Edexcel GCSE

Coursework guide

Edexcel GCSE in Business Studies and Economics (Nuffield BP)

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Introduction

The Portfolio

The range of coursework pieces produced by any particular student for GCSE Business Studies and Economics (Nuffield – BP) is known as the Portfolio. Each piece of Portfolio work is known as an Investigation.

A learning strategy

The Portfolio creates an opportunity for both students and teachers. It is not just a series of pieces of coursework. It is part of a learning strategy within which students explore, investigate, analyse and evaluate aspects of the world around them in the context of business studies and economics.

A record of student experience

The Portfolio becomes a record of the student experience. Because it details the investigative activities of the individual, the student will have a sense of ownership and control. This provides a powerful motivation for the creation of a body of work which demonstrates the student's best efforts. It allows the student to use individual initiative and to think independently.

Embedding the Portfolio in the course

Investigations for the Portfolio are an integral part of the course. It follows that the Portfolio is *not* an addition to the daily student experience but a central feature which links into the course activities and forms a continuous process of development. In this way, it can contribute to the students' ability to perform effectively in the examined components of the course also.

The nature of Portfolio work

Aims and objectives

The principal aim of the Portfolio is to engage students fully in the real world investigation of business and economic phenomena. It is designed to allow students to demonstrate a range of capabilities through a variety of outcomes. The Portfolio provides candidates with the opportunity to use the skills of investigation and problem solving in particular, enabling acquisition of a wide range of skills. Some of these will be academic in nature: students will need to think independently, to organise information and to present it in a coherent and meaningful way. At the same time, students will be encouraged to acquire practical skills, solving the problems associated with collecting primary data. Social skills too will figure large in the experience. Students will need to be able to relate to adults from whom they are seeking information, and to each other when working in groups. Most importantly, the Portfolio encourages students to put theory and ideas to work in practical situations.

The educational benefits of Portfolio work are such that students should do as much as possible, ideally one item per Unit (ie six pieces in all). Investigations reinforce study of subject content. They allow students to delve deeper into the subject matter so that their understanding comes to rest on solid foundations.

A balanced view

This course allows students to learn how to distinguish a range of perspectives on any given issue. Often they will be able to identify different stakeholder groups and consider how each is affected in a particular situation. In this way they can learn how varied perspectives develop and how to present a balanced view based on evidence. This will create valuable opportunities to develop the skills called for in the Perspectives paper of the final examination.

Starting Portfolio work

Students will benefit from an investigative approach right from the outset. Their investigations will not be lengthy: they will be strictly limited in scope and will provide a learning experience rather than an assessment. An investigation which is written up near the beginning of the course will have fewer references to the concepts being learnt, but it will give students the flavour of a genuinely investigative approach. Later on, students can be expected to relate their findings clearly to the business and economic concepts with which they have been concerned.

Getting into the way of it

The assessment requirement (see page 11 for details) is for two pieces of work to be submitted. This means that early pieces of Portfolio work can be treated as an opportunity to get into the habit of the investigative approach. In fact, it is quite likely that many students will feel that their best Portfolio piece comes from their work on Unit 3.

A Portfolio piece which is to be formally assessed and moderated will need to be set up in such a way that students can demonstrate their potential under all four assessment criteria knowledge, application, analysis and evaluation. However, students will complete other investigations during the course, and some of these may be more limited in scope.

Sometimes, short pieces of homework or classwork may lead into Portfolio work, by being the starting point for open ended explorations.

Before getting too far into the planning process, do refer to pages 21-26 of the specification, which contain essential information on the Portfolio.

Defining the task

Questions for investigation should be closely related to the subject matter so that students have a sharp focus for their investigations.

As has been stated, properly organised Portfolio work not only reinforces learning but also prepares students for using their initiative in the context of the examinations.

Many teachers will want students to be responsible for deciding the direction of their investigation. Students who are encouraged to select their own titles are far more likely to develop the motivating feeling of ownership, as well as the capacity for independent thought, which together generate high quality Portfolio work. It should be remembered, however, that titles need to be selected that allow access to all four levels of all four assessment criteria.

Selecting titles

It is always easier to get into an investigation if the student is starting out with either a question or a hypothesis. (For some students the latter will not be appropriate, but for those who understand such an approach, it can be a valuable starting point).

At the beginning of the course, many teachers will want to give guidance on the question to be investigated. This works provided questions give students sufficient scope to think independently about how they are going to proceed. The question *'Why shop at Sainsbury's rather than Safeway?'*, for example, can be addressed in a number of different ways and students can reasonably be expected to think through their own approach. The question must be open ended and have a variety of possible outcomes, so that all the criteria can be assessed. It is important that the question allows students to evaluate the evidence. Some suggested titles are set out on page 9.

Later in the course, most students should be able to pursue interests of their own and devise their own title question as long as it is clearly identifiable as being representative of the subject content of a particular unit. It may be necessary to have ideas to help students who find it hard to make an independent start. However, in the second year of the course, everyone should at least be able to choose their own question from a range of possibilities.

Care should be taken to ensure that students do not pursue too narrow a question. It must be possible for formally assessed Portfolio work to score on all four assessment criteria, and this must be considered when questions are selected. Purely descriptive outcomes should be avoided.

Key issues for delivery

Giving guidance

Candidates should take responsibility for their own coursework. The role of the teacher is to guide rather than direct. However, teachers will want to give guidance when the student is working in directions which may be counterproductive, e.g. when the question is too broad or there will clearly be difficulties in obtaining the relevant information. It will be helpful if tutorial time can be made available, so that teachers can review student action plans at an appropriate point in the investigation. Guidance may need to be given to ensure that the supported question or hypothesis will ensure adequate coverage of the assessment objectives.

Getting the best from your students

There are many good ways to produce quality Portfolio work and no one suggestion should be seen as 'best'.

One example of how the Portfolio may be planned is given in the Teachers' Resource Pack. At the beginning of the Teachers' Advice section of each unit, you will find a Portfolio Programme. It starts with a suitable question and shows how a sequence of activities may be used to lead students into the kind of thinking which will be needed as they investigate the question.

Students should be encouraged to explain what they did in the course of their investigations, and why. They should use the concepts they have learnt to help them make sense of the evidence. They should recognise that an assertion is not the same as a conclusion based on findings. The best Portfolio work will provide a synthesis in which findings, concepts and conclusions are carefully linked and explained.

A range of investigative and presentational techniques should be demonstrated, including primary and secondary research. Written and visual evidence using numerical and statistical information in a variety of forms should be included in the Portfolio. Information and communications technology will invariably be a very useful tool.

Investigations should be:

÷ an integral part of a student’s work

÷ based on a question or hypothesis

÷ tightly focused

÷ based on primary or secondary research

÷ based on either group or individual work but written up independently.

Last but not least, students should identify the sources from which they gathered their information eg bibliography, websites, CD-ROMs, etc.

What students need to do

Students do need to understand what is required of them in their Portfolio work. Explaining the objectives clearly and ensuring that they understand the assessment criteria are both important. There is a user-friendly list of the assessment criteria on page 15.

Primary and secondary investigation

All students will be expected to develop skills in primary investigation. It is a good idea to get them used to collecting and interpreting primary data early in the course; later on more secondary investigation may be appropriate. In this way a good balance between the two can be achieved. In the second year of the course, students should be able to decide for themselves whether primary investigation is appropriate. They should be able to identify their sources of information accurately.

Abler students will draw successfully on a range of different sources. They will use secondary data as background to their primary investigations. Where most of the data is secondary, they will be able to locate several sources of information, evaluating each item and demonstrating higher order skills in using the data.

Although sampling methods are not taught on this course, it should be possible to get students to avoid obvious sources of bias in their primary investigations. Properly carried out, primary research can play an important part in the process of highlighting personal perspectives.

Group work

When gathering data, group work can help to generate good information drawn from a larger sample. It also facilitates bonding and collaboration between students, developing important social skills. Data can be collated on a group basis: individuals will show how the data can be used, interpreted and evaluated.

If there has been some group work, teachers should make clear the nature of the collaboration on the Portfolio Cover Sheet, so that the moderator can evaluate the performance of the individual student.

Keeping within the word limit

Students should be required to keep to the word limit. They must select the most important information if they have too much. Valuable background data e.g. answers to questionnaires, can be placed in an appendix so that it does not take up too much space.

Evaluating the outcome

Students should learn to survey their own investigative work and be prepared to evaluate its likely validity and its limitations. Such issues as availability of information, size and bias of primary research sample populations, the wording of the original question, the problem of rapid change and dating, the nature of their locality, etc. are all relevant factors. Students will need to identify the limitations of the findings based on the evidence available as well as identifying further information which might have helped, had it been available.

Some practical issues

It is helpful if you are able to get parental permission for students to be out of school as and when necessary. The practical requirements will vary from school to school.

Students can be encouraged to keep all copies or originals of their Portfolio work together, so that they develop a body of work which records their progression through the course.

When students keep their own Portfolio, they are more likely to develop the sense of ownership that is so important. However, some teachers will choose to store their students' best pieces of work centrally.

From the selection of a title to the early stages of writing up findings, students need careful monitoring to ensure that they are investigating in a productive and positive way. At the simplest level, it is important to ensure that progress is being made and that the work is meaningful in the context of the course content.

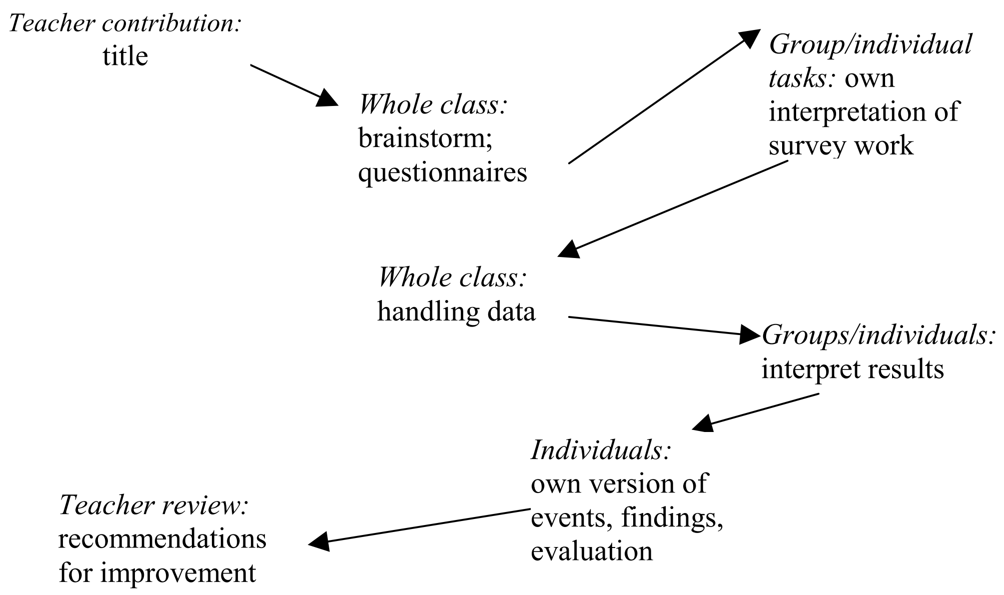
Ideas for Investigations

The following are suggestions of possible approaches to Portfolio work. They are not meant to be prescriptive.

UNIT 1

Enquiry 2: Is there a market?

÷ Teacher suggests investigative question: why do people shop at Sainsbury's/Safeways/ Tesco's?
÷ Whole class task: brainstorm ideas based on students' experience. Discuss characteristics of good questions and good questionnaires.
÷ Individual/pair/group task: design questionnaire, decide on sample. (Conduct survey with agreement of store manager).
÷ Whole class: discuss examples of responses to questionnaire. Brainstorm ways in which results might be evaluated and presented.
÷ Individual/pair/group task: analyse, evaluate results. Discuss comparisons between supermarkets.
÷ Individual task: Write up comparisons, conclusions, evaluate effectiveness of survey.



Enquiry 3: Is it competitive?

Teachers and students negotiate title based on a theme: e.g. comparison of products made by different companies in one market.

Student A	Student B	Student C
What gives brand X jeans competitive advantage?	How does Ford try to make its small cars distinct from those of its rivals? Why does it do this?	Examine the range of ice cream sold in a supermarket. What makes each product special?
Whole class brainstorm: how to investigate claims of competitive advantage? Teacher could provide a range of exemplar material: survey findings (Which? guides), adverts, interviews with customers and producers, CD-ROM extracts, marketing journals. Individual investigation		

Enquiry 4: What is success?

