/>
3.3 Collate information	<input type="checkbox"/>	3.6 Consider alternatives	<input type="checkbox"/>	3.9 Prepare a logical and comprehensive report or presentation	<input type="checkbox"/>

4. EVALUATE EVIDENCE, make reasoned judgements and present conclusions accurately and appropriately (Each ticked box is equal to ONE mark)

4.1 Make basic comments	<input type="checkbox"/>	4.4 Consider results or make limited attempt at analysis and conclusion	<input type="checkbox"/>	4.7 Evaluate outcomes and indicate possible improvements	<input type="checkbox"/>
4.2 Relate conclusions to task	<input type="checkbox"/>	4.5 Draw limited conclusions and make a recommendation	<input type="checkbox"/>	4.8 Produce a detailed evaluation, suggest and justify relevant improvements	<input type="checkbox"/>
4.3 Make basic reference to financial or social or environmental effects	<input type="checkbox"/>	4.6 Consider financial or social or environmental effects	<input type="checkbox"/>	4.9 Link financial or social or environmental effects to suggestions	<input type="checkbox"/>

NB Students may score at any point but teacher-examiners and moderators must be satisfied that the student is generally meeting the level indicated. The piece of coursework must be annotated with the assessment criteria number from the Record Sheet. The piece of coursework must then be attached to the Record Sheet.

**TOTAL
(Max 36)**

Mark out of 36

QWC / 4

= Total Mark

Examples of students' work

DEMONSTRATE KNOWLEDGE AND UNDERSTANDING

- | | | | | | |
|-----|--|-----|---|-----|---|
| 1.1 | This is the central processing unit, which interprets, reads and processes instructions. | 1.4 | They are not ready to set up a network because of the costs and no staff are trained. | 1.7 | In this situation it might be more effective and more efficient to transfer information using a modem. An alternative would be to use the postal system but this would be slower. |
| 1.2 | I used 'Information Technology' by Gareth Williams and interviewed Mrs Bryant, our school systems manager. | 1.5 | This company communicates with its staff by memo (internal) and its customers by letter (external). A memo does not need a salutation and a complimentary close, but a letter does. | 1.8 | All businesses have to keep accurate and up-to-date financial records because a permanent record is required, so that bills can be paid on time, final accounts may be prepared and for use by the Inland Revenue and Customs and Excise (VAT). |
| 1.3 | The IT system was introduced to improve the efficiency of administration and present better quality documents. | 1.6 | When deciding whether to use post or e-mail a secretary will think about how quickly the information is needed and the size of the document. | 1.9 | A flat structure would have Bob and Carol supervising 14 staff which would mean them spending more time supervising others and not doing their own jobs. The solution is to introduce another level into the structure. For example to train up one person from each section as a supervisor. |

APPLY KNOWLEDGE AND UNDERSTANDING

- | | | | | | |
|-----|--|-----|--|-----|---|
| 2.1 | With the Windows 95 and MS Works software the personnel office will be able to use word processing, database and spreadsheets for their recruitment, selection and payment of wages documents. | 2.4 | Because the equipment may be new to employees they will need to be made aware of effects on their personal health and safety with regard to posture etc. | 2.7 | The old system of keeping customer records was slow and inefficient. Introduction of IT is being considered but capital investment is high, staff need training, there could be redundancies and it will take time inputting data. Savings made . . . so the directors decided to adopt the new system. |
| 2.2 | To find out about different management structures, we sent questionnaires to businesses in the local area. | 2.5 | A database was used to keep details of firms' employees. Records were added and edited, sorts and searches were done and copies of these kept using a printer. | 2.8 | <i>(All aspects of the problem will be seen to have been used and justified and there will be evidence of the correct use of terms and concepts eg drafting correct documents, stating correct procedures for recruitment and selection for a job.)</i> |
| 2.3 | In order to research into the drinking habits of students, I will produce a questionnaire, collate the results and draw conclusions. | 2.6 | <i>(Would expect to see an action plan which shows what is to be done, the sequence, information sources to be used and deadline dates.)</i> | 2.9 | <i>(Would expect to see a well presented action plan with accurate information, use of appropriate language, evidence of monitoring, with supporting evidence and documentation.)</i> |

