

International General Certificate
of Secondary Education

Syllabus

BUSINESS STUDIES 0450

For examination in June and November 2009

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Business Studies

Syllabus Code: 0450

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Exclusions

This syllabus must not be offered in the same session with any of the following syllabuses:

0615 Business Studies (Botswana)
7085 Business Studies (Singapore)
7115 Business Studies

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Business Studies falls into Group V, Creative, Technical and Vocational, of the International Certificate of Education (ICE) subjects.

As part of CIE's continuing commitment to examination security, Centres entering candidates for Paper 1 will need to enter candidates for **either** component **11** or component **12** depending on their geographical location. The information provided to Centres at the time of making entries will make clear which component should be entered.

AIMS

The aims of the syllabus are the same for all students. These aims are set out below and describe the educational purposes of a course in Business Studies for the IGCSE examination. They are not listed in order of priority.

The aims are to enable students to:

1. make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used
2. apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts
3. distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
4. appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise
5. develop knowledge and understanding of the major groups and organisations within and outside business and consider ways in which they are able to influence objectives, decisions and activities
6. develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated
7. develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation
8. develop an awareness of the nature and significance of innovation and change within the context of business activities

Teachers should note that not all of the above aims are necessarily subject to formal assessment.

ASSESSMENT OBJECTIVES

The four assessment objectives in Business Studies are:

- A Knowledge and Understanding
- B Application
- C Analysis
- D Evaluation

A description of each assessment objective follows.

A KNOWLEDGE AND UNDERSTANDING

Students should be able to:

1. demonstrate knowledge and understanding of facts, terms, concepts and conventions appropriate to the syllabus;
2. demonstrate knowledge and understanding of theories and techniques commonly applied to or used as part of business behaviour.

B APPLICATION

Students should be able to:

3. apply their knowledge and understanding of facts, terms, concepts and conventions to business problems and issues;
4. apply their knowledge and understanding of theories and techniques commonly applied to business problems and issues.

C ANALYSIS

Students should be able to:

5. distinguish between evidence and opinion in a business context;
6. order, analyse and interpret information, in narrative, numerical and graphical forms, using appropriate techniques.

D EVALUATION

Students should be able to:

7. present reasoned explanations, develop arguments, understand implications and draw inferences;
8. make judgements, recommendations and decisions.

Specification grid

Business Studies (without Coursework)

Assessment Objective	Paper 1	Paper 2
A Knowledge and Understanding	35 ± 5	25 ± 5
B Application	35 ± 5	25 ± 5
C Analysis	15 ± 5	25 ± 5
D Evaluation	15 ± 5	25 ± 5
Total marks	100	100
Weighting	50%	50%

Business Studies (with Coursework)

Assessment Objective	Paper 1	Paper 2	Paper 3
A Knowledge and Understanding	35 ± 5	25 ± 5	15
B Application	35 ± 5	25 ± 5	10
C Analysis	15 ± 5	25 ± 5	15
D Evaluation	15 ± 5	25 ± 5	10
Total marks	100	100	50
Weighting	40%	40%	20%

ASSESSMENT

Scheme of Assessment

Candidates must be entered for the following papers:

- (i) Paper 1 (Component 11 or Component 12 – see page 1)
- (ii) Paper 2
- (iii) Paper 3 is an optional Coursework component.

Business Studies (without Coursework)

Weighting of papers

Paper	Weighting
1	50%
2	50%

Business Studies (with Coursework)

Weighting of papers

Paper	Weighting
1	40%
2	40%
3	20%

Differentiation

All candidates are expected to pursue the same curriculum objectives, and differentiation will be by outcome.

Description of papers

Paper 1 (1¾ hours)

A paper containing short-answer questions and structured/data response questions.

There will be no choice of questions.

Paper 2 (1¾ hours)

Candidates will be presented with a business situation or problem, and required to answer questions arising from it.

There will be no choice of questions.

Paper 3 Coursework (School-based assessment)

*Teachers may not undertake school-based assessment without the written approval of CIE. This will only be given to teachers who satisfy CIE requirements concerning moderation and they will have to undergo special training in assessment before entering candidates.