Students negotiate titles and action plans	What makes Scope successful as a charitable business? + review of Scope's activities + interviews with family and friends about choice of charities + evaluate Scope's results using Charity's annual report
My local store and Tesco are both successful businesses. What are the different ways in which they make themselves successful and competitive? + survey of customers + compare prices and turnover + review of competition factors (letter to both stores) + compare advertising + conclusion	Setting targets: how a leisure centre achieves success. + visit to centre; identify activities/customers interview manager + local council report on leisure services + reports on different targets for different services + break-even targets

Assessment requirements

Students do need to understand what is required of them in their Portfolio work. Explaining the objectives clearly and ensuring that they understand the assessment criteria are both important.

Candidates should produce a wide-ranging coursework Portfolio (ideally one piece of coursework per Unit) in order to facilitate production of high quality pieces for submission and improve their own learning and performance as they progress throughout the course.

Only two pieces of work must be submitted for assessment.

Each piece of work should be no more than 1,000 words. In total, candidates should submit **no more than 2,000 words**. Shorter submissions will be acceptable provided that they meet the assessment objectives. However, if candidates do not adhere to that stated word limit, they may be unable to access Levels 3 or 4 on Assessment Objective 3.

The first selected piece **must** represent one of the first three units:

Unit 1 - Make or Break?
Unit 2 - Work or What?
Unit 3 - Risk or Certainty?

The second selected piece **must** represent one of the second three units:

Unit 4 – Big or Small?
Unit 5 – Create or Destroy?
Unit 6 - Winners or Losers?

Assessing students' work

Marking the Portfolio work in the early stages

Formal marking and moderation of Portfolio work is a summative process applied to the two best investigations that the student can produce. It must be carried out with reference to GCSE standards, (see the grade descriptions produced by the Qualifications and Curriculum Authority (QCA) on page 13).

However in the early stages of the course, teachers are concerned with getting students used to investigative work. The assessment of student efforts will tend to reflect their achievements relative to what is possible at that time. In this way, teachers will foster progression in the development of new skills. This is a formative rather than a summative process.

The two items which are formally assessed and Board-moderated must be marked according to GCSE standards. Teachers may want to adopt a more flexible approach to other items, making qualitative comments which help students to learn from their experiences.

Careful attention to the marking criteria is required. Three specimen marked pieces can be found in the section entitled *Examples of students' work* and *Moderators' comments* on page 18.

Explaining the details

Give as much information as you can on the Portfolio Assessment Cover Sheet (PACS). Include the date the work was set, the date of the final deadline given to students and the date when the item was handed in complete, together with any necessary information about how the work was carried out. It is a good idea to specify the help given to Special Needs students, and to explain why marks were given if, in fact, the work is unimpressive.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates demonstrate knowledge and understanding of some aspects of the specification content. They begin to apply this knowledge and understanding, using some terms, concepts, theories and methods to address problems and issues. They show some ability to select, organise, interpret and use simple information from a variety of sources to analyse problems and issues. They also make judgements and present simple conclusions that are sometimes supported by evidence.

Grade C

Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They also make reasoned judgements and present conclusions that are supported by evidence.

Grade A

Candidates demonstrate in-depth knowledge and critical understanding of the full range of specification content. They apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of sources and interpret and use this information effectively to analyse problems and issues with a high degree of accuracy. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately.

Assessment objectives for the course

The following four assessment objectives apply to the portfolio as well as to the two examined components.

A01	25%	demonstrate knowledge and understanding of the specified subject content;
A02	25%	apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues;
A03	25%	select, organise, interpret and use information from various sources to analyse problems and issues;
A04	25%	evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

Marking criteria for the Portfolio

The assessment objectives above are embedded in the marking criteria shown below. Marks will be allocated as follows and then scaled by Edexcel to 25% of the total. A range of marks is available within each level. Their allocation will reflect the degree of achievement within that level.

A01 Knowledge -25 marks

Marks	*Marking Criteria*
1-6	Has demonstrated some knowledge which is characterised by generalities that do not address the specific question or hypothesis.
7-13	Has demonstrated knowledge which is characterised by some evidence of understanding and some integration of economic and business subject content.
14-19	Has demonstrated a range of knowledge which is characterised by evidence of good understanding and integration.
20-25	Has demonstrated detailed, accurate and wide ranging knowledge and understanding relevant to the question or hypothesis.

A02 Application - 25 marks

Marks	*Marking Criteria*
1-6	Has applied a limited range of terms, concepts, theories and methods in simple contexts.
7-13	Has demonstrated application of terms, concepts, theories and methods in simple contexts and attempted to use an investigative approach.
14-19	Has demonstrated a sound application of terms, concepts, theories and methods in a range of contexts with an investigative approach.
20-25	Has drawn together relevant terms, concepts, theories and methods, integrated them and used them creatively in a wide range of contexts.

A03 Analysis - 25 marks

Marks	*Marking Criteria*
1-6	Has demonstrated skills of selection, organisation, and interpretation in a superficial manner.
7-13	Has demonstrated the skills of selection, organisation, and interpretation and used a small range of appropriate sources to make limited analysis.
14-19	Has demonstrated the skills of selection, organisation, and interpretation and used a wide range of appropriate sources to conduct a meaningful analysis.

20-25	Has demonstrated selection, organisation, and interpretation with great skill and used a wide range of appropriate sources to conduct in-depth analysis.

A04 Evaluation - 25 marks

Marks	*Marking Criteria*
1-6	Has made some attempt at evaluation and has drawn simple conclusions leading to simple insights.
7-13	Has demonstrated a capacity to evaluate and has drawn conclusions which are dependent on a limited range of inputs.
14-19	Has demonstrated evaluative skills in an organised and coherent manner.
20-25	Has demonstrated a high level of evaluation with precision in thought processes leading to logical, balanced and creative conclusions.

Quality of Written Communication

The following marking criteria will be used to assess each candidate's performance in quality of written communication in Paper 5, the Portfolio. A total of 5 marks will be available as follows:

Level 3 performance	4-5 marks
Level 2 performance	2-3 marks
Level 1 performance	1 mark
Below Level 1 performance	0 marks
Level 3 performance	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.
Level 2 performance	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 a fair style and structure of writing.
Level 1 performance	A poor quality of written communication. Candidates present information indifferently, with a number of errors in spelling, punctuation and grammar. The style and structure of writing will not be entirely appropriate.

Marking and Moderation of the Portfolio

Each of the two Portfolio pieces will be marked out of 100. The two marks will then be added together, divided by 2 and a mark out of 5 added to the resulting total to reflect the candidate's overall quality of written communication ie the maximum mark available is 105.

The work should be clearly labelled, with pages numbered and securely fastened and should be submitted in a manila folder.

Method of assessment:

The assessment of the Portfolio pieces must be carried out by the teacher examiner in accordance with the marking criteria, including awarding marks for quality of written communication.

Standardisation of marking:

In order for the moderation to progress properly, centres must ensure that the marking of different teaching groups is standardised. Where there is more than one teacher, there should be close consultation among the staff who are concerned with the assessment of candidates, and internal standardising to ensure conformity of marking. This involves trial marking of common pieces of work and moderation of the marking of candidates' work.

External moderation:

The internal assessment of the two pieces selected from the Portfolio will be subject to external moderation by Edexcel in order to standardise each centre's assessment.

The moderator will be responsible for applying Edexcel's standards to the sample of Portfolio coursework and may alter some or all of the marks within an order of merit. A change to the order of merit will only be made when:

- it can be demonstrated that particular candidates have been incorrectly placed in the order of merit;

- in awarding marks the centre has not conformed to the assessment criteria.

Centres must retain all the work of all candidates.

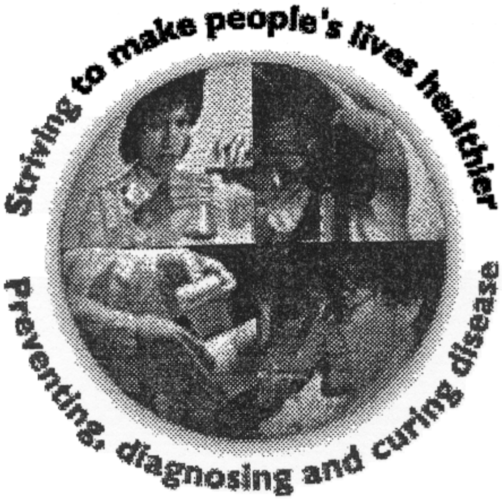
Examples of students' work and moderator's comments

The following investigations are examples of the quality of outcomes required for, respectively, an A grade, a C grade and an F grade GCSE candidate. Each represents not only the type of investigation that fulfils the requirement of being drawn from the specification content of either Units 1-3 or Units 4-6, but also that which reinforces the delivery of key subject matter from the relevant Unit and Enquiry areas.

Exemplar A – Grade A

WHO WILL BENEFIT FROM THE **Merger** BETWEEN

GlaxoWellcome plc



and

SB plc

SmithKline Beecham

IN THE LONG RUN?

Business Studies Mergers Coursework

CONTENTS

INTRODUCTION

A ***merger*** is when two businesses join together through a voluntary agreement to create one larger company. This is one way in which firms can grow quickly.

Glaxo Wellcome and SmithKline Beecham are two very well known pharmaceuticals in the United Kingdom with branches all around the country and in other countries also.

Glaxo Wellcome is the creation of the take-over of Glaxo, a New Zealand company started by Joseph Nathan, by the Burroughs Wellcome & Company in London, started by two Americans, Henry Wellcome and Silas Burroughs. On January 23rd 1995, both companies merged to create a global research-based group that would combine drug discovery processes and improve the fight against diseases. This merger allowed the integration of research and business skills worldwide creating a £12 billion medical and scientific trust.

SmithKline Beecham was formed from the merging of two companies, SmithKline Beckman and the Beecham Group, on July 26th 1989. This resulted in the creation of this very big research organisation. SmithKline Beecham has a strong market position and has many branches around Europe and North America. Their main aim is to become an integrated human healthcare company and create solutions for many of the world's healthcare needs.

On January 30th 1998, there were discussions between both Glaxo Wellcome and SmithKline Beecham of merging. This would have created the world's largest pharmaceutical group based in the United Kingdom. Considering the reputations of both companies, the 'proposed Merger' would have produced the largest Research & Development organisation in the global healthcare industry. There are many advantages of both these companies merging and these would have benefited many people around the world provided that the merger discussions had not, unfortunately, been terminated on February 23rd 1998. Why was the termination necessary considering how beneficial this move would have been to both the companies involved and the public? The whole situation about merger discussions between the two companies has very recently re-entered the newspapers as investors are speculating that there is to be further discussions due to a report given by the chief executive of SmithKline Beecham, Jan Leschly on the 11th of October 1999.
Patrick Tooher stated in The Express: *"Are Glaxo Wellcome and SmithKline Beecham about to bury the hatchet and resume merger talks that collapsed amid such acrimony a year ago?"*- Published on the 12th of October 1999.
So, is it likely that both companies will merge this time or are we merely just hoping that the medical industry will make a tremendous improvement in curing deadly diseases by the new millennium? ✓✓✓

This leads on to the question of:
'Who will benefit from the Merger between Glaxo Wellcome plc and SmithKline Beecham plc in the long run?'

RESEARCH

I will be carrying out the research for the question 'Who will benefit from the Merger between Glaxo Wellcome plc and SmithKline Beecham plc in the long run?' by doing a newspaper survey. I will be getting a variety of data from recent newspapers that have any information on the merger of these two firms. Also, I will be getting more information from the Internet and books. The data that I will be collecting are as follows:

- All recent news articles of the merger between the two companies
- The market share of each of the companies
- The profit and loss accounts for both the companies for a range of years

From the market share and shareholders, I will produce some bar graphs from which I will be able to identify two things:

- The way in which the market share will increase when the new merged company is formed by combining the figures to get a total market share. This will help me establish how successful the new company will be if the merge continues and how it will affect the public and other companies.
- The retained profit of the new company will be found by adding that of the previous companies. This will help me show the ways that the merge will affect the retained profit of the new company.