SELECT, ORGANISE, ANALYSE AND INTERPRET INFORMATION

- | | | |
|---|--|---|
| <p>3.1 The figures of the graph were taken from the exam results and show how each candidate did in each subject.</p> | <p>3.4 I did not have enough information from my original research so had to arrange another interview with the systems manager, Mr Jones, look up on the www.dell.co.uk and telephone PC World to find out the following.</p> | <p>3.7 <i>(Would expect to see evidence of systematic gathering and recording throughout, having used a wide range of sources (wide meaning at least four named sources) eg a business, reference books/materials, newspapers, people, CD-ROM.)</i></p> |
| <p>3.2 <i>(Would expect to see information recorded either textually, tabulated, graphically, numerically etc.)</i></p> | <p>3.5 According to the survey results, most of the companies were going to set up network systems within the next three years. 40% of the companies said they would use e-mail in their businesses, 10% would use video-conferencing.</p> | <p>3.8 <i>(Would expect to see information analyse appropriately with specific reference to the task(s) with the effectiveness judged against the relevance of the information selected, its organisation and application eg advising on a system for handling information and data - all systems investigated.)</i></p> |
| <p>3.3 <i>(Would expect to see information organised in the form of spreadsheets, databases, graphs, charts, reports etc.)</i></p> | <p>3.6 I chose to research student use of software by questionnaire because I thought interviewing would take too long and the closed questions would make it easier to collate answers into statistics. However, the sample size is small so from the limited results I can only draw limited conclusions.</p> | <p>3.9 <i>(Would expect to see evidence of selection, organisation, interpretation, clear use of information from a wide range of sources either in a report or formal presentation.)</i></p> |

EVALUATE EVIDENCE

- | | | |
|--|--|--|
| <p>4.1 Some businesses have a triangle shape type of organisation with the boss at the top. I think this is best for a small business because . . .</p> | <p>4.4 It is clear that in an organisation such as McKinnells it is necessary to have employment from different areas, with individual skills and expertise. For the business to run smoothly these people must have a chain of command, must communicate and negotiate.</p> | <p>4.7 The decision to move to a 24-hour shift system enables non-stop production. Workers will have to change their work patterns. I suggest that they are offered flexi-time after consultation. <i>(Still requires one further outcome/improvement.)</i></p> |
| <p>4.2 The new network I have recommended is good because it will make it quicker for people to work and they can use each others files.</p> | <p>4.5 <i>(Would the students to have drawn more than one conclusion related to their task and from those conclusions mdke one appropriate recommendation.)</i></p> | <p>4.8 <i>(Would expect the candidate to have made reasoned judgments, drawn accurate conclusions related to the evidence selected and made justifiable recommendations for improvements.)</i></p> |
| <p>4.3 As firms make more use of IT more people are out of work.</p> | <p>4.6 People who use tele-banking or Internet banks can bank at any time of the day. Other people who have more time still go to the bank for the personal contact. As more people use Internet banking more local branches are closing which causes problems for people who want to use branches.</p> | <p>4.9 <i>(Would expect the candidate to present a well developed coherent piece of work detailing economic/social/environmental effects linked to suggestions developed from task.)</i></p> |

Procedures for moderation of internal assessment

All centres will receive Optically-read teacher-examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

EITHER

÷ recording marks on an Optically-read teacher-examiner Mark Sheet (OPTEMS), Section 1

OR

÷ recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with Coursework Record Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for students not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All students entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such students will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, students' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm flat surface and that figures written in the marks box go through to the second and third copies.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the Coursework Record Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (Please see exemplar).
- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for students scoring 10, 20 etc and the leading zero for single figures, as shown.

If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.

Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.

- a 0 (zero marks) should be entered only if work submitted has been found to

be worthless. It should **not** be used where students have failed to submit work.