Candidates will be required to submit a single piece of work of 3000–4000 words, which has taken about 20% of the course time for the subject as a whole. The assignment should be related to a particular business situation or problem, and should take the form of a response to a clearly formulated question.

CURRICULUM CONTENT

1.0 Business and the environment in which it operates

1.1 Business Activity

- | | | |
|-------|---|---|
| 1.1.1 | Business activity as a means of adding value and meeting customer needs | <p>Demonstrate understanding of business activity in adding value and helping to satisfy the needs of customers in a changing competitive environment</p> <p>Explain the purpose of business activity in terms of the objects of non-profit making activity, private enterprise and public enterprise</p> |
| 1.1.2 | Classification of local and national firms into primary, secondary and tertiary sectors | <p>Describe and classify business activity in terms of primary, secondary and tertiary sectors</p> <p>Demonstrate an awareness of the changes that have taken place in these sectors within own country</p> |
| 1.1.3 | Business growth and measurement of size | <p>Show knowledge of the methods and problems of measuring the size of business units</p> <p>Why businesses grow and expand, problems connected to this and how they might be overcome</p> |
| 1.1.4 | Key features of own national economy | <p>Demonstrate an awareness of the impact that business activity may have on the environment</p> <p>Show understanding of the changing importance of these categories within their own national economy, in terms of employment and contribution to national wealth</p> |

1.2 The organisation

- | | | |
|-------|---|---|
| 1.2.1 | Business objectives and their importance | <p>Demonstrate an understanding that businesses can have several objectives – and the importance of these can change.</p> |
| 1.2.2 | Stakeholders and their differing objectives | <p>State and explain the role of the different groups involved in business activity and their objectives; consumers, employees, managers, owners, financiers and shareholders</p> |
| 1.2.3 | Aims of private and public sector enterprises | <p>Demonstrate an awareness of the aims and objectives of enterprises in both private and public sectors</p> |

1.3 Changing business environment

- | | | |
|-------|---|---|
| 1.3.1 | Government influence over decision-making by using economic policy measures | <p>State the role of the government in influencing decisions within local, national and international contexts and explain how business may react</p> <p>Demonstrate an awareness of the impact that tax and interest rate changes might have on business decisions</p> |
| 1.3.2 | Impact of technology on business | <p>Explain the impact that technological change has on a business</p> <p>Internet and e-commerce</p> |
| 1.3.3 | Business reaction to market changes | <p>Show understanding of market changes and how these might be responded to by business</p> |

1.4 Economic environment

1.4.1	Mixed and market economies	Show an awareness of the main differences between these two market systems.
1.4.2	International trade (access to markets/tariffs)	Show an appreciation of how international trade influences an economy and its business sector by creating opportunities for growth, increased competition and consumer choice
1.4.3	Problems of entering new markets abroad	Demonstrate an understanding of the problems of a business when entering a new market abroad
1.4.4	Competition and business	
1.4.5	Concept of exchange rates and how changes in them affect business	Appreciate the implications of tariff barriers, quotas and exchange rate changes for businesses that trade internationally

2.0 Business structure, organisation and control

2.1 Ownership and internal organisation

2.1.1	Relationship between objectives, growth and business organisation	Discuss the appropriateness of a given form of organisation in enabling a business to achieve its objectives
2.1.2	Types of business organisation (sole trader, partnerships, limited companies, franchise, joint venture)	Identify and explain the main features of different forms of business organisation
2.1.3	Growth of multinational companies	Identify reasons for the importance and growth of multinational business
2.1.4	Control and responsibility	Draw, interpret and explain simple organisational charts Comment on the central features of organisational structure
2.1.5	Limited and unlimited liability	Understand the role and function of entrepreneurship
2.1.6	Internal organisation (organisation structure, hierarchy, span of control)	Discuss the role of management
2.1.7	Internal and external communication	Explain the different means of communication Awareness of the barriers to effective communication Understand how the barriers to communication can be overcome Comment on the appropriateness of different means of communication
2.1.8	Internal communication (effective communication and its attainment)	Understanding of methods of internal and external communication Understand the need for effective internal communication