I will also be using textbooks to do a search on mergers. This will help me to establish the following:

- The reasons why Glaxo Wellcome and SmithKline Beecham are considering to merge
- The effects of the merge on the customers
- The effects of the merge on the employees
- The effects of the merge on the management
- The effects of the merge on shareholders
- Whether the merge will have a detrimental or beneficial effect on the financial resources of the new company
- The effects of the merge on other pharmaceuticals like themselves

shares sold in both companies rose because of the public's belief in the 'speculation' that Leschly's early retirement from SmithKline Beecham could hasten the merger. As so many investors were willing to buy the shares, in October 1999, SmithKline Beecham increased their shares by 5% to 813p, selling 14.6 million shares worldwide. Glaxo Wellcome also increased their share price to 1801p, a rise of 4%, selling to 11.6 million people. If the merger talks continue all the shareholders of both companies will have part of the new company's profits.

EFFECTS OF THE MERGE ON THE FINANCIAL RESOURCES OF THE NEW COMPANY

Advantages

The new firm will save a lot more on its costs from the duplicated assets that it would have gained from both Glaxo Wellcome and SmithKline Beecham. As they are both pharmaceuticals, they will be using similar types of machinery and therefore could sell those that are not needed to avoid having too many. The new company would gain ***technical economies*** and would be able to use mass production methods. This will break the production process down to smaller tasks. It will increase the efficiency in their production and reduce the costs since the most up-to-date machinery will be purchased to produce more than the small machines would have. This could increase the amount of money that the new business has thus increasing the profit. Specialists will be appointed to the management team, thus lowering the cost of management since the business would be bigger. This is known as ***administrative or managerial economies***. Also, the firm will be able tc gain from ***buying economies*** (explained above) as it can now afford to buy in bulk thus receiving discounts. The new merged company will also gain from ***marketing economies***. It will spread the cost of advertising over a larger output and advertising will be cheaper. Both companies would now be involved in a joint advertising campaign as they are now one. It will also save money through ***financial economies*** as banks and other lenders would be more willing to lend them money (also explained above).

Disadvantages

The new merged company will have to share all of the finances of both Glaxo Wellcome and SmithKline Beecham and this could cause disagreement between the staff and management of both the companies. Also, most of the finances will have to be used to pay off some of the staff. The wages paid to these staff would be saved but in order to reduce the quantity of staff and avoid duplication of their skills, the new firm would have redundancy costs as a one-off cost on its profit and loss account which will reduce its retained profit.

EFFECTS OF THE MERGE ON OTHER PHARMACEUTICALS

The new merged company will become very monopolistic in the pharmaceutical industry because the combination of Glaxo Wellcome and SmithKline Beecham will create a market share greater than all other pharmaceuticals. The pharmaceutical with the highest market share in the world is Astra Zeneca with 4.5 (i.e. for June 1999). Glaxo Wellcome comes in third position with 4.4. SmithKline Beecham is at twelfth position with 2.8. The new merged company will have a market share 7.2 which will become the leading pharmaceutical in the world (shown in Appendix 2). This will give this new company monopolistic power over all the rest of the pharmaceuticals and it will be able to undercut the prices of its competitors. This could be good for consumers because they will be able to buy goods at a cheaper price. This monopoly could however be used against other competitors and not 'in the public interest'. The new company could use this power to eliminate competition and exploit the customers by raising its prices.

GRAPHS

Appendix 1A and 1B

1A is the consolidated profit and loss account of both Glaxo Wellcome and SmithKline Beecham and the new merged company for 1996, 1997 and 1998. The profit and loss account for the merged company was achieved by adding the 1996 columns of both companies together, then 1997 and finally 1998. The account for the new merged company is not very reliable because it does not consider the other costs that will be added due to the merge. Some of the costs from this account that will increase are 'Selling, general and administrative expenses'. The reason for this is because the new firm will have to reorganise and restructure its workforce and its marketing strategies which will increase the costs. Other costs that will increase the expenditure of the new company are redundancy costs (explained above). All these added costs would reduce the dividends that the shareholders would receive but they will get more money from the new firm than they would have got from individual firms. 1B is a bar graph that shows that there will be a larger retained profit for the new firm because it will be a combination of that of Glaxo Wellcome and SmithKline Beecham's. The company will have more money to save and later use in research and development for finding cures for other deadly diseases.

Appendix 2
This bar graph shows the market share of both companies in comparison to that of the new merged company. As stated above already the new company would be the world leading pharmaceutical with a share of 7.2. It would have the biggest customer base for pharmaceuticals worldwide.

CONCLUSION

From the above analysis of the proposed merger of Glaxo Wellcome and SmithKline Beecham, it is correct to conclude that there will be a lot of benefits if the merge continues. There are more advantages than disadvantages of the merge. Not only will the company, customers, shareholders, employees and management gain from this merge, so will the ordinary people. The new company will have the capability of introducing new drugs to prevent many illnesses. More people will gain from the merge and there is hope for the invention of new treatments for deadly diseases such as AIDS and cancer in the future. This will save the lives of many people. The merge will also inspire other pharmaceuticals to try and find cures for many diseases just to stay in competition with this new merged company. However, the monopolistic power of the new firm could enable it to raise its prices so high that it will reduce its competition and become predominant in the pharmaceutical market. This could leave its customers with a narrowed range of products to choose from since most of them will now buy from the new popular firm. The customers could also end up spending more on medical products than they had done before when the merge had not yet occurred and there was still good competition, they will now rely on this new firm to produce the products that were once provided by all the competitors of the pharmaceutical market.

In response to the question of 'Who will benefit from the Merger between Glaxo Wellcome plc and SmithKline Beecham plc in the long run?' I can say that the vast majority of the world's population would get some form of profit from the merge in the long run.

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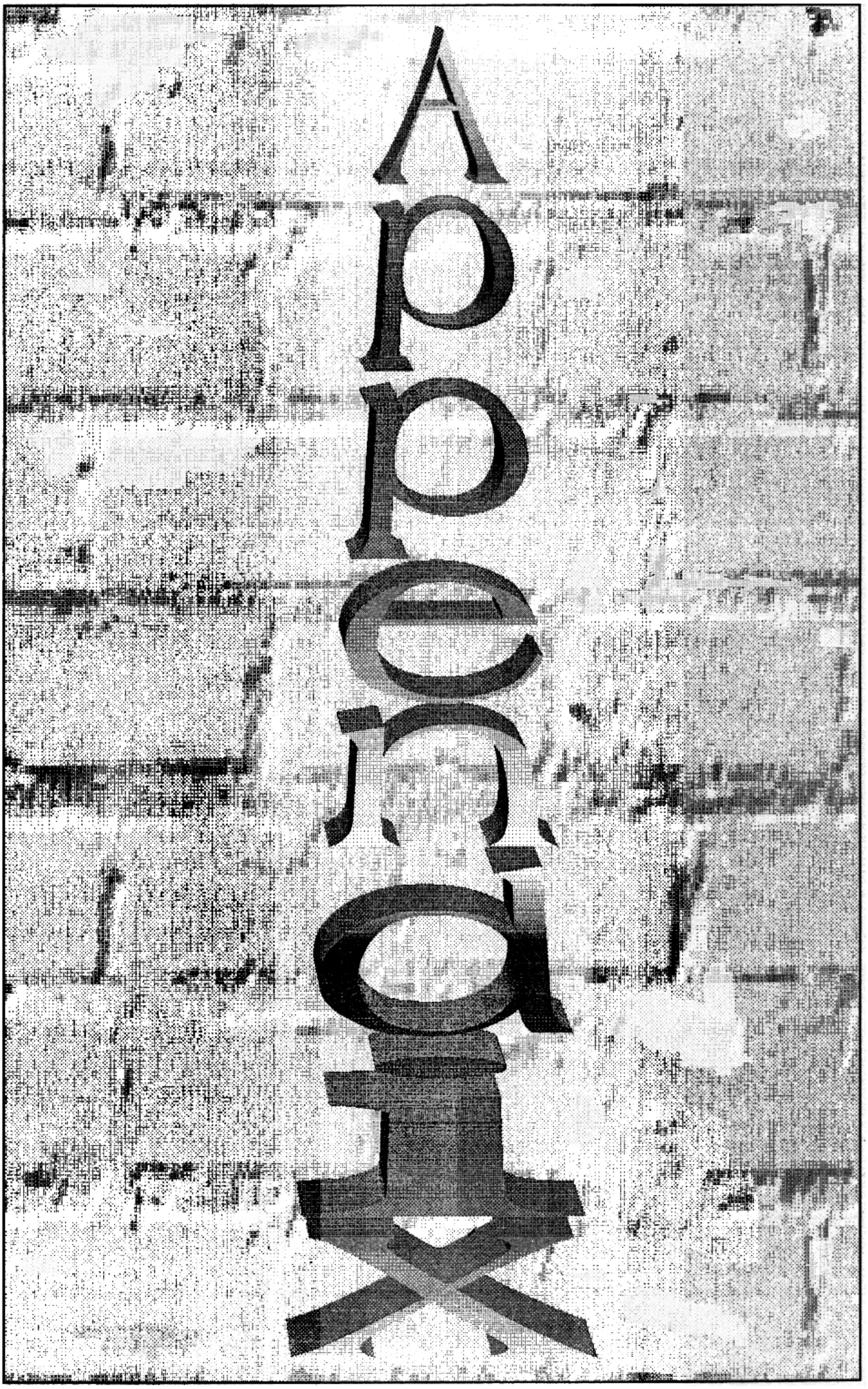

Appendix

Appendix 1A

Business Studies- Mergers Coursework

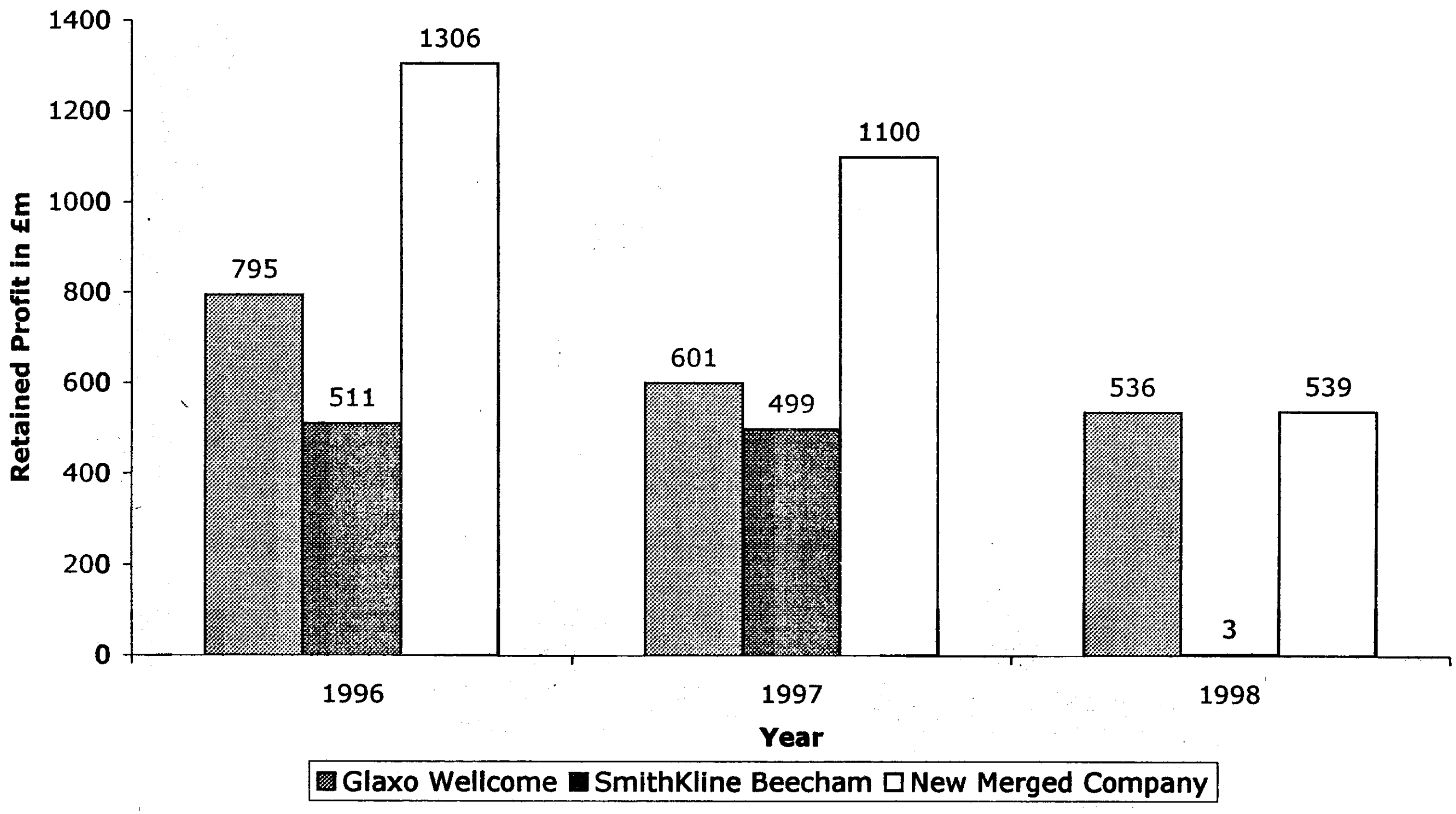
Consolidated Profit and Loss Account for year ended 31st December in million pounds.