- b ABS in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
- c W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

Exemplar

Candidate Name	Number	Marks	
NEW ALAN* SP	3200	0	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
OTHER AMY* SP	3201	5	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
SMITH JOHN AW	3202	47	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
WATTS MARK* SP	3203	ABS	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
STEVEN JANE AW	3204	136	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
JONES ANN* AW	3205	40	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
PATEL RAJ* AW	3206	207	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)
WEST SARA SP	3207	W	(+0+) (+10+) (+20+) (+30+) (+40+) (+50+) (+60+) (+70+) (+80+) (+90+) (+100+) (+200+) (+0+) (+1+) (+2+) (+3+) (+4+) (+5+) (+6+) (+7+) (+8+) (+9+) (+A+) (+W+)

- 1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.
- 1.11 The authentication and internal standardisation statement on the OPTEMS must be signed.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.

Once completed and signed, the three-part sets should then be divided and despatched, or retained as follows:

- a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**.
- b **Second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
- c **Third copy** to be retained by the centre

2 Centres using EDI

Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related

Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- S** – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate's previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the students whose work is to be sampled, where this is pre-selected (see Section 4).

2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
- W – withdrawn
- * – sampled candidate
- X – additional sampled students.

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'

Signed Date

Centres are advised to retain a copy of the annotated printout.

3 Coursework Record Sheets

A copy of the Coursework Record Sheet is provided in the teachers guide for centres to photocopy. The Coursework Record Sheet, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- ÷ all marks are recorded accurately and that the arithmetic is correct;
- ÷ the total mark is transferred correctly onto the OPTEMS or via EDI;

- ÷ any required authentication statement is signed by the candidate and/or teacher as appropriate.

Where a candidate's work is included in the sample both coursework record sheets should be attached to the work.

4 Sample of work for moderation

- 4.1 **Where the pre-printed OPTEMS is asterisked** indicating the students whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for students seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (X) in the left-hand column against the names of each of the students concerned.

For all sampled work the associated record sheet must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (X).

For centres submitting marks by EDI the students in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (X), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **Where the pre-printed OPTEMS is not asterisked and**

- ÷ **there are eleven or fewer students**, the coursework of ALL students together with the second copy of the OPTEMS should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each candidate's work.
- ÷ **there are more than eleven students**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the students whose work, with the associated record sheet, should be posted to him/her by return.

- 4.3 **In all cases** please note that the moderator may request further samples of coursework, as required and the work of all students should be readily available in the event of such a request.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5951
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this Specification Guide can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2001 onwards:

- ÷ specification Order Code UG008953
- ÷ specimen papers Order Code UG009324

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

- 1 Pupil assessment criteria check sheet
- 2 A guide to the layout of three business documents
- 3 Database structure
- 4 Information technology skills check list
- 5 Annotated examples/guidance from coursework extracts
- 6 Changes old to new

PUPIL ASSESSMENT CRITERIA CHECK SHEET

Appendix 1

1 DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF SPECIFIED SUBJECT CONTENT

What do you know and understand about business and communication Systems?

- | | | |
|---|--|---|
| <p>1.1 Have you shown basic knowledge about any area of the syllabus?
eg communication.</p> | <p>1.4 Do you know of any constraints, eg the unwillingness of some employers to re-train.</p> | <p>1.7 Have you considered other possibilities?
eg telephone, electronic mail.</p> |
| <p>1.2 Where did you get your knowledge?
eg about hardware/software used in business.</p> | <p>1.5 Have you shown that you recognise differences eg between manual methods and the use of information technology?</p> | <p>1.8 Have you shown that you understand?
eg why a system is used for a particular purpose.</p> |
| <p>1.3 Have you stated at least two purposes? eg the company will have a completely IT-based administration system which will improve efficiency and quality of documents.</p> | <p>1.6 Have you thought about what influences decisions
eg about staff training or management structure?</p> | <p>1.9 Have you compared methods or systems?</p> |

Tick the box and note on your work in pencil in the left margin (eg 1.2) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

2 APPLY KNOWLEDGE AND UNDERSTANDING USING APPROPRIATE TERMS, CONCEPTS, THEORIES AND METHODS EFFECTIVELY TO ADDRESS PROBLEMS AND ISSUES

How have you used what you know? Show that you can use appropriate terms, that you understand how decisions are made and how ideas are developed.