2.2 Financing business activity

2.2.1	Use of funds	Identify the main needs for funds
2.2.2	Short and long term financial needs	Appreciate the difference between short and long term finance
2.2.3	Sources of internal and external	Identify internal and external sources of funds available to

	funds (short and long term)	business
		Understand the impact on business of different sources of funds
2.2.4	Factors affecting the methods of finance chosen	Explain the basis upon which the choice of sources of funds is made

3.0 Business activity to achieve objectives

3.1 Marketing

3.1.1	Role of marketing	Describe the role of marketing
3.1.2	Market research (primary and secondary)	Appreciate the need for market research
		Understand how a business carries out market research; limitations of market research
		Understand the factors that influence the accuracy of market research
3.1.3	Presentation and use of results	Present, analyse and interpret simple market research
3.1.4	Market segmentation (purpose and methods)	Understand how and why market segmentation is carried out
3.1.5	Mass market; niche market	Appreciate the difference between mass marketing and niche marketing
3.1.6	Marketing mix	Identify and explain the elements of the marketing mix
3.1.7	Product (design, brand, packaging, life cycle)	Demonstrate an understanding of the product life cycle
3.1.8	Price (price elasticity of demand, pricing methods and strategies)	Understand how pricing decisions are made
		Understand the significance of price elasticity of demand (calculations will not be required)
3.1.9	Distribution channels	Appreciate the importance of distribution channels and the factors that determine the selection of them
3.1.10	Promotion (advertising, sales, point of sale)	Understand the role of promotion
3.1.11	Marketing strategy	Understand how the mix can be used to influence consumer purchasing
		Understand how the marketing mix can change as the product goes through its life cycle
		Select and justify marketing methods appropriate to a given situation
3.1.12	Marketing budget	Awareness of the need for a marketing budget

3.2 Production (Operations Management)

3.2.1	Using resources to produce goods and services	Understand how resources can be used and managed to help organisations achieve their objectives
3.2.2	Methods of production (job, batch, flow)	Explain job, batch and flow production methods
3.2.3	Scale of production	Understand economies and diseconomies of scale
3.2.4	Lean production	
3.2.5	Costs and cost classification	State and explain the cost structure of a business

		Classify costs into fixed and variable/direct/indirect
3.2.6	Break-even analysis and simple cost based decision-making	Explain, interpret and use a simple break-even chart
3.2.7	Quality control	Appreciate the importance of quality control
3.2.8	Location decisions	Show understanding of the main factors influencing a firm's location and relocation decisions
3.2.9	An appreciation of how production can be made more efficient	Understand the concept of productivity Awareness of methods of improving efficiency e.g. automation, new technology
3.3 Financial information and decision-making		
3.3.1	Cash and cash flow forecasts	Explain the importance of cash Construct and interpret a simple cash flow statement
3.3.2	Profit (what it is and why it matters)	Explain the concept of profit
3.3.3	Purpose and main elements of profit/loss account	Understand the main elements of a profit/loss account statement Explain the function of profit Distinguish between cash and profit
3.3.4	Purpose and main elements of balance sheet	Understand the main elements of a balance sheet
3.3.5	Simple interpretation of financial statements using ratios	Gross and net profit, current and acid test ratio, return on capital employed (ROCE) Alternative ways that businesses can judge their success e.g. ROCE, market share Interpret the performance of a business by using simple accounting ratios (return on capital, profit margin, gross and net profit, current ratio)
3.3.6	Working capital	Identify and calculate working capital
3.3.7	Financial budgets	Understand the function of financial budgets
3.3.8	Users of accounts	What they might gain from analysing accounts

4.0 People in Business

4.1 Human needs and rewards

4.1.1	Role of work in satisfying human needs	Explain the role of work in satisfying human needs
4.1.2	Methods of financial rewards	Identify the different methods of financial reward
4.1.3	Non-financial rewards	Understand the significance of different methods
4.1.4	Management styles and motivation methods	Explain the concept of motivation Understand how motivation can be influenced Appreciate the role of management in motivating employees Explain the different styles of management

Have an awareness of their appropriateness in different situations

4.2 Manpower

- 4.2.1 Stages of recruitment and selection
 - Explain the methods of recruiting and selecting employees
 - Understand the importance of job descriptions and job advertisements
- 4.2.2 Training methods
 - Identify and explain different training methods (internal and external)
 - Awareness of the need to train and develop staff
- 4.2.3 Dismissal and redundancy
 - Explain the difference between dismissal and redundancy
 - Appreciate why the manpower of a business may need to be reduced