	Glaxo Wellcome			SmithKline Beecham			New Merged Company		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Sales Turnover	8,341	7,980	7,983	7,925	7,795	8,082	16,266	15,775	16,065
Cost of goods sold	1,464	1,473	1,545	2,718	2,328	2,432	4,182	3,801	3,977
	6,877	6,507	6,438	5,207	**5,467**	**5,650**	**12,084**	**11,974**	
Selling, general and administrative expenses	2,635	2,636	2,688	2,843	2,933	3,122	5,478	5,569	
R&D expenditure	1,161	1,148	1,163	764	841	910	1,925	1,989	
Other operating (income)/expense	(51)	(99)	(96)	-	-	-	(51)	(99)	
Operating costs	**5,209**	5,158	5,300	6,325	6,102	6,464	**11,534**	**11,260**	
Trading profit									
Exceptional item									
Provision for loss on operations to be discontinued	-	-	-	-	-	629	-	-	629
Share of profits/(losses) of joint ventures and associated undertakings	19	(13)	22	-	-	-	19	(13)	22
Profit on dissolution of joint venture	-	-	57	-	-	-	-	-	57
Profit before interest and taxation	3,151	2,809	2,762	1,600	1,693	989	4,751	4,502	
Interest	187	123	91	91	78	87	278	201	
Profit on ordinary activities before taxation	2,964	2,686	2,671	1,509	1,615	902	4,473	4,301	
Tax on profit on ordinary shares	933	819	815	422	446	164	1,355	1,265	
Profit on ordinary activities after taxation	2,031	1,867	1,856	1,087	1,169	738	3,118	3,036	
Equity minority interests	34	17	20	51	77	82	85	94	
Preference Share dividends	-	-	-	37	48	50	37	48	
Profit attributable to shareholders	1,997	1,850	1,836	999	1,044	606	2,996	2,894	
Dividends payable on equity interests	1,202	1,249	1,300	488	545	603	1,690	1,794	
Retained Profit	795	601	**536**	**511**	499	3	1,306	1,100	

Appendix 1B

Business Studies- Mergers Coursework

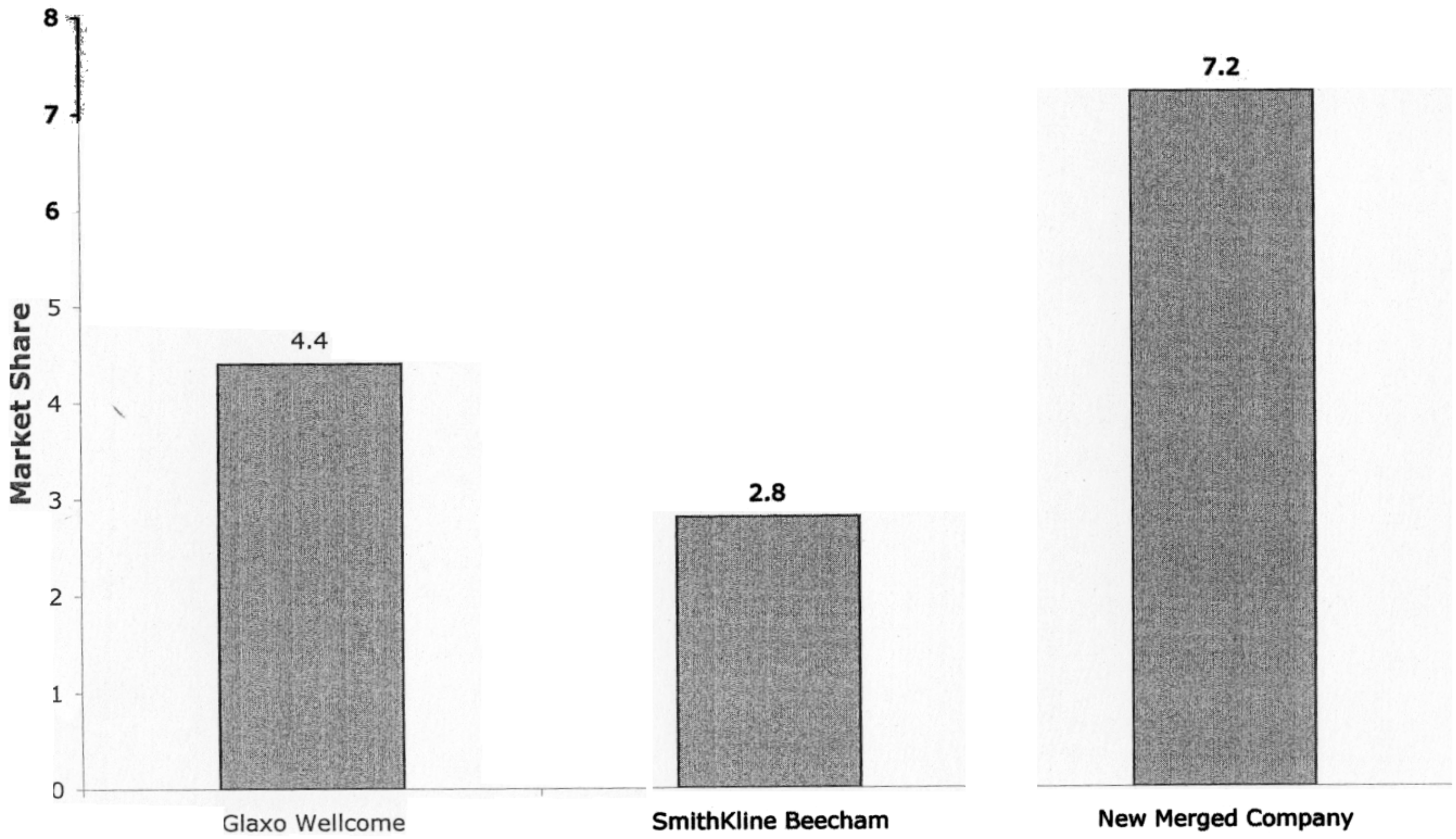
A bar graph to show the retained profit of SmithKline Beecham, Glaxo Wellcome and the New Merged Company for 1996, 1997 and 1998



Appendix 2 **11PG**

Business Studies- Mergers Coursework

A bar graph to show the market share of SmithKline Beeckam, Glaxo Wellcome and the New Merged Comapny for the 12 months ending June 1999



Appendix 3

Business Studies- Mergers Coursework

An E-mail sent to Glaxo Wellcome and SmithKline Beecham requesting information on the merger

Dear Sir/Madam,
I'm a student at the Gravesend Grammar School for Girls and I am in my GCSE year. I am currently doing a Business Studies coursework on mergers. I am investigating the effects that your company would have if you carried on with the merger with Glaxo Wellcome/SmithKline Beecham. I would therefore be very grateful if you could send me some information on the following:

1. Your market share over the years that you have been in existence
2. The percentage ordinary share capital that is held by your shareholders for a range of years and
3. The average share price for the length of time you have been in existence.

I will really appreciate this information as it will help me in drawing analytical conclusions which will help me to achieve the top grade in this coursework. You can send me the information at my home address 66 Gordon Road Gravesend Kent DA11 9JW or my e-mail address kharyzma@yahoo.com. Thank you very much.

NEWSPAPER ARTICLES

THE TIMES TUESDAY OCTOBER 12 1999

Politicians face pensions music

SmithKline and Glaxo shares soar

SHARES in SmithKline Beecham and Glaxo Wellcome soared yesterday on hopes that a merger between two of Britain's premier drug groups was back on again (Paul Durman writes).

The price of SB jumped 38½p to 813p and that of Glaxo 70p to 1801p on unconfirmed reports that Jan Leschly, SB's chief executive, is planning to leave before his scheduled retirement date next September. Speculators believe this could revive the £110 billion merger with Glaxo that foundered on management differences early last year.

Martin Hall, analyst with HSBC, said: "The logic for doing the deal today is the same as it was last year."

Commentary, page 33
City Diary, page 35

of this year, were met with the assurance that widows would receive the full benefit. This may no longer have been policy but, perhaps, officials were as ill-informed as pensioners.

Gordon Brown, the Chancellor, will now have to dig deep into his coffers to ensure that widows are not forced into unexpected penury. Not to do so would hardly be a good advertisement for the stakeholder pension.

COMMENTARY
by our City Editor

Garnier under the microscope

The early retirement of Jan Leschly from SmithKline Beecham has become a hardy perennial for Sunday newspapers. One day soon it will become true — but not yet. The latest flurry of reports that he will leave before his 60th birthday next September added £4.5 billion yesterday to the combined market value of SmithKline Beecham and Glaxo Wellcome.

The reason is that Mr Leschly is crudely seen as the hurdle that felled last year's £100 billion merger. Glaxo's attempt to sideline the Dane, and to give the job of chief executive to his number two, prompted SB to pull out, complaining bitterly that Glaxo had reneged on their deal. Remove Leschly, the logic runs, and the deal is back on.

It really isn't as simple as that. Management opposition extends far beyond Mr Leschly. Many of his senior team have been together by his side since the early days of Beecham's merger with SmithKline Beckman. Crucially, this includes Jean-Pierre Garnier, SB's chief operating officer, who stayed loyal to Mr Leschly rather than seize the chance to head the world's biggest drugs company.

Dr Garnier may have that chance again. He is an extremely able and ambitious man with a tremendous track record; Glaxo's Sir Richard Sykes recently described him as "one of the best guys in the business". Dr Garnier will not be content, when he takes over as SB's chief executive some time during the next 11 months, simply to reap the rewards from Avandia, the recently launched diabetes drug that should provide Mr Leschly's successful swansong. He will want to make his own mark.

Glaxo's problems in the US and with the Relenza flu treatment may have changed the dynamic of the deal but its logic — the savings and synergies from creating one enormous research and development organisation — remains intact. Even reluctant SB insiders accept that a merger looks inevitable. And Sir Richard, who is still three years from retirement, says he has "no problem with J-P Garnier".

The big question for SmithKline Beecham's shareholders is: what does J-P want to do? As Mr Leschly might say, the ball is in his court.

Trading volume in major stocks

	Volume	Closing Price		Volume	Closing Price		Volume	Closing Price
Vodafone Air	43.1m	315½	Securicor	6.22m	600	EMI Group	3.33m	453
Corus Group	37.7m	130	Cable&Wireless	5.30m	724	Allied Domecq	3.21m	346¾
BP Amoco	21.4m	538	National Grid	4.97m	460¼	GEC	3.12m	635½
Shell	16.0m	439	Billiton	4.74m	259½	Norwich Union	2.92m	448¾
SmithKline Bch.	14.7m	813	Royal & Sun All	4.66m	457½	CGU	2.90m	910½
Invensys	12.3m	278½	WPP Group	4.46m	620	Rentokil Init	2.87m	214¼
Glaxo Wellcome	11.6m	1801	Scottish Power	4.46m	558	Energis	2.79m	1825
Centrica*	10.7m	166¼	Brit Airways	4.40m	323¼	Rio Tinto	2.71m	1060
Legal & Gen	10.3m	171	Bk of Scotland	4.38m	715	Telewest Comm	2.70m	234
Lloyds TSB	10.1m	786½	BG	4.26m	344¾	Halifax	2.67m	774½
HSBC	9.77m	699½	BAA	4.23m	458	Diageo	2.66m	619
Unilever	9.44m	571½	AstraZeneca	4.22m	2836	National Power	2.61m	462¾
Old Mutual	8.61m	132	Rolls-Royce	4.07m	212½	Hanson	2.53m	447
Marks&Spencer	8.29m	316¾	Cadbury Sch	3.92m	406¼	Blue Circle	2.45m	370½
BT	7.71m	1018	Barclays	3.91m	1895	Powergen	2.44m	599
Tesco	7.33m	189	Dixons	3.90m	1042	NatWest Bank	2.42m	1425
J Sainsbury	7.24m	392¾	Kingfisher	3.78m	605½	Granada	2.35m	530
Brit Aero	6.96m	401¾	Reed Intl	3.75m	364¼	Utd News	2.34m	583
Gt Univ Stores	6.62m	461½	BSkyB	3.55m	581½	Bass	2.23m	752½
Orange	6.30m	1419	Compass Gp	3.50m	588			

Source Datastream

Newspaper Articles

THE EXPRESS. TUESDAY, OCTOBER 12, 1999

Drugs giants remain unlikely bedfellows

ARE Glaxo Wellcome and SmithKline Beecham about to bury the hatchet and resume merger talks that collapsed amid such acrimony a year ago?