- | | | | | | |
|-------------------------------------|---|-------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> 2.1 | Have you used language related to a place of work eg work patterns? | <input type="checkbox"/> 2.4 | Have you thought about the issues eg employees' rights? | <input type="checkbox"/> 2.7 | Have you recognised strengths or limitations and made decisions eg advantages and disadvantages of introducing information technology into an office environment? |
| <input type="checkbox"/> 2.2 | Have you used a basic method eg to communicate? | <input type="checkbox"/> 2.5 | Have you used relevant methods in a particular situation eg to prepare a staff handbook? | <input type="checkbox"/> 2.8 | Have you included all aspects? eg training, security of data. |
| <input type="checkbox"/> 2.3 | Have you prepared a basic action plan eg to set up a filing system? | <input type="checkbox"/> 2.6 | Have you developed the plan eg by stating possible hardware and software. | <input type="checkbox"/> 2.9 | Have you presented your plan? |

Tick the box and note on your work in pencil in the left margin (*eg 1.2*) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

3 SELECT, ORGANISE, ANALYSE AND INTERPRET INFORMATION FROM VARIOUS SOURCES TO ANALYSE PROBLEMS AND ISSUES

Have you gathered information from a range of sources and using different methods? High scores will only be achieved if you have used at least three sources and methods to collect information. Show that you understand and have analysed the information in relation to the task. Consider alternatives and communicate it in a report or other presentation.

3.1 Have you gathered basic information eg about the cost?

3.4 Have you gathered additional information eg about how and when certain software applications might be used?

3.7 Have you organised the information eg put it into a full report or brochure with examples?

3.2 Have you kept a record of information gathered eg about hardware used in offices?

3.5 Have you looked at the information and thought about it eg what does the information tell you about the problem you have? Does it show any trends?

3.8 Have you analysed the information to carry out the task?

3.3 Have you collated information eg about types of communication?

3.6 Have you thought about the differences between methods or problems with the methods eg communication?

3.9 Have you prepared a full report or presentation showing methods and reasons for their use in offices eg internal and external communication?

Tick the box and note on your work in pencil in the left margin (*eg 1.2*) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

4 EVALUATE EVIDENCE, MAKE JUDGEMENTS AND PRESENT CONCLUSIONS ACCURATELY AND APPROPRIATELY

Have you considered all that you have done? You should have looked at problems made judgements and decisions, drawn conclusions and linked economic, social or environmental effects to the task.

- | | | |
|---|---|---|
| 4.1 Have you made basic comments eg about relationships between personnel? | 4.4 Have you thought about particular situations and drawn conclusions eg the effects of types of management on employees? | 4.7 Have you looked at the outcomes and thought about possible improvements eg the new system of dealing with correspondence in a business? |
| 4.2 Have you related your conclusions to the task eg reported on the relationships in a particular situation with conclusions? | 4.5 Have you thought about what needs to be done to improve eg introduce new technology or change work patterns? | 4.8 Have you produced a detailed evaluation eg a full report, which looks at all aspects of the problem and suggests relevant improvements, recommends hardware and appropriate software for a particular purpose? |
| 4.3 Have you made basic reference to financial, social or environmental effects eg cost of staff training? | 4.6 Have you thought about the effects eg staff may not be happy about training and may worry about loss of jobs? | 4.9 Have you linked the effects to suggestions eg if managers keep staff informed and involved in decisions it will lead to a well motivated and efficient workforce? |

Tick the box and note on your work in pencil in the left margin (*eg 1.2*) when you think you have included something that answers the question and has covered the criteria. Your teacher will need to see and agree the marked coding before signing the box.

Pupil's signature

Teacher's signature

*Assuming letter-headed paper.
Letter is fully blocked and with open punctuation.)*

Ref SJ/MAB

24 July 2003

Ms K Singh
57 Western Avenue
Chelmsford
CM20 7AH

Dear Ms Singh

STAFF TRAINING

Further to our telephone conversation of 23 July 2003, I enclose a draft programme for the training session you will be running in the Training Centre on 15 September 2003.

Details to assist with your planning for the day are as follows:

- (a) five staff already using IT but with no network experience;
- (b) three staff with no IT experience but with keyboarding skills.

