

Example GCSE Student Work – Business

The following gives some examples of the level of work covered in GCSE Business in Years 9-11 including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps, review which of the assessment objectives requires the most development and responds to the individual feedback they have been given, will make the best progress.

Assessment objectives

GCSE Business assesses the use of four key skills -

- 1. Knowledge (K)** - Knowledge and Understanding involves using the correct business theory / terminology showing not only accuracy, but the full development of points made.
- 2. Application (Ap)** - Application involves combining business knowledge with case study materials.
- 3. Analysis (An)** - The core of good analysis is the explanation of a situation / issue / problem through a logical sequence of linked ideas. It will normally involve the consequence on the business or other stakeholders.
- 4. Evaluation (Ev)** - Evaluation requires making a relevant and informed judgement / recommendation / decision.

These form the basis for the marking of all the assessments in the course (although not all are assessed in each task).

Classwork and homework

Details of termly assessments and feedback can be found on the assessment grid at the front of a student's folder. This will include details such as what skills did they demonstrate in this task, the mark achieved, targets for improvement (including those from the teacher's oral feedback), how they are going to achieve the target (including any assistance they may require from their teacher) and when did they achieve the target (including evidence).

These assessments routinely include -

- 1. Knowledge Tests** - Knowledge tests take place termly and are an unannounced test of key terms used throughout the course. Answers are peer assessed using guidance from the teacher and then are checked by the teacher. Students then correct any mistakes using green pen to meet the knowledge target.
- 2. Workbook checks** - Theory workbook checks take place half-termly to assess completion of the workbook. Theory Workbooks are graded E(Excellent), G(Good), M(Minimal) or P(Poor) and if appropriate targets are set for completion. Students then complete improvements (to be checked in the next workbook check).
- 3. Organisation Task** - Folder checks take place termly to assess the organisation of a student's folder. Students then complete any improvements highlighted (to be checked in the next term).
- 4. Multiple-choice Test (Y10/Y11 only)** - Multiple-choice tests take place termly and are an unannounced test of understanding using Section A questions. Answers are peer assessed using guidance from the teacher. A student completes a self-evaluation of any knowledge / application errors.
- 5. Creative Tasks (Y9/Y10 only)** - Creative tasks include a report into a business, a marketing project and a series of business problem exercises. The teacher provides a mark based on a set criterion (these are available in the student's Assessments and Tasks workbooks). An appropriate target skill (from Knowledge, Application, Analysis and Evaluation) is selected and an improvement suggested. Feedback methods include a student correcting mistakes using green pen, the completion of an improvement question / paragraph (oral feedback then provided) or a student presentation of improvement areas (Business investigation only).

5. Exam style questions - Business 1 and Business 2 examinations have a consistent question type for Section B.

These involve a business case study followed by the command words -

- Identify and state requires you to demonstrate knowledge (1 mark available per point).
- Explain refers to the ability to demonstrate and/or apply knowledge and understanding (2 marks available).
- Calculate and complete refers to the ability to apply quantitative (numerical) skills (2-4 marks available).
- Analyse requires you to 'explain' your answer and refers to the ability to present logical reasoning to support your point (3 marks available).
- Discuss and evaluate needs the ability to explain and to analyse. Additionally, it requires the ability to weigh up both sides of the argument, or compare alternatives, and to come to a supported judgement (7 or 9 marks available).
- Recommend refers to the ability to make a supported judgement (3 marks available).

The teacher marking follows the same practice as terminal examiners. Teachers identify the key skills being used for each question using the following checklists -

'Explain' question (Knowledge and Application) -

Identified factor [] Explanation and Applied to the case study []

'Analyse' question (Knowledge, Application and Analysis) -

Identified factor [] Applied to the case study [] Analysis - consequence []

'Recommend' question (Evaluation) -

Clear decision [] Applied to the case study [] Justification [] 'It depends upon' []

'Discuss / Evaluate' question (Knowledge, Application, Analysis and Evaluation) -

Definition (if appropriate) []

Checklist for each analysis paragraph –

Identified factor [] Applied to the case study [] Analysis - consequence []

Checklist for conclusion –

Clear decision [] Applied to the case study [] Justification [] 'It depends upon' [*]

* Year 11 only

The teacher will identify when an item of the checklist has been achieved either through a tick (electronic ticks for illustration) or a shortened version of the key skills (e.g. K, App, An, Ev). Examples -

'Explain' question – 16 (c) Explain **one** way that preparing a business plan may be useful to Ford Motors. [2]

It will help Ford Motors obtain finance from a bank or investors as it
shows the business is thought out, increasing confidence the loan will be repaid.
This may allow them to invest in research and development to develop new
car designs. [2]

This answer would achieve 2/2.

'Analyse' question – 17 (f) Analyse one benefit to Redrow Homes of using apprenticeships as a method of staff development. [3]

One advantage to Redrow Homes is that the apprentice will produce / undertake work for the business while training. An apprentice developing in carpentry for example may learn while they are producing installing doors or installing side boards on a construction project. This means not only will Redrow Homes essentially have a qualified apprentice but the worker will improve productivity while learning and enabling construction deadlines to be met sooner and leading to more satisfied customers which may improve customer loyalty.

[3]

This answer would achieve 3/3.

'Recommend' question – 17 (e) (iii) Recommend whether Redrow Homes' managers should use interviews or group activities to select new apprentices. Give reasons for your answer. [3]

Since Redrow Homes was named one of the 'top 100 apprenticeship employers' their main goal would be to develop young motivated apprentices to maintain the position. Group activities will help them achieve this rather than interviews as it shows teamworking abilities vital to the construction industry as projects involve a multitude of people collaborating working together. However, it depends on the cost - group activities can often be expensive and time consuming as resources must be used whereas interviews may be cheaper.

[3]

This answer would achieve 3/3.

Teachers also could use other acronyms e.g. BOD (Benefit of the Doubt), TV (Too Vague) and NUT (Not Used Text). Example -

A business plan will help Ford
notice if they are growing and meeting
targets as expected. This reduces risk as if they
identify a problem with forecasts they have more time to fix it. [2] .1Ap

NUT

When full marks are not awarded the marking will clearly show the key skill missing from the answer, e.g. **2Ap** would indicate a lost Application mark from an 'Analyse' 3 mark question.

Feedback methods include a key skill for improvement identified, reviewing a peer's response (when appropriate), students correcting mistakes using green pen, a student completing an improvement question / paragraph (oral feedback then provided) or the completion of a self-evaluation of how to improve the target skill in the future (when appropriate).