That was certainly the feeling among investors yesterday as they piled into the drug giants' shares.

The reason for the excitement was a report that SmithKline Beecham chief executive Jan Leschly was planning to retire early.

Leschly is due to stand down next September when he turns 60. But he may hasten his departure to ensure a smooth handover at SKB and also to concentrate on an area where he and his family are already active — healthcare and the Internet.

The sooner that Leschly leaves, the more likely are merger talks with Glaxo to resume, or so the argument goes.

However, this may be only half the story.

It should not be forgotten that the continued presence of Sir Richard Sykes, as chairman and chief executive of Glaxo, is bound to act as a "poison pill" — if you will excuse the pun.

Sykes and Leschly famously clashed over who should sit at the top table of the merged group.

Shortly after the talks ended, a former Glaxo chief executive said that the only hope of reviving the merger was for both Leschly and Sykes to stand down.

Sean Lance had been groomed as Sykes's successor until he left abruptly in 1997. He reckoned, quite reasonably, that it

CITY COMMENT

by Patrick Tooher

was impossible to separate personal ambition from the interests of shareholders and the company in a deal such as this.

Lance may have had an axe to grind against his former boss. But it is clear that while Sykes remains at the helm of Glaxo Wellcome as executive chairman talk of a tie-up with SmithKline is probably wide of the mark.

Certainly Sykes shows no signs yet of taking a back-seat role. Moreover, Jean-Pierre Garnier — Leschly's likely successor — is known to have great plans of his own for SmithKline.

Having waited in the wings for so long, the last thing he wants to do is to get together with a larger drugs company such as Glaxo and end up in a less senior role — or worse, out of a job.

A more likely outcome is that SmithKline might try and do a little merging of its own, probably with a smaller pharmaceuticals company in Garnier's backyard in the US.

❑ SO Sainsbury has tried — and failed — to scotch rumours that is up for sale.

The statement to the Stock Exchange proclaiming its continued independence failed to address the key issue, namely what is the position of the biggest shareholder — the Sainsbury family?

It still holds a stake of around 35 per cent but no longer has a seat on the board.

This raises a few awkward questions. Sainsbury's board may not be seeking merger partners but what about the founding family?

And then there are the recent boardroom changes. It is remarkable that a company would reduce the workload of its chief executive by 70 per cent, as in the case of Dino Adriano, without at least consulting its largest investor.

While these uncertainties persist the impression will remain that Sainsbury's board and the family are not singing from the same hymn sheet.

Merger talk lifts drugs firms

ALMOST £5billion was added to the value of Glaxo Wellcome and SmithKline Beecham yesterday amid rumours that they could rekindle merger plans to create a £110billion drugs colossus, *writes Emma Dandy*.

Glaxo and SmithKline disappointed the City last year after merger talks broke down after reports of a personality clash between Glaxo executive chairman Sir Richard Sykes and SmithKline's chief executive Jan Leschly.

But news that Leschly, 59, may be preparing to hand over the reins to chief operating officer Jean-Pierre Garnier early next year, fuelled hopes that the merger could soon be back on. Leschly is officially due to retire in September 2000 but the company said suggestions he may go early were "pure speculation".

Analysts said Sykes's recent outbursts following the Government's refusal to prescribe Glaxo's anti-flu drug Relenza on the NHS have weakened his position and renewed calls for the company to appoint a chief executive.

SmithKline shares jumped 5 per cent to 813p to take its stock market worth to £45.6billion after a hefty 14.6million shares changed hands. Glaxo's share price, meanwhile, rose 4 per cent to 1801p as 11.6 million shares were traded.

COMMENT: PAGE 55

Appendix 4C

NEWSPAPER ARTICLES

THE DAILY TELEGRAPH TUESDAY, OCTOBER 12, 1999

Glaxo and SmithKline tipped to merge

By Andrew Clark

MERGER fever swept the drugs industry yesterday, with shares soaring on suggestions that SmithKline Beecham could get back together with its jilted partner, Glaxo Wellcome.

SmithKline jumped 38½p to 813p, Glaxo rose 70p to £18.01 and their rival Astra-Zeneca rose 57p to £28.36.

The enthusiasm was driven by reports that SmithKline's chief executive, Jan Leschly, is set to retire early.

Mr Leschly has been a big opponent of a deal since February last year, when a previous attempt at a £100 billion tie-up with Glaxo collapsed acrimoniously.

Mr Leschly, 59, is due to step down next September but there is a growing feeling that he could go as soon as February or March. He is believed to be keen to join his son's business, which involves selling drugs on the internet.

Analyst Paul Diggle, of SG Securities, said: "My guess is that he will make it clear at the year-end that he will finally bow out at March's annual meeting."

SmithKline refused to comment on the suggestions. A spokesman said no decision had been made on Mr Leschly's retirement date, adding: "As and when it is decided, we will announce it."

Previous negotiations between SmithKline and Glaxo have foundered on boardroom positions. Mr Leschly fell out with Glaxo's chairman, Sir Richard Sykes, over who would run the combined company. Relations between the two men are still said to be strained.

When Mr Leschly retires, he is likely to be succeeded by chief operating officer Jean-Pierre Garnier, who analysts believe is more open to the prospect of a deal.

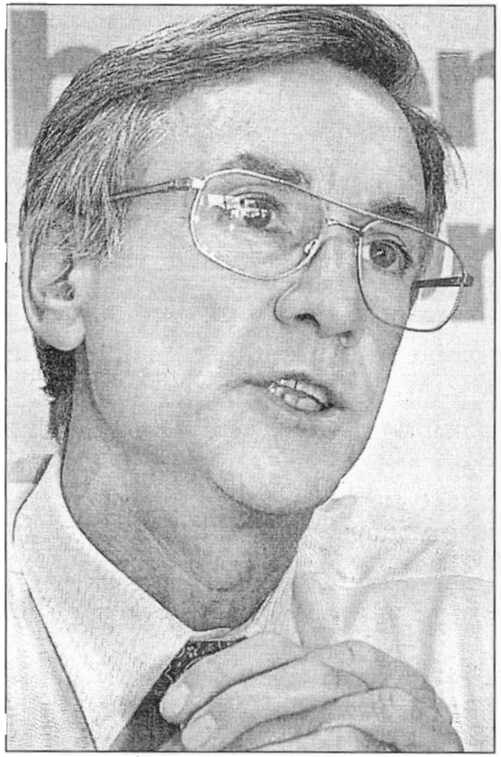
One analyst said: "I think you've got to say a merger is a realistic possibility. It's a deal people want to happen and have wanted to happen ever since last time."

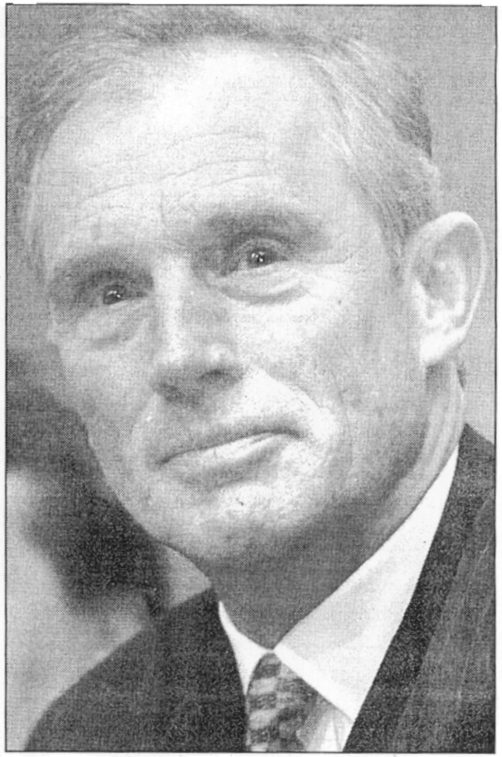
Another observer suggested SmithKline would want to give the top job to Mr Garnier as early as possible in the financial year, to give him a chance to make an impact on the company's full-year performance.

A merger between SmithKline and Glaxo would create the world's biggest drugs company.

Based on yesterday's closing prices, a combination of the two would be worth more than £110 billion.

City Comment: Page 33





Uneasy at the top: Glaxo's chairman, Sir Richard Sykes (left), and Jan Leschly, SmithKline chief executive

Commentary on Exemplar A

<u>Who Will Benefit from the Merger Between GlaxoWellcome plc and SB plc SmithKline Beecham In The Long Run?</u>

The candidate has quite clearly posed a question that is not only topical but also allows the full range of assessment criteria to be accessed. Mergers are covered in Unit 4, Enquiry 2; Economies of scale in Unit 4, Enquiry 1; Diseconomies of scale in Unit 4, Enquiry 3; Efficiency re: stakeholders in Unit 4, Enquiry 1. This investigation also builds on the work already covered on Stakeholders in Unit 1, Enquiry 4. The candidate demonstrates detailed, accurate and wide-ranging knowledge. This is exemplified not only in the use of economies of scale and stakeholders but also in the general and specific information concerning the respective companies. There were, however, opportunities missed in that certain economies of scale i.e. Research and Development were not mentioned as well as the importance of other Stakeholder groups. The recognition that there might be diseconomies of scale also would have proved beneficial. Nevertheless, the candidate does bring all the knowledge together and has clearly shown that what has been used is relevant to the question.

The candidate throughout has very soundly applied the relevant Business and Economic terms, concepts and theories using valid data drawn from the sources, especially the financial data. The investigation would have benefited, though, from more extensive use of specific data e.g. estimated numbers of managers/workers to be made redundant. The opportunities missed that were mentioned concerning AO1 Knowledge have a knock on effect in that full integration has not been effected and the ability to address problems and issues *creatively* to their full extent has been made more difficult too.

There is no doubt that the candidate has used a wide range of appropriate sources to conduct in depth analysis. This is evidenced by the bibliography and the accurate use of page numbers, for example, to demonstrate specific selection skills. It is a pity that the specific web sites and pages were not highlighted in the same way though. There is no doubt, too, that the candidate has selected relevant examples to support points that (s)he has made in the investigation. Good use of appendices has been made. However, the candidate could have created the opportunity to analyse and evaluate the evidence and address the question posed in greater depth if the history of the respective companies and the methodology to be used were also in the appendices. Cross-referencing to the appendices in the main body of the investigation ensures that *great skill* is employed. Nevertheless, the candidate ensures that the data presented is used effectively and comments on it purposefully. Those centres that are located in the vicinity of businesses that are subject to mergers or take-overs occurring could make effective use of primary evidence to enhance the quality of outcome.

As with the majority of candidates, the conclusion provides the main source of evaluation. There is, however, evidence that shows that throughout the investigation the evidence is used to lead to logical and balanced conclusions by the candidate. There are occasions, though, when the evaluative process is insufficiently precise e.g. the section on the "*EFFECTS OF THE MERGE ON THE SHAREHOLDERS*" and the concluding paragraph of the conclusion could have been developed.

1	2	3	4	
KNOWLEDGE	APPLICATION	ANALYSIS	EVALUATION	TOTAL
25	25	25	25	100
20	20	20	20	80

With regard to quality of written communication this is level 3 performance being awarded 4 marks. The constant use of the word *"merge"* instead of merger is evident. In addition this is not quite excellent due to the lack of extent and appropriate usage of Business and Economic terminology.

This candidate quite clearly meets the criteria of a Grade A GCSE student in that the following have been met in this investigation.

- in-depth knowledge and critical understanding
- application of this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues.
- selection and organisation of information from a wide variety of sources and interpretation of this information effectively to analyse problems and issues with a high degree of accuracy.
- effective evaluation of evidence, reasoned judgements made and conclusions presented accurately and appropriately

Exemplar B – Grade C

Should W.H.S.G. and W.H.S.B. Merge?