Should you require further information please let me know.

Yours sincerely
ECTA ENTERPRISE

Sylvia Judas
Systems Manager

Enc

AGUIDE TO ACCEPTABLE FORMAT FOR THREE BUSINESS DOCUMENTS

Candidates should be taught to use these formats when presenting

- ÷ a formal business letter
- ÷ a memorandum
- ÷ a formal report (coursework)

MEMORANDUM

To M Carr, Caretaker
From D Terry, Exhibition Organiser
Date 24 July 2003
Ref DT/PM

Software Exhibition

Could you ensure that there are enough tables and chairs available in the main hall to accommodate the 60 exhibitors.

In addition, the Fire Prevention Officer has arranged to be here at 10.30 am on 23 July 2003

Reported to Margaret Cooper, Training Officer

Reported by Jeremy Bundle, Health & Safety Officer

Date 24 July 2003

Title **Inspection by Fire Prevention Officer**

1 Fire and Emergency Regulations

- 1.1 All emergency procedure notices should be displayed in a prominent position in all rooms.
- 1.2 Notices and signs must not be obscuring glass doors.
- 1.3 All fire exits must be clearly marked and not obstructed.
- 1.4 Fire doors must be kept closed at all times.

2 In case of Fire

- 2.1 All employees must be aware of assembly points.
- 2.2 Employees must leave the building immediately in the event of a fire.

3 Fire Fighting Equipment

- 3.1 The alarm system must be tested weekly and checked annually.
- 3.2 All extinguishers must be checked annually.
- 3.3 Each room must have an extinguisher in a prominent position.
- 3.4 Selected staff must be trained in the use of fire extinguishers.

It is understood that some database software no longer requires the field width to be specified as a database is created but it is considered necessary that students have a basic understanding of database planning.

When a database structure is requested the following is the **minimum** requirement.

Fieldname	Data type	Field width	Description
FNAME	A	15	Enter first name of respondent
SNAME	A	15	Enter surname of respondent
ADDRESS	A	50	Enter address: house number, street, town
PCODE	A	8	Enter postcode
TEL	A	12	Enter telephone number: include area code
DOB	N or D	8	Enter date of birth as dd/mm/yy
GENDER	A	1	Enter gender of respondent as 'F' or 'M'

This could be used as a checking process for students to ensure the widest possible development of skills in their use of software.

WORD PROCESSING	SPREADSHEET	DATABASE
Create a new document	Create a new spreadsheet	Create a new database
Save a document	Save a spreadsheet	Save a database
Recall a document and add to it	Recall a spreadsheet	Recall and edit database
<i>Highlight text and then:</i>	Amend a spreadsheet	Add/delete a record
change font - bold, underline, italic	Print part of a spreadsheet	<i>Create new database format with:</i>
centre, align left, justify	Enter/add numbers to a cell	text - field width
change margins, line space	Subtract numbers in a cell	numeric (fixed, currency, %)
cut/copy and paste text	Divide numbers in a cell	date and time
delete text	Multiply numbers in a cell	enter data into fields
find, search and replace text	Use/show formulae and values	copy/move/paste data
insert a table	Set numeric attributes	sort and search a database
change column width	<i>Highlight block and then:</i>	find a given record
change to portrait layout	align cells - left, right, centre	print a report of findings
change to landscape layout	change fonts	read only
change to a read only file	change column width	password protect
password protect file	cut/copy/move/paste	GRAPHICS
copy within a file	add/delete row/column of data	Open a new file
copy between files	replicate data	Save a file
import from other software	create line, pie, bar graphs	Draw straight lines
	make read only and save changes	Draw shapes
	password protect file	Fill and copy shapes
	save graphs/charts	Rotate shapes
	print graphs/charts	Flip shapes
	transfer to word processor	