5.0 Regulating and controlling business activity

5.1 Reasons for regulations

- 5.1.1 Impact of business decisions on people, the economy and environment
 - Explain why intervention in business activity is required so that social and economic objectives of the state can be better achieved
 - Show an awareness of how business decisions have an impact on others (society, environment and people)
 - Show an awareness of the main methods of government intervention

5.2 Influences on business activity

- 5.2.1 Location decisions
 - Show awareness of how the government can influence such factors
- 5.2.2 Workforce and the working environment (health and safety, employment protection)
 - Describe the work of trade unions
 - Show an awareness of how trade unions can influence business behaviour
 - Show an awareness of ethical considerations in business activity
 - Demonstrate an understanding of the importance of health and safety requirements
 - Understand the main features of employment contracts and employment legislation
- 5.2.3 The consumer
 - Understand how and why consumer interests are protected
- 5.2.4 External costs and benefits
 - Appreciate the concepts of social costs and benefits
 - Show an understanding of how business activity can create them
 - Apply such concepts to a given business decision
- 5.2.5 Exchange rates
 - Understand how importing/exporting decisions might be affected by changes in exchange rates
- 5.2.6 Business cycle
 - The main phases of the cycle
 - Impact of boom/recession on business

In all of the above candidates will be required to apply their understanding to a variety of simple business situations. Thus they should be able to make simple decisions based upon evaluation of the information provided.

ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)

Setting and marking of Coursework

1. Each candidate will be required to produce a single piece of work of 3000-4000 words. The work should be done throughout the two-year course and not all at the end. Candidates should have received sufficient basic instruction in the course, and in the context of a particular syllabus theme, before they start their Coursework. This makes sure that the Coursework topic is seen as a part of the syllabus.
2. Coursework should assess the outcome of a business investigation through collection of data and its analysis, interpretation and evaluation as a result of an *individual* enquiry. Teachers, having introduced the topic and techniques involved (which may include a skeleton outline of possible questions to be answered), will not be expected to prompt students. They may, however, give help and advice in response to legitimate questions raised by their students as a result of their study. Records of such teacher assistance are not required by CIE.
3. Teachers may wish to show their students that a logical and progressive development of Coursework, from inception to presentation, is desirable. The following is offered as a model:

SELECTION	e.g. Identification of data which needs to be collected
COLLECTION	e.g. Use of primary and/or secondary sources
SORTING	e.g. Sampling, ordering, tabulating relevant facts, figures
ANALYSIS	e.g. Statistical manipulation, application of theories, ideas
EVALUATION	e.g. Identifying and testing statements of opinion. Making decisions and judgements on the topic
PRESENTATION	e.g. Logical layout and variety of presentation techniques

4. Assessment of Coursework

The assignment will be assessed as follows:

Knowledge and Understanding	15 marks
Collection of Data	10 marks
Analysis and Interpretation	15 marks
Evaluation	10 marks

Levels of achievement will be recognised within the mark bands indicated below for knowledge and understanding, collection of relevant data, analysis, interpretation and evaluation of the topic.

The maximum mark available is 50 marks for the Coursework.

Knowledge and Understanding (15 Marks)

Marks

13-15	Excellent knowledge and critical understanding
10-12	Sound knowledge and critical understanding
7-9	Knowledge used to recognise business concepts related to the situation or problem
4-6	Basic knowledge shown, with business aims and objectives stated
1-3	Very limited knowledge and understanding, poorly applied

Collection of Data (10 Marks)

Marks

- 9-10 Well designed research carried out effectively, fully investigating the business problem/situation and collecting all the relevant information
- 7-8 Information is clearly linked to the topic set and an appropriate range of research methods is used throughout
- 5-6 Information collected is relevant to the business problem and appropriate research methods used
- 3-4 Attempt made to gather some relevant information but only limited sources used
- 1-2 Attempt made to gather information from at least one source. Sources unrelated to the business problem/situation

Analysis and Interpretation (15 Marks)