Aim

The Aim of this piece of coursework is to find out if it would be a good idea if the two schools merged. I think a good way of handling this problem would be to first establish what is meant by the word 'merge'. Nuffield-BP -Business and Economics for GCSE Textbook defines a merger as follows. "A Merger is when two businesses join together through a voluntary agreement to create one larger company". (See key terms-Appendix two)

Method

To begin with I thought it would be a good idea to get a little background information about both schools to find out why it would be good/bad idea for the two schools to merge. I did this by first looking at the two schools prospectuses and creating some questionnaires for people who already go to one of the two schools to see how they would feel about a merger (See Appendix One). After doing this I was able to list the advantages and disadvantages of a merger.

Analysis

Advantages of a merger (more specifically a merger of W.H.S.G. and W.H.S.B.)

The companies can benefit from Managerial Economies of scale (See key terms-Appendix two) and so can reduce costs.

- There maybe a greater range of courses available as there will be more specialized teachers.
- They will have a larger market segment (See key terms-Appendix two) so more people will want to and will come to the new school as they may like the idea of a single sex school with such good grades.

They can benefit from marketing Economies of Scale (see key Terms appendix 2) as they will only have to create one set of brochures instead of two.

- Sharing risks i.e. if only a few people want to come to the boy's part of the school the girls' part can compensate so they will never have a shortage of pupils.

- This will mean that the school will have a better chance of surviving. They can also afford to be more selective about who goes to the new school. They will be able to choose the cleverest pupils with the best grades and so the position on the league tables will be better so more people will want to come to this school.

- They will benefit from Technical economies of scale, as they will be able to purchase better equipment.

<u>Disadvantages of a merger (more specifically a merger of W.H.S.G and W.H.S.B.)</u>

- Poor communications network (See key terms-Appendix two) may be established. Where the teachers find it hard to talk to the Headteacher and the Head finds little of no time to talk to his/her staff. This in turn could lead to bad feeling or even some teachers leaving that would inevitably affect the lives of the pupils at the school in a negative way.

- Slow reaction times to even simple problems. In other words the organization may find it difficult to adapt to a change in circumstances.

- Different corporate cultures (See key terms-Appendix two) may lead to problems i.e. at the Boys' school they have to call the teachers "Sir" and the Year 12's and 13's have to wear school uniform whereas at the Girls' school we do not

- Both schools would lose their Unique Selling Point (See key terms-Appendix two) i.e. the fact that they are both single sex schools so the pupils will not be distracted by people of the opposite gender.

- Many parents and students thought that it would not be a good idea for W.H.S.G. and W.H.S.B. to merge as the boys and girls could distract each other or the boys and girls could work at different levels. It has been proven that girls generally achieve better at GCSE than boys but about the same at A-Level. Many parents and students felt the individuality and the identity of the two different schools was a very important factor in the attraction of new pupils.

Other Options

A merger is not the only option, as many companies (the two schools included) find that they benefit a lot from Joint Ventures (See key terms-Appendix two). Instead of forming one large school and both having to lose their identity the two schools could simply work together on more projects. That way both could benefit by saving money and getting better facilities but neither would have to lose their individual way of teaching or educating the pupils at their schools. An example of the type of project I mean is the Canteen/Music block that was been built for both of the schools to use. However an example of a joint venture need not be a building etc, it could be an event like the careers convention which took place at both the boys' and girls' schools and was considered to be a very successful event by both parties.

Advantages of Joint Ventures (more specifically an agreement between W.H.S.G. and W.H.S.B.)

- Both schools can gain something like the use of modern facilities without losing their individuality.

- Both schools would be saving money, as they only need to buy one of some things.
- There would be few or no people made redundant (See key terms-Appendix two) by Joint Ventures whereas if the two schools merged then many of the teachers could be made redundant.

- There would be more opinions available so a wider viewpoint can be obtained concerning rules on behavior in each of these buildings or during these events.

Disadvantages of Joint Ventures (more specifically an agreement between

W.H.S.G. and W.H.S.B.)

- There are not many disadvantages of Joint Ventures however there could be disagreements between teachers at the boys' school and the girls' school as both have very different ways of teaching. This is known as different corporate cultures.

- Another disadvantage could be that if we shared buildings, we may have problems in the timetable and we may find that there is time for fewer lessons for each pupil in a particular subject.

Conclusion

I do not think that W.H.S.G. and W.H.S.B. should merge as the different sexes could cause a distraction for each other. However I feel that it would be in the best interests of both schools if they carried out more projects together (Joint Ventures) as this allows both schools to have better facilities for a lower price. I also think that fewer restrictions should be placed on the pupils of both schools regarding break and lunchtimes i.e. The girls should be allowed to spend time with the boys. Finally I think that the greater contact and co-operation between the two schools would mean that if there are subjects taught at the boys' school that are not taught at the girls' school, the teachers could teach both schools whenever they get the time and vice versa.

I think to make my report more accurate, I should have questioned more parents and pupils, I should have asked the teachers their opinions and I could have looked at another school that had already merged.

Appendices

Appendix one

Questionnaire

1. Why choose this school over the others in the area (please tick where appropriate).
   - Atmosphere?

   Many people commented on the atmosphere at the two schools saying the one at the girls' school was very' comfortable at warm whereas the one at the boys' school was slightly less comfortable and stricter.
   - Academic Results?

   Many people chose the school because of its high academic achievements and excellent exam grades.
   - Do you have older relatives who come/came here?

   Many people like to go to a school where there is someone there who they already know like a big sister or an older cousin etc. As this makes the change of schools easier to cope with when you see a friendly face
   - Do you live near the school?

   Some people like to go to a school that they live near so they do not have to get up very early to do a lot of travelling.
   - Other (please state)

2. Do you think it would be a good idea for W.H.S.G. to merge with W.H.S.B.?
   - Yes (please state why)~

   Only one person thought it would be a good idea as then boys and girls would have no problems mixing whereas at the moment some girls feel very uncomfortable around boys.
   - No (please state why)~

   Many people said they would not like W.H.S.G. and W.H.S.B. to merge as the boys and the girls would distract each other and that they would not feel comfortable in the new school as the boys and girls would feel like they need to impress each other.

3. Would you send your children here (if you had any) at the moment?
   - Yes (please state why)~

   All of the people I. asked said that they would send their children here now because of the caring staff or the good academic results. Many also said that they like the single-sex school and that the school should definitely mot lose its Unique Selling Point.

   No (please state why)

4. If W.H.S.G. did merge with W.H.S.B. would you send your children here? (If you had any)

- Yes (please state why)~

Many people were unsure about whether or not they would send their children here if the schools merged but no one said they wouldn't. Many decided they would wait to see the exam results to see if they had changed and if they were not as good as Southend High for Girls in which case they would consider sending their children there.

No (please state why)

The Questionnaire above is an example of the one used to ask some of the pupils from both schools what they thought about a merger etc. And there are examples of the answers I received.

Commentary on Exemplar B

Should W.H.S.G. and W.H.S.B. Merge?

The investigation chosen covers similar subject matter to exemplar A but with an emphasis that is readily accessible to the student. The areas of the specification that are considered are Economies and Diseconomies of Scale; Stakeholder groups and Mergers specifically. It must be remembered, though, that we are investigating the business and economic factors that impinge and evolve from any question or hypothesis that the candidate poses and this must remain foremost in the student's mind. Accordingly, this investigation affords the student the opportunity to be very creative and thus access level 4 of both AO2 Application and AO4 Evaluation.

The candidate has produced an investigation that clearly shows a range of knowledge relevant to the question and there is evidence of good understanding. In the section on disadvantages the student highlights poor communications network, slow reaction times and different corporate cultures. It is a pity that *diseconomies of scale* were not mentioned. The inclusion of *joint ventures* at the end of the investigation could well have been a separate investigation in its own right because of the way it is presented within the investigation. It is this lack of development of integration that defines this assessment criterion as being Level 3.

The candidate has shown throughout the investigation that where knowledge has been used, an example has been included that addresses the problem/issue. In the section *Advantages of a Merger* the candidate states that "*the companies can benefit from managerial economies of scale - and so can reduce cost.* How those costs can be reduced in the context of the two schools merging has not been developed and thus the candidate has not accessed level 4 of AO2 Application.

This investigation offers an ideal opportunity for any candidate to combine both primary and secondary sources to allow the candidate to reach conclusions based on the evidence provided. The lack of provision of a Bibliography is evident! A secondary source has been used. Has there been only one? Appendix 1 shows us an example of a questionnaire that poses questions relevant to the investigation title and enhances the student's knowledge and application skills. There is little evidence, though, that a range of relevant stakeholders has been asked. There is certainly no graphical evidence included that is referred to in the main body of the investigation. It is clear, nevertheless, that the student's analysis is not limited and that it is meaningful and thus warrants Level 3 AO3 Analysis - just!

Evaluation is most evident in the conclusion. There is little evidence of evaluation before the conclusion section and this is sometimes the case when a *bullet point* approach is adopted. There is clear evidence to suggest that the student *has demonstrated a capacity to evaluate and has drawn conclusions which are dependent on a limited range of inputs.* What is not evident is that the student *has demonstrated evaluative skills in an organised and coherent manner.* Much more could have been made of making judgements on the advantages and disadvantages of a merger and then using that to evaluate the merits/demerits of a joint venture in light of the previous evaluation which ought to have taken place throughout the investigation.

1	2	3	4	
KNOWLEDGE	APPLICATION	ANALYSIS	EVALUATION	TOTAL
25	25	25	25	100
16	16	14	13	59

With regard to quality of written communication this is a Level 2 performance with 3 marks being awarded. This is good quality of written communication but there is not the extended use of Business and Economic terminology throughout the investigation that merits Level 3 performance.

The investigation clearly meets the grade description of a Grade C candidate.

- the candidate demonstrates knowledge and understanding of most aspects of the specification content *(in the context of the investigation chosen)*.
- the candidate has applied this knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues.
- the candidate has selected, organised, interpreted and used information from a variety of sources to analyse problems and issues with some accuracy.
- the candidate has made reasoned judgements and presented conclusions that are supported by evidence.

Exemplar C – Grade F

I WANT TO MAKE

AND SELL A BURGER STAND,

WHAT DO I HAVE TO DO TO GET

THE BUSINESS STARTED?

Contents page

I am going to make and sell a burger stand, what have I got to do to get the business started?

I have decided over all other proposals and ideas to do a burger stand, for my assignment as above. This will involve selling burger-based (e.g. beef burgers, hot dogs, chips, pasties etc…) It is to be aimed at all age groups and will be mobile so where ever the trade is, it can be there, for example if there is a big football match at say Wemberly it will be there to sell its product.

sp

One of my main objectives in the first 12 months is to pay the £1000 bank loan back I have borrowed to get the things I need to get started. I know from experience in the classroom that the first 12 months can be very tough, especially when you have a loan and interest to pay back on it.

any other objectives? eg. profit customer satisfaction

There will be three members of staff employed for this burger bar each working a 4-hour shift, 10 till 2, 2 till 6 and 6 till 10. There will be a man In charge of the employees and will be present at all three of these three shifts to supervise and ensure that everything goes smoothly as the business is very new.

The responsibilities of the staff are to ensure there is a hygienic environment in the workplace, to make sure there is enough food/drink for the demand on the day, keep the till balanced and to ensure all food and drink is at the right standard to be served to the public.

To be more specific on what I will sell I will give a detailed list below:

DRINKS

A selection of hot drinks will be available from ready made filtered machines. These will include- coffee, tea, hot chocolate, Bovril and soup. Another selection of drink will be the cold selection that will consist of- canned drinks-coke, lemonade tango and other flavours. Bottled water and cartons of squash possibly for the younger customer. Warm milk will also be served for young babies.

FOOD

Food is the main objective of this enterprise as it is a burger stand. This is the sort of food I will be selling:

Burgers (beef, pork and turkey)
Hot dogs (pork based sausage)
Pasties (various pastry filled snacks)
Various confectioneries (e.g. mars, snickers and dairy milk.)
Crisps (mainly walkers)
Cheese (additional option with burger)
Chips (frozen from supermarket)
And beans.