ANNOTATED EXAMPLES/GUIDANCE FROM COURSEWORK EXTRACTS

Criteria	Student's work	Commentary
1.1	<i>This is the central processing unit, which interprets, reads and processes instructions.</i>	Student has identified basic knowledge about the central processing unit.
1.2	<i>I used 'Information Technology' by Gareth Williams and interviewed Mrs Bryant, our school systems manager.</i>	Two different sources have been named (<i>identified</i>): these are Information Technology (<i>text</i>) and Mrs Bryant (<i>person</i>).
1.3	<i>The IT system was introduced to improve the efficiency of administration and present better quality documents.</i>	There have to be two purposes for this criteria to be awarded. In this example the two are: efficiency and improved quality.
1.4	<i>They are not ready to set up a network because of the costs and no staff are trained.</i>	A minimum of two constraints have to be recognised. In this example the student has recognised the constraints of cost and staff training.
1.5	<i>This company communicates with its staff by memo (internal) and its customers by letter (external). A memo does not need a salutation and a complimentary close, but a letter does.</i>	A minimum of two differences have to be recognised. In this example the student has recognised differences between a memo and a letter and between internal and external communication.
1.6	<i>When deciding whether to use post or e-mail a secretary will think about how quickly the information is needed and the size of the document.</i>	The student must show more than just knowledge about influences. In this example the student has considered one influence, speed of delivery. A second influence would be required before the award could be made eg the influence of technological change.
1.7	<i>In this situation it might be more effective and more efficient to transfer information using a modem. An alternative would be to use the postal system but this would be slower.</i>	The student has thought about alternatives, which are the modem (<i>efficiency</i>) and postal system (<i>speed</i>).
1.8	<i>All businesses have to keep accurate and up-to-date financial records because a permanent record is required, so that bills can be paid on time, final accounts may be prepared and for use by the Inland Revenue and Customs and Excise (VAT).</i>	Students demonstrate sound BCS knowledge and understanding through in-depth use of knowledge and understanding in the context of a system. In this case the system relates to financial record keeping.
1.9	<i>A flat structure would have Bob and Carol supervising 14 staff which would mean them spending more time supervising others and not doing their own jobs. The solution is to introduce another level into the structure. For example to train up one person from each section as a supervisor.</i>	Students have to make critical comparisons. The student is beginning to making a comparison between a flat and a hierarchical structures. Student would need to further develop this response to improve the comparison between hierarchical and flat structures.

Criteria	Student's work	Commentary
2.1	<i>With the Windows 95 and MS Works software the personnel office will be able to use word processing, database and spreadsheets for their recruitment, selection and payment of wages documents.</i>	Student has identified basic terms (<i>recruitment and selection</i>).
2.2	<i>To find out about different management structures, we sent questionnaires to businesses in the local area.</i>	Student has applied a basic method by giving out questionnaires to gather information (<i>copies of completed questionnaires were included in coursework assignment</i>). A second basic method would be required for the award, eg a graph.
2.3	<i>In order to research into the drinking habits of students, I will produce a questionnaire, collate the results and draw conclusions.</i>	This is a basic action plan as the student states, simply, what will be done.
2.4	<i>Because the equipment may be new to employees they will need to be made aware of effects on their personal health and safety with regard to posture etc.</i>	Student has considered the issue of health and safety. Another issue would be required for the award, eg the need to ensure the physical security of the new equipment.
2.5	<i>A database was used to keep details of firms' employees. Records were added and edited, sorts and searches were done and copies of these kept using a printer.</i>	Student has used a database and has set this method in a relevant context. A second method would be required for the award, eg a description of the systems used for data gathering.
2.6		For this award the student will have developed the basic action plan by stating what has to be done, by when, sources of information and the sequence of actions.
2.7	<i>The old system of keeping customer records was slow and inefficient. Introduction of IT is being considered but capital investment is high, staff need training, there could be redundancies and it will take time inputting data. Savings made . . . so the directors decided to adopt the new system.</i>	The student has stated one strength (<i>savings</i>), two limitations (<i>inefficiency and high investment costs</i>) and one decision (<i>to adopt the new system</i>). For the award to be complete another strength and another decision are required, eg strength – up-to-date system, decision – employ new IT manager.
2.8	<i>The work that will achieve these awards will not be found in a single sentence. Students will be working at the higher levels of skills, knowledge and understanding.</i>	All aspects of the problem will be seen to have been examined, appropriate methods will have been used and justified, and there will be evidence of the correct use of BCS terms and concepts eg a report recommending the installation of a new communication system.
2.9		The action plan fully covers all appropriate areas using appropriate language.