Marks

- 13-15 Evidence of original and clear analysis of the topic with relevant and accurate use of business ideas
- 10-12 Work planned in a logical manner, business ideas well applied to the topic
- 7-9 Work planned in a logical manner with an attempt to break down material in a clear and sensible way to try to answer the question posed in the title
- 4-6 Limited attempt to organise material in a logical manner but no comments, just an acceptance of others' views
- 1-3 Limited attempt to organise material into parts

Evaluation (10 Marks)

Marks

- 9-10 A reasoned and justified conclusion based on the evidence collected and a clear answer to the question posed in the title
- 7-8 Personal and justified conclusion related to the question posed in the title and drawn from the evidence collected
- 5-6 Conclusion drawn from the evidence but is not an answer to the question posed in the title
- 3-4 Brief conclusion drawn, personal opinions have some connection with the information gathered
- 1-2 Very limited conclusion drawn, makes unsupported personal opinions not related to the data

MODERATION

(a) Internal Moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

(b) External Moderation

Individual Candidate Record Cards and Coursework Assessment Summary Forms must be received by CIE no later than 30 April for the June examination and 31 October for the November examination along with a sample of the Coursework undertaken by the candidates.

If there are 10 or fewer candidates entered for a Coursework component, all the Centre-based assessment that contributed to the final mark for that component will be required.

If there are more than 10 candidates entered for the Coursework component, all the Coursework that contributed to the final mark for that component will be required for the number of candidates as follows:

number of candidates entered	number of candidates whose work is required
0-10	all candidates
11-50	10
51-100	15
above 100	20

The accredited teacher responsible for internal standardisation in the Centre for that syllabus must select the 10, 15 or 20 candidates covering the whole mark range with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved in the marking of the work, the sample must include approximately equal samples of the marking of each teacher.

A further sample of Coursework may subsequently be required. All records and supporting written work should be retained until after the publication of the results.

GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by students awarded particular grades. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall and it might conceal weakness in one aspect of the examination which is balanced by above average performance in some other.

A **Grade A** candidate should demonstrate the following abilities:

A Knowledge and Understanding

1. An excellent ability to identify detailed facts, conventions and techniques in relation to the content of the syllabus.
2. A thorough ability to define the concepts and ideas of the syllabus.

B Application

1. A thorough ability to apply knowledge and understanding, using terms, concepts, theories and methods effectively to address business problems and issues.
2. A sound ability to form conclusions from this information and to demonstrate these conclusions clearly and logically.

C Analysis

1. An excellent ability to classify and comment on information presented in various forms.
2. An excellent ability to distinguish between evidence and opinion.

D Evaluation

1. A sound ability to make clear, reasoned judgements and communicate them in an accurate and logical manner.

A **Grade C** candidate should demonstrate the following abilities:

A Knowledge and Understanding

1. A sound ability to identify detailed facts, conventions and techniques in relation to the content of the syllabus.
2. A sound ability to define the concepts and ideas of the syllabus.

B Application

1. An ability to apply knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues.
2. An ability to draw conclusions, and to present these in a clear manner.

C Analysis

1. A good ability to use and comment on information presented in various forms.
2. A sound ability to distinguish between evidence and opinion.

D Evaluation

1. An ability to evaluate and make reasoned judgements.

A **Grade F** candidate should demonstrate the following abilities:

A Knowledge and Understanding

1. Some ability to identify specific facts, conventions or techniques in relation to the content of the syllabus.
2. Some familiarity with definitions of the central concepts and ideas of the syllabus.

B Application

1. A rudimentary ability to apply knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues.

C Analysis

1. Some ability to classify and present data in a simple way and some ability to select relevant information from a set of data.
2. Some ability to distinguish between evidence and opinion.

D Evaluation

1. A limited ability to understand implications and make recommendations.

RESOURCE LIST

Student Support

Endorsed Textbooks

Karen Borrington & Peter Stimpson, IGCSE Business Studies, (3rd Edition), 2006, John Murray, 10034092649X.

Karen Borrington & Peter Stimpson, IGCSE Study Guide for Business Studies, 2005, Hodder Murray, 07195 7901 5. This is a study guide only (suitable for exam revision).