All drinks will be served in polystyrene cups (excepted cans and bottles)
All food will be in polystyrene trays or boxes (excepted beans as they will be in little cartons.)
It is always difficult to price a product, as I am just new to this business. But I have done some research and I have found some figures, which will be roughly, what I will stick to.
Cans 50p, burgers and hot dogs £1.50, crisps 27p, chips 80p and £1.25(large and small respectively)
Pasties £1.20
Confectionery 33p
Beans 50p
Bottled water 65p
Tea 30p, Coffee 35p
Hot chocolate and Bovril 50p
Squash 30p-carton 50p

Type of pricing strategy
eg cost-plus
competitive ?

All the above prices are only estimates I have gathered from my own research so they may not be exact, but I think the average person will not mind paying these prices as they are reasonable for the product they are buying.
As I have already mentioned as it is a stall I will never have a set pitch so the actual place of my business can not be revealed, but

some careful research will be carried out to find out what the prime spots are for the maximum market penetration. Just from My own experience of these burger bars I have discovered that the best place is where I mentioned earlier at most sport events, but also at carnivals and fairs. But obviously you need to acquire a good reputation before having the contract with these fairs and fates.

To let people know you are around it is essential to advertise, to get the most cost-efficient advert I decided to advertise on the radio as many people listen to radio every day of the week.

To start off with local radio sounded the best option, as we must not run before we can walk as the saying goes. I also chose radio because I heard an advert on Leicester Sound just the other month and it sounded quite good, as many drivers, businessmen and people in many other professions will hear my advert through out the day. I was going to chose the local or even Why? ***national newspapers but thought against that idea as it will only get shown the once and may not grab the readers attention as much as a listener.***

To encourage people to buy or visit my new burger bar I will introduce a certain number of new offers such as the buy one get one free offer for the first week, or the free coke with every two burgers. There are a million different offers available to use but it's just a case of getting people in at first so you get a good reputation and after a while I will be able to drop the offers and difficult if mobile! ***go back to normal price plans. A monthly competition will also be run like free prize draw with every chips, and win a weeks supply of food and drink or win you own wait in burgers. This seems a good idea as it is proven to work particularly among children.***

And now down the final question will it be successful or not this is a question I have been giving some serious thought to as I am not opening this business for real it, is hard to predict the out come. Of course I would like it to do well but I can't be sure if it will.

Business' go through booms and slumps every year and lots start up and fail especially when it is something as widely available as a burger bar, but on the hole my prices are an average 25% lower than the majority so I should make a good annual turn over and the customer gets a better deal. Competition from other burger bars may well play an important part in the outcome of the boom or slump that is why a lot of research is needed to make sure we are the cheapest, the best and the most well-known in the area we trade.

Cash Flow ?
P & L a/c
Headings | Sections ?

Commentary on Exemplar C

I am going to make and sell a burger stand, what have I got to do to get the business started?

The investigation chosen has been one of the most popular over the years. It builds on the content of Unit 1 *Make or Break* especially Enquiry 1. What is Enterprise?, Enquiry 2. Is there a Market?, Enquiry 3. Is it competitive? and Unit 3 *Risk and Uncertainty* Enquiry 1 Can profit be planned?, Enquiry 2 Where's the money coming from? and Enquiry 4 How can the odds be shortened?. This clearly reinforces many concepts, theories and business and economic terms, probably too many given the constraint of the word limit and it would therefore have been in the student's interest to have focussed on (a) the requirements for setting up the business and (b) the financial aspects of the business separately i.e. *Is there a market for my business*? as one investigation and *Will my business make a profit?* as a second investigation.
There are elements of both in the investigation.

The candidate has a sound knowledge of what is required to start and run a business in theory but has failed to integrate business and economics with any degree of success. There is little development with regard to pricing policies and marketing techniques for example. Nevertheless, the candidate exhibits high Level 2 skills for AO1 Knowledge.

The impression is given throughout that the vast majority of what the candidate has presented is based on unsubstantiated opinion. There is no evidence of any questionnaires having been used to substantiate comments made. The investigation reads as more of what the student would do and very little reference is made to applying business and economic theories and concepts so as to explain why those decisions have been made.

It is clear that the candidate has reached her/his conclusions from using primary and /or secondary sources although it is not clear which sources especially with regard to the primary information. With regard to the prices to be charged, the candidate says *" All the above prices are only estimates I have gathered from my own research so they might not be exact, but I think the average person will not mind paying these prices as they are reasonable for the product they are buying."* This suggests that no research has been conducted with regard to asking potential consumers what they would be willing to pay inter alia. The prices to be charged, however, have some credibility and the investigation has a structure that suggests reference to secondary source material has been made. This justifies a Level 2 response, albeit at the bottom end.
The candidate has throughout made simple conclusions from the limited evidence provided and accordingly there are simple insights. This is typical of a Level 1 response with regard to AO4 Evaluation.

1	2	3	4	
KNOWLEDGE	APPLICATION	ANALYSIS	EVALUATION	TOTAL
25	25	25	25	100
13	6	7	4	30

With regard to quality of written communication this investigation is a level 1 performance and merits 1 mark. There are errors in spelling, punctuation and grammar, although not as numerous as there might be for some candidates at this level. The main weakness is that the style and structure of writing is not entirely appropriate to a coursework investigation for business and economics.

The investigation clearly meets the grade description of a Grade F candidate.

- knowledge and understanding of some aspects of the specification content has been demonstrated.
- the candidate has begun to apply this knowledge and understanding, using some terms, concepts, theories and methods to address problems and issues.
- some ability to select, organise, interpret and use simple information from a variety of sources to analyse problems and issues is evident.
- the candidate has made judgements and presented simple conclusions that are sometimes supported by evidence.

Incorporating the wider curriculum

Key skills

Portfolio work will facilitate generation of assessment evidence for all 6 of the key skills. See page 65 of this Guide for more details.

In the course of their investigations, students will usually acquire an enhanced capacity to evaluate their own work. This opens up the possibility of self-generated improvements, adding to the motivational benefits of student ownership.

Education for Citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular:

Citizenship programme of study	Unit	Specification content
Study how the economy functions, including the role of business and financial services.	These topics occur throughout this course: – these examples are taken from Unit 1.	**Enquiry: What is enterprise?** This section explores **the objectives and forms of enterprise.** Students should investigate and develop an understanding of why people take initiatives and risks. The forms of enterprise are explored in order to identify different motives and methods. By using a case study approach, students should be able to identify different kinds of business opportunity and different **types of business organisation** as well as distinguish between the **private and public sectors.** Business organisations should be looked at from the perspective of ownership and control in a decision-making context. In doing this, some of the content in later units and enquiries, particularly "Is it competitive?" below, will be introduced to show the integrated nature of business. **Enquiry: Is it competitive?** This section looks at the process of **combining resources in order to add value.** By comparing **costs, price** and **profit,** which were introduced in "What is enterprise?", a student can make comparisons between firms. In order to decide on the degree of competitiveness, quality of product and associated services relative to price should be investigated. The inter-relationships between these concepts and ideas are important because businesses have to use them in combination. Students should develop an understanding of how firms have to make choices between them in order to be competitive.
Study the rights and responsibilities of consumers, employers and	Unit 5	**Enquiry: How should firms behave?** Students will examine the **ethical responsibilities** of enterprises to a range of stakeholders, including employees, customers, the community and the environment. The influences that can be

employees		exerted by pressure groups should be considered. This unit builds on "What is success?" in Unit 1 and "Is big better?" in Unit 4. It can be explored with a case study approach.
Study the United Kingdom's relations in Europe, including the European Union	Unit 4	**Enquiry: Why belong to the European Union?** Students will develop an understanding of the opportunities available in the larger market provided by the **European Union** and the **Eurozone** and the **costs and benefits of membership to UK enterprises** e.g. the potential effects of the single currency on UK businesses. The present and future size of the EU should be discussed. Organisational structures are not required. This is developed further in "Who Trades wins?" in Unit 6.

Information and communication technology

There will be a significant place for the use of Information and Communication Technology (ICT) in preparing for and presenting portfolio work.

The role of ICT

Students should be encouraged to use ICT whenever it is likely to enhance the quality of their work. The internet, CD ROMs, databases and encyclopaedias such as Encarta or Grolier are all potential sources of information that will facilitate the investigation of a particular question or hypothesis. The use of data handling programmes provides evidence that the student can select appropriate ways of presenting findings. However the inclusion of large quantities of data without qualitative evaluation by the student should be discouraged.

It is expected that students will word process their portfolio work, since this will enable work to be presented as effectively as possible, will provide the opportunity to edit it easily and facilitate the marking and moderation process.

Incorporating ICT in coursework

There are three important considerations relating to the use of ICT in producing coursework:

- it must be used appropriately;
- it must enhance the investigation;
- it should be properly integrated into the finished study ('built in', not 'bolt on').

The Portfolio (Paper 5) provides numerous opportunities for candidates to gather relevant information and analyse it. Students can bring together information in formats, such as tables, that help them understand the specification content and also identify suitable sources of information and effectively search for information using multiple criteria. Information selected will be interpreted and students should decide what is relevant for their purpose. Information could be taken from databases, the Internet, CD ROMs, etc. Students can search suitable databases such as the one included in the

Nuffield-BP resources. Data can be selected and reorganised according to different criteria eg types of industry, public/private sector, rate for the job.

There are a number of websites that would be useful to students studying Business Studies and Economics and these are listed in the booklist on page 56.

Environmental education and the European dimension

Unit 5	**Enquiry: Waste not – want not?** Students will develop an understanding of the relationship between the use of resources and the level of growth. Students will be able to explain **sustainability,** look at its effects on firms and individuals and explore the need for conservation.
Unit 5	**Enquiry: How should firms behave?** Students will examine the **ethical responsibilities** of enterprises to a range of stakeholders, including employees, customers, the community and the environment. The influences that can be exerted by pressure groups should be considered. This unit builds on "What is success?" in Unit 1 and "Is big better?" in Unit 4. It can be explored with a case study approach.
Unit 5	**Enquiry: Should the government interfere?** Students will be able to explain a range of **environmental regulation** techniques which governments might use to achieve sustainability, eg legislation, simple market techniques and fiscal incentives.
Unit 4 and 5	**Both these Units feature the European dimension heavily. Unit 4, in particular, has the following enquiry:** **Enquiry: Why belong to the European Union?** Students will develop an understanding of the opportunities available in the larger market provided by the **European Union** and the **Eurozone** and the **costs and benefits of membership to UK enterprises** e.g. the potential effects of the single currency on UK businesses. The present and future size of the EU should be discussed. Organisational structures are not required. This is developed further in "Who Trades wins?" in Unit 6.

Textbooks and other resources

General

Nuffield-BP Business and Economics for GCSE, Collins, 2001

Teachers' Resource Pack (advice, activities, software), Collins, 2001

GCSE A-Z Handbook, Arthur Jenkins, Hodder and Stoughton, 1998

NB These publications are likely to be updated for 2001.

Further reading

Business Studies for GCSE, Renee Huggett, Collins, 1997

Business Studies, I.Chambers, L.Hall and S.Squires, Longman, 1997

Economics for GCSE, Alain Anderton, Collins, 1997

Websites

Bized	http://www.bized.ac.uk
BBC Bitesize revisions	http://www.bbc.co.uk/education/revision
Topmarks	http://www.topmarks.co.uk
Starting a new business	http://www.banking.hsbc.co.uk/smallbusiness/default.htm
Star UK (Tourism statistics and market research).	http://www.staruk.org/
Office of National Statistics (A National Statistics website is due for launch during 2000).	http://www.ons.gov.uk
Cadbury	http://www.cadburyschweppes.com/site_map.html

Other resources

Students should be encouraged to watch or listen to the news and read newspapers.

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 5950
E-mail: inset@edexcel.org.uk

Edexcel 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.

The Nuffield Foundation (Economics and Business project)

Support for this specification is also offered by the Nuffield Foundation which has a network of local contacts in place throughout the country and offers a range of student conferences and teacher support materials. The contact details are as follows:

Tel: 020 7436 4512
Fax: 020 7323 4877
E-mail: lwestgarth@nuffieldfoundation.org
Website: www.nuffieldfoundation.org

Edexcel publications

Further copies of the specification, specimen papers and this guide can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN

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

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

Appendix 1: Procedures for moderation of internal assessment (coursework)

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), see Section 1;

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

Sections 3 and 4 apply whichever option is selected and deal with Individual 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 candidates 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 candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates 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, candidates' 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 Individual Coursework Record Sheets, 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 candidates 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 candidates 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

Encoded section

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

2.1 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 candidates 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

✕ – additional sampled candidates.