Criteria	Student's work	Commentary
3.1	<i>The figures of the graph were taken from the exam results and show how each student did in each subject.</i>	Student has gathered basic information (<i>exam results</i>).
3.2		Student used different formats for recording information, eg text, tables, graphs.
3.3		Students could demonstrate this through a single page where there is data, followed by a graph and a review or interpretation. This could be also be awarded where a presentation has been given and the information is drawn together in a logical sequence.
3.4	<i>I did not have enough information from my original research so had to arrange another interview with the systems manager, Mr Jones, look up on the www. Dell.co.uk and telephone PC World to find out the following.</i>	Student has gathered additional information and three sources are identified (<i>person, electronic and organization</i>).
3.5	<i>According to the survey results, most of the companies were going to set up network systems within the next three years. 40% of the companies said they would use e-mail in their businesses, 10% would use video-conferencing.</i>	Student has analysed and interpreted the data gathered.
3.6	<i>I chose to research student use of software by questionnaire because I thought interviewing would take too long and the closed questions would make it easier to collate answers into statistics. However, the sample size is small so from the limited results I can only draw limited conclusions.</i>	Student has considered alternative ways of gathering their information. (<i>questionnaire and interviews</i>).
3.7		Student must have information from the four sources, and there has to be evidence of the system that the student used to gather information from those sources.
3.8	<i>The work that will achieve these awards will not be found in a single sentence. Students will be working at the higher levels of skills, knowledge and understanding.</i>	Student will use information appropriately in the context of the tasks and the effectiveness is judged against the relevance of the information selected, its organisation and application.
3.9		The student's coursework will be in an acceptable report format and follow a logical sequence from stating the problem through to recommendations and conclusions.

Criteria	Student's work	Commentary
4.1	<i>Some businesses have a triangle shape type of organisation with the boss at the top. I think this is best for a small business because . . .</i>	Student has made a basic judgement. (<i>best because . . .</i>).
4.2	<i>The new network I have recommended is good because it will make it quicker for people to work and they can use each others files.</i>	Student has drawn two conclusions related to the task (<i>speed and access</i>).
4.3	<i>As firms make more use of IT more people are out of work.</i>	Student has made a basic reference to one social effect (<i>unemployment</i>). Student would need another effect for the award, eg the cost to re-train retained staff (<i>financial</i>).
4.4	<i>It is clear that in an organisation such as McKinnells it is necessary to have employment from different areas, with individual skills and expertise. For the business to run smoothly these people must have a chain of command, must communicate and negotiate.</i>	Student has made a limited attempt at analysis in the references to skills and expertise, and has indicated a conclusion by stating the need for a chain of command.
4.5		Students will need to have drawn more than one conclusion related to their task and from those conclusions make one appropriate recommendation eg in an investigation into networking their conclusions would be on the type of network and types of peripherals with a recommendation for a specific printer.
4.6	<i>People who use tele-banking or Internet banks can bank at any time of the day. Other people who have more time still go to the bank for the personal contact. As more people use Internet banking more local branches are closing which causes problems for people who want to use branches.</i>	Student has thought about a social effect (<i>banking at any time of the day</i>). The second effect is again social, which is acceptable (<i>bank closures</i>).
4.7	<i>The decision to move to a 24-hour shift system enables non-stop production. Workers will have to change their work patterns. I suggest that they are offered flexi-time after consultation. (Still requires one further outcome/improvement.)</i>	Student has stated one outcome (<i>24 hour shift system</i>) and two improvements (<i>non-stop production and change in work patterns</i>). A further outcome is required, eg need to revise health and safety policy.
4.8	<i>The work that will achieve these awards will not be found in a single sentence. Students will be working at the higher levels of skills, knowledge and understanding.</i>	Student would have made reasoned judgements, drawn accurate conclusions related to the evidence, selected and made justifiable recommendations for improvements.
4.9		Student would have explained economic, social or environmental effects that occurred because of decisions and recommendations related to the problem.

The following examples show how the teacher-examiner annotates, in the right hand margin, evidence of meeting the assessment criteria.