Chris J. Nuttall, Business Studies: IGCSE, 2002, Cambridge University Press, 0 521 75095 4

Recommended Textbooks

David Butler, GCSE Business Studies, 1996, Oxford University Press, 0 1983 2797 8

Ian Chambers, Susan Squires & Linda Hall, Business Studies for GCSE, (2nd Edition), 1997, Longman, 0 5823 0902 6

Neil Denby, Peter Thomas, GCSE Business Studies Workbook, 2000, Hodder & Stoughton Educational, Student Book 03407 72328

David Dyer & Ian Chambers, Business Studies: An Introduction, 1987, Longman Group, 0 5823 5603 2

Susan Hammond, Business Studies, 1994, Longman, 0 5822 4479 X

S Ison, J Capel & K Pye, Longman GCSE Revise Guides: Business Studies, 1997, Longman, 0 5823 1538 7

A Jenkins, GCSE A-Z Business Studies Handbook (2nd Edition), 2002, Hodder & Stoughton 0340850426

P Kennerdell, A Williams, M Schofield, OCR GCSE Business Studies, 2001, Hodder & Stoughton Educational, 03407 90520

D R Lawrence, Dealing with Data for GCSE, 1999, Longman, 0 5823 1952 8

B Owens & L Rogers, GCSE Business & Communication Systems, 2001, Hodder & Stoughton Educational, Student Book 03408 02006

R Parsons, GCSE Business Studies: The Revision Guide (1st Edition), 2000, Co-ordination Group Publications, 1 84146 309 4

D Wallace, Coursework In Business Studies and Commerce: A Student Guide, 1987, Causeway Press, 0 9461 83376

A Whitcomb, Comprehensive Business Studies, (5th Edition), 1999, Longman, 0 5823 3775 5

A Whitcomb, B Bowen, Essential Business Studies, 1997, Hodder & Stoughton Educational, 03406 97741

CD-ROMS

D Lines, I Marcouse, B Martin, The Complete A-Z Business Studies, 2000, Hodder & Stoughton Educational, CD ROM (for Windows) 03406 88475

Borrington, Stimpson, Vasey, IGCSE Business Studies, 2002, John Murray, 0 7195 7269 X

Teachers' Resources

Recommended Textbooks

Karen Borrington, *Teaching and Assessing Skills in Business Studies*, 2004, Cambridge University Press, Teachers' Book 05215 43665. This uses CIE IGCSE or O Level Business Studies as an exemplar throughout.

Neil Denby, Peter Thomas, *GCSE Business Studies Workbook*, 2000, Hodder & Stoughton Educational, Teachers' Book 03407 72336

B Owens & L Rogers, *GCSE Business & Communication Systems*, 2001, Hodder & Stoughton Educational, Teachers' Book 0 3408 0201 4

Valerie Tayfoor, *Examining Business Studies*, 1992, Nelson Thornes, 0 1744 8113 6

Packs

Neil Denby, Peter Thomas, *Case Studies for Business*, 2002, Hodder Arnold, 0 3408 0381 9. *Photocopiable resource.*

Diane Wallace, *Business Studies and Commerce Coursework Pack*, 1988, Causeway Press, 0 9461 8346 5. *This is a photocopiable pack of 42 workcards.*

BUSINESS STUDIES
Individual Candidate Record Card
IGCSE

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number					Centre Name		June/November	2	0	0	9
Candidate Number					Candidate Name		Teaching Group/Set				

Title of Coursework				
Criterion 1 Knowledge and Understanding	Criterion 2 Collection of Data	Criterion 3 Analysis and Interpretation	Criterion 4 Evaluation	TOTAL
*(max 15)	*(max 10)	*(max 15)	*(max 10)	*(max 50)
* Indicates mark to be transferred to Coursework Assessment Summary Form	Amount of scaling if relevant	Internally Moderated Mark		
		*(max 50)		



INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignment for each candidate according to instructions given in the Syllabus.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly written in the box marked 'Amount of scaling if relevant'. If no scaling is necessary, please indicate by writing a zero in this box.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June examination and early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Note: These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their IGCSE.



A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 30 April for the June examination and 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf. The size of the Coursework sample should be as follows:

number of candidates entered	number of candidates in sample
0-10	all candidates
11-50	10
51-100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