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 Individual Coursework Record Sheets

A copy of the Individual Coursework Record Sheet is provided on page 67 for centres to photocopy. The Individual 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 the Individual 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 candidates 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 candidates 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 (✕) in the left-hand column against the names of each of the candidates 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 (✕).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (✕), 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 candidates, the coursework of **ALL** candidates 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 candidates, 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 candidates 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 candidates 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 candidates at the centre is marked to the same standard. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Appendix 2:

Centre Name: ……………………..………
Centre No: …………………………...…
Candidate Name: …………………………..…
Candidate No: …………………………..
Specification Code: ………………………….…

Edexcel
Success through qualifications

GCSE BUSINESS STUDIES AND ECONOMICS (NUFFIELD – BP)

INDIVIDUAL COURSEWORK RECORD SHEET (ICRS)

JUNE 200 - EXAMINATION

		KNOWLEDGE 25 Marks	APPLICATION 25 Marks	ANALYSIS 25 Marks	EVALUATION 25 Marks	TEACHER TOTAL	MODERATOR
GCSE	Portfolio Piece No 1						
	Portfolio Piece No 2						
					SUB-TOTAL = /200		
					SUB-TOTAL ≠ 2 =		
					GRAND TOTAL = (add up to 5 marks for QWC)*		

Declaration of Authentication: I declare that the work submitted for assessment has been carried u
without assistance, other than that which is acceptable under the scheme of assessment.

(

SIGNED (CANDIDATE)…………………………………………………………… DATE ………………………………

SIGNED (TEACHER – EXAMINER)………..……………………………………… NAME OF TEACHER –EXAMINER ……………..…………………………………..

Key Skills

The GCSE in Business Studies and Economics (Nuffield-BP) offers a range of opportunities for students to:

develop their key skills;

generate assessed evidence for their portfolio.

In particular, the following level 1/2 key skills can be developed and assessed through this specification:

Application of number
Communication
Information Technology
Improving own learning and performance
Working with others
Problem solving

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student

Part B: what you must do – this identifies the evidence that students must produce for their portfolio

Part C: guidance – this gives examples of possible activities and types of evidence that may be generated

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 1/2 key skills units.

The evidence generated through this GCSE will be internally assessed and will contribute to the student's key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications, as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within this GCSE will provide opportunities for the development of all six of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence, Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of Key Skills: summary table

Key Skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Application of Number						
N1.1 and N2.1	✓		✓			
N1.2 and N2.2	✓		✓			
N1.3 and N2.3	✓		✓			
Communication						
C1.1 and C2.1a	✓	✓	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓	✓	✓
C1.2 and C2.2	✓	✓	✓	✓	✓	✓
C1.3 and C2.3	✓	✓	✓	✓	✓	✓
Information Technology						
IT1.1 and IT2.1	✓	✓	✓	✓	✓	✓
IT1.2 and IT2.2	✓	✓	✓	✓	✓	✓
IT1.3 and IT2.3	✓	✓	✓	✓	✓	✓

Key Skills (Level 2)	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Working with Others						
WO1.1 and WO2.1			✓			
WO1.2 and WO2.2			✓			
WO1.3 and WO2.3			✓			
Improving own Learning and Performance						
LP1.1 and LP2.1	✓	✓	✓	✓	✓	✓
LP1.2 and LP2.2	✓	✓	✓	✓	✓	✓
LP1.3 and LP2.3	✓	✓	✓	✓	✓	✓
Problem Solving						
PS1.1 and PS2.1						✓
PS1.2 and PS2.2						
PS1.3 and PS2.3						✓

Application of Number levels 1/2

This GCSE provides opportunities for students to both develop the key skill of application of number and also to generate evidence for their portfolio. As well as undertaking tasks related to the three areas of evidence required, students are also required, at Level 2, to undertake a substantial activity that includes straightforward tasks. This will involve students obtaining and interpreting information, using this information when carrying out calculations, and interpreting and presenting the results of the calculations.

Key skill portfolio evidence requirement		GCSE Unit	Opportunities for development or internal assessment
N1.1 N2.1	Interpret straightforward information from *two* different sources. At least one source should be a table, chart, diagram or line graph. Interpret information from *two* different sources, including material containing a graph.	This example is from Unit 3.	Students are required to obtain and use the information required, selecting appropriate methods to get the results required. For example, gathering the data for a business plan, marketing plan or planning a school trip or event.
N1.2 N2.2	Carry out calculations to do with: amounts and sizes; scales and proportion; handling statistics. Carry out calculations to do with: amounts and sizes scales and proportions handling statistics using formulae.	This example is from Unit 3.	Students must carry out their calculations, which could relate to volumes, ratios, averages, formulae, etc, and show their methods of working. They must show how they have checked results and corrected their work as necessary. There are opportunities to perform some of these calculations in the production of a business plan, marketing plan or organisation of a school trip or event. The nature of the calculations will depend on the activity selected.
N1.3 N2.3	Interpret results of your calculations and present your findings. You must use *one* chart and *one* diagram. Interpret results of your calculations and present your findings. You must use at least *one* graph, *one* chart and *one* diagram.	This example is from Unit 3.	Based on their findings, students must select effective methods of presentation, using as appropriate graphs, charts, and diagrams. Students should explain how the results of their calculations meet the purpose of the activity undertaken. For example, the presentation of the findings, outcomes or completed plan, in oral or written form, will allow students to use charts, graphs and diagrams.

Evidence

Student evidence for application of number could include:
description of the substantial activity;
copies of source materials;
records of calculations showing methods used;
descriptions of findings.

Communication level 1/2

For this key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE Unit	Opportunities for development or internal assessment
C1.1 C2.1a	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects. Contribute to a discussion about a straightforward subject.	This example is from Unit 1.	Many of the topics in this specification are suitable as the basis for one-to-one or group discussions. Discussions should be about straightforward subjects. This could be a subject often met in their studies and the vocabulary will be familiar. During the discussion, students should make clear and relevant contributions, listen and respond to others, and help move the discussion forward. A discussion about the ownership and running of the local leisure centre gives opportunities for students to contribute either on a one-to-one basis or in a group. They can take different roles and therefore put forward different perspectives. This is a strategy that reinforces the ethos of the course.
C2.1b	Give a short talk about a straightforward subject, using an image.	This example is from Unit 4.	Following a period of research, students could be given the opportunity to give a short talk to the rest of their group. During the talk students should 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 to follow the points made. The talk should include an image to illustrate main points clearly. Images could include, charts and diagrams, pictures or maps, etc. There are many opportunities to give a short talk. Some examples are: the stakeholders' perspectives in a takeover, membership of the EU/single currency, strategies for increasing sales.
C1.2	Read and obtain information from two different types of document about straightforward subjects, including at least one image.	This example is from Unit 6.	Students will have a number of opportunities to read and synthesise information from two (extended) documents. For example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE. Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain

C2.2	Read and summarise information from *two* extended documents about a straightforward subject. *One* of the documents should include at least *one* image.		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 identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose - eg for a talk, discussion or an essay. A report on the ethical behaviour of a major corporation would provide the opportunity to use text books, activity sheets, websites and other appropriate sources of information.
C1.3 C2.3	Write two different types of documents about straightforward subjects. Include at least one image in one of the documents. Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least *one* image.	These examples are from Units 2 and 3.	Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages. The document 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 eg through the use of headings, paragraphs, etc. Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate. For example, the business plan or other activity which provides evidence for Application of Number could be used to provide evidence of an extended document containing an image. A letter of application for a job provides a second opportunity.

Evidence

Student evidence for communication could include:
tutor observation records;
preparatory notes;
audio/video tapes;
notes based on documents read;
essays.

Information technology levels 1/2

When producing work for this GCSE, students will have numerous opportunities to use information technology. The Internet, CD-ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be e-mailed to tutors for initial comments and feedback.

If students undertaking coursework use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

Students may not always be able to generate sufficient evidence required for this unit through this specification - for example, working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE Unit	Opportunities for development or internal assessment
IT1.1 IT2.1	Find, explore and develop information for **two** different purposes. Search for and select information for **two** different purposes.	These examples are from Units 3 and 5.	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose. Students can search suitable databases such as the one included in the Nuffield-BP resources. Information might be selected to investigate business start-up and closures, recycling in the UK.
IT1.2 I T2.2	Present information for **two** different purposes. Your work must include at least one example of images and one example of numbers. Explore and develop information, and derive new information for **two** different purposes.	This example is from Unit 2.	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example, through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. Students can use a database such as the one included in the Nuffield-BP resources to investigate and manipulate data about jobs. Data can be selected and reorganised according to different criteria eg types of industry, public/private sector, rate for the job.

IT2.3	Present combined information for **two** different purposes. This work must include at least one example of text, one example of images and one example of numbers.	All.	In presenting combined information, students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence). The final piece of work should be suitable for its purpose and audience eg GCSE coursework, ohts/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read. Portfolio work, business plans and write ups of other activities will provide opportunities to meet this element.

Evidence

Student evidence for information technology could include:

tutor observation records;
notes of sources used;
print-outs with annotations;
draft documents.

Working with others levels 1/2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE Unit	Opportunities for development or internal assessment
WO1.1 WO2.1	Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements. Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	This example is from Unit 3.	Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities - eg suggesting ways to help, asking what others can do, checking your own and others' responsibilities. The group needs to confirm responsibilities and working arrangements. For example, creating a business plan, or similar activity, as a group will provide an opportunity to meet this key skill.
WO1.2 WO2.2	Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities. Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities.	This example is from Unit 3.	Students will need to organise tasks so that responsibilities can be met. For example, obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed. Creating a business plan, or similar activity, as a group will provide an opportunity to meet this key skill.
WO1.3 WO2.3	Identify progress and suggest ways of improving work with others to help achieve given objectives. Exchange information on progress and agree ways of improving work with others to help achieve objectives.	This example is from Unit 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 objectives. Creating a business plan, or similar activity as a group will provide an opportunity to meet this key skill.

Evidence

Student evidence for working with others could include:
tutor observation records;
preparatory notes;
records of process and progress made.

Improving own learning and performance levels 1/2

In this programme, students will have opportunities to develop and generate evidence that meets part of the evidence requirement for this key skill. To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities. Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance. Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

	Key skill portfolio evidence requirement	GCSE Unit	Opportunities for development or internal assessment
LP1.1 LP2.1	Confirm understanding of your short-term targets and plan how these will be met with the person setting them. Help set short-term targets with an appropriate person and plan how these will be met.	All.	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. For example, the development of Portfolio work meets this requirement.
LP1.2 LP2.2	Follow your plan, using support given by others to help meet targets. Improve your performance by: studying a straightforward subject; learning through a straightforward practical activity. Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: studying a straightforward subject; learning through a straightforward practical activity.	All.	The plan should be implemented with performance reviews and should include working for short periods without close supervision. The development of Portfolio work meets this requirement.

LP1.3 LP2.3	Review your progress and achievements in meeting targets with an appropriate person. Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task.	All. All.	Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance. The development of Portfolio work meets this requirement.

Evidence

Student evidence for improving own learning and performance could include: tutor records; annotated action plans; records of discussions; learning log; work produced.

Problem solving levels 1/2

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, check whether the problem has been solved. For this GCSE, students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement		GCSE Unit	Opportunities for development or internal assessment
PS1.1 PS2.1	Confirm your understanding of the given problem with an appropriate person and identify **two** options for solving it. Identify a problem and come up with **two** options for solving it.	This example is from Unit 6.	Students will need to identify the problem (or have it identified for them at Level 1) and describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of identifying success. They should use the help of others, for example their tutor, as appropriate. A problem relating to consumer protection provides an appropriate topic for this Key Skill. Students might identify a problem and potential solutions.
PS1.2 PS2.2	Plan and try out at least **one** option for solving the problem, using advice and support given by others. Plan and try out at least **one** option for solving the problem, obtaining support and making changes to your plan when needed.		Students should confirm with their tutor, for example, their chosen option and how they will implement it. Upon implementation relevant tasks should be organised and changes made as necessary. Support should be obtained when needed. For example, the problem and its solution could be tracked, perhaps with reference to a trading standards officer.
PS1.3 PS2.3	Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving. Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	This example is from Unit 6.	Students should check if the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken. Students should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem. This could be reviewed in the light of the legislation to come to a conclusion about the success of the problem solving strategy.

Evidence

Student evidence for problem solving could include: description of the problem; tutor records and agreement of standards and approaches; annotated action plans; records of discussions; descriptions of options; records of reviews.

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