Information sources

Information Systems for You by Stephen Doyle

1.2

Internet: www.opengov.uk

Boots plc

Mr M Connell – Derbyshire County Council Social Services Manager

... to inform people of the changes arising from new communication systems and to reassure staff should they any worries about these changes.

1.3

Survey of mobile phones used by Sales Team

Manufacturer	Number
Nokia	12
Ericsson	3
Phillips	2
Samsung	1
Motorola	2

3.1

3.2

Information needed	Sources	Finished by	Problems and comments
include what the piece of work is about	use Information Systems for You by Stephen Doyle Mr Smith - teacher	21 Jan	introduction was very easy to do because of guide sheet from Mr Smith
research communication systems – include a definition and reasons why I am doing research, also different methods I will use to present my research - graphs, results and conclusions	as above 2.3 2.6	4 Feb 10 Feb	this was a bit difficult when I had to explain it all in detail, doing the graphs was easier because I used a spreadsheet
problems caused by bad communications	M Connell Derbyshire CC	13 Feb 27 Apr	very useful as real examples

The following are indications of how achievement of higher level criteria may be achieved. The quoted examples are taken from student work.

Student demonstrated sound knowledge and understanding of communication system, barriers to communication and the effectiveness of good communication. **1.8**

Student considered in detail the strengths and weaknesses of three network systems – ring, star and bus. **2.7**

Decisions were made on the system and the software to be installed.

Student stated two outcomes regarding communication systems and indicated two improvements that would lead to greater efficiency. **4.7**

The student's evaluation related to minimising staff's span of control that reduces pressure and makes work load more manageable.

From this evaluation a number of judgements were made and recommended improvements suggested. Each of these recommendations was then justified with reasons, potential and outcomes within the context. eg **4.8**

*First improvement – greater delegation to staff
Justification – saving money, improved co-ordination and better motivation*

*Second improvement – set up weekly meetings
Justification – maintain flow of information in a formal context*

NB Guidance is also given on pages 36-37 and in *Appendix 1*

Changes old to new

The GCSE specification for Business & Communication Systems is designed to build upon the successful features of previous GCSE Information Studies syllabuses.

Content

Whilst the content coverage is similar to previous syllabuses, the number of content areas has been reduced. Each content area now has a specific focus and there is new content in all four areas. The emphasis of this specification is now on systems used within business. The guide contains a Scheme of Work that provides further exemplification of the subject content.

Context

The practice of pre-issuing a context at the start of Year 11 will continue. The context will remain based on a real business.

Assessment of coursework

There is one coursework assignment chosen from the four provided by Edexcel and related to one of the areas of subject content. This assignment will be assessed using the assessment criteria and Record Sheet.

The coursework weighting is 25% of the total assessment and is assessed by the teacher examiner. Procedures for postal moderation remain the same.

Assessment of terminal examination

There are two papers.

A practical paper of 1½ hours will be set and will address AO1, AO2 and AO3 only. This paper will require students to have sole use of a computer throughout and the usual teacher will need to be in the examination room, which should be the normal teaching room for the subject. This paper is weighted at 35% of the total assessment. Teacher's notes will be provided which will contain details of any files to be created in advance of the examination. This paper will be sat over a period of days specified by Edexcel. Teachers are expected to take all necessary measures to ensure the confidentiality and integrity of this paper for all students.

A theory paper of 1 hour will be set and will address all assessment objectives. This paper is weighted at 40% of the total assessment. This paper will be timetabled as for other non-practical subjects.

In the practical and the theory paper there will be a common question for Foundation and Higher tier.

Mark scheme

Those questions requiring an extended response in the theory paper and targeted at AO3 and AO4 will now be marked using levels of response.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
E-mail: publications@linneydirect.com

Order Code UG009938 April 2001

For more information on Edexcel qualifications please contact our
Customer Response Centre on 0870240 9800
or E-mail: enquiries@edexcel.org.uk
or visit our website: www.edexcel.org.uk

Edexcel Foundation is a registered charity and a Company Limited
By Guarantee Registered in England No. 1686164

Edexcel
Success through qualifications