

GCE Subject Level Guidance for Business

May 2014

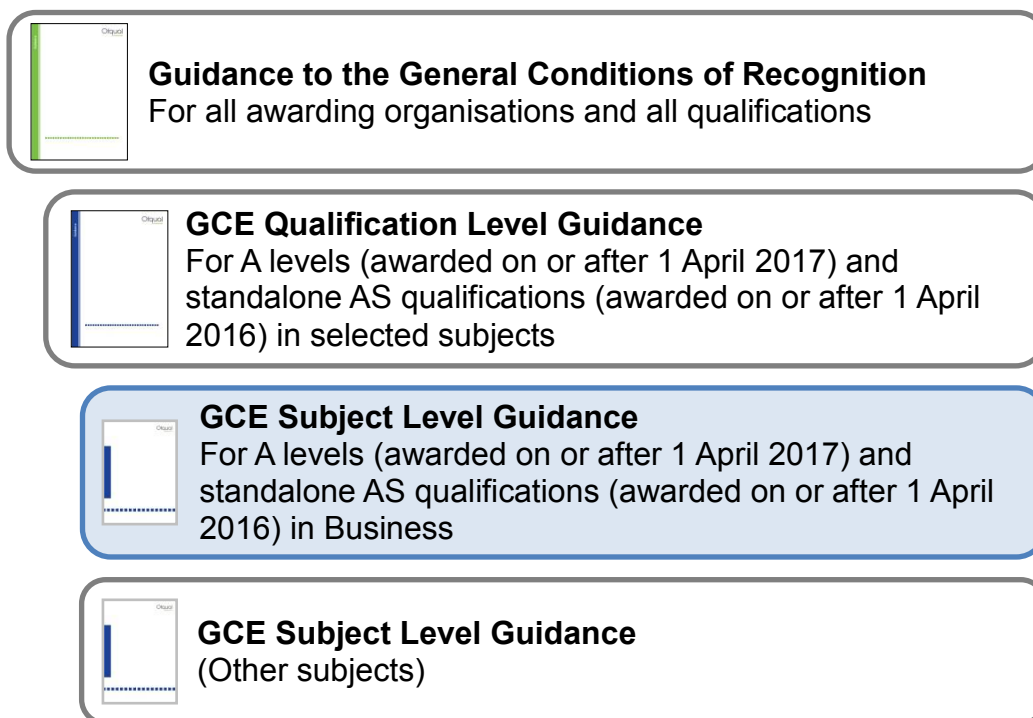
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Business awarded on or after 1 April 2017; and
- all standalone GCE AS qualifications in Business awarded on or after 1 April 2016.

This guidance supports the GCE Subject Level Conditions and associated requirements for Business.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(Business)1.2.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in Business that it makes available or proposes to make available. Condition GCE(Business)1.2 imposes the

¹ www.ofqual.gov.uk/documents/gce-subject-level-conditions-for-business/

same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance to help it understand how to comply with the GCE Subject Level Conditions and associated requirements for Business.

Guidance set out in this document

This document provides guidance on assessment objectives for GCE Qualifications in Business.
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Guidance on assessment objectives for GCE Qualifications in Business

Condition GCE(Business)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Business.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Business*, and reproduce them in the table below.

		<i>A level</i>	<i>AS</i>
AO1	Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues	20-30%	25-35%
AO2	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues	20-30%	20-30%
AO3	Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences	20-30%	20-30%
AO4	Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues	20-30%	15-25%

We set out below our guidance for the purposes of Condition GCE(Business)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Business)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues		20-30% (A level) 25-35% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	1a – Demonstrate knowledge of terms, concepts, theories, methods and models	<ul style="list-style-type: none"> ■ Reasonable coverage of each element in each set of assessments (but not every assessment) ■ A reasonable balance between element 1a and elements 1b and 1c in each set of assessments (but not every assessment) 	<ul style="list-style-type: none"> ■ Knowledge and understanding may be assessed either separately or together. They should relate to the course of study, being detailed in the specification or reflecting what might be considered assumed prior knowledge. ■ The issues referred to are aspects of subject content. They would include, for instance, causes and consequences – that is, internal and external changes and the results of these. They would also include problems and opportunities.
	1b – Show an understanding of how individuals and/or organisations are affected by business issues		
	1c – Show an understanding of how individuals and/or organisations respond to business issues		

AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	1a – Apply knowledge and understanding to various business contexts	<ul style="list-style-type: none"> ■ Reasonable coverage of each element in each set of assessments (but not every assessment) ■ A reasonable balance between element 1a and elements 1b and 1c in each set of assessments (but not every assessment) 	<ul style="list-style-type: none"> ■ The emphasis here is on Learners applying their knowledge and understanding in or to a given context. Knowledge and understanding are inter-connected here and should not usually be separated. ■ The application should relate principally to: <ul style="list-style-type: none"> □ situations that are not clearly indicated in the specification; □ developing further material that is covered in the specification; or □ making links between such types of material, which are not signalled in the specification. ■ A context should mean any scenario; it could be specific or more generalised and could take the form of a given quantitative skill. (For example, a calculation that requires the use of a particular approach or formula in a particular situation: this use is a form of application.) ■ The issues referred to are aspects of subject content. They would include, for instance, causes and consequences – that is, internal and external changes and the results of these. They would also include problems and opportunities.
	1b – Apply knowledge and understanding to show how individuals and/or organisations are affected by issues		
	1c – Apply knowledge and understanding to show how individuals and/or organisations respond to issues		

AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences			20-30% (A level) 20-30% (AS)
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The AO is a single element</i>	Full coverage in each set of assessments (but not every assessment)	<ul style="list-style-type: none"> ■ The emphasis here is on analysis. This includes: <ul style="list-style-type: none"> □ deconstructing an issue so as to consider its component parts; □ making linkages and connections and understanding their impact; and □ constructing logical chains of reasoning. ■ The issues referred to are aspects of subject content. They would include, for instance, causes and consequences – that is, internal and external changes and the results of these. They would also include problems and opportunities.

AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues			20-30% (A level) 15-25% (AS)
Strands	Elements	Coverage	Agreements and definitions
n/a	1a – Evaluate quantitative information to make informed judgements about business issues	<ul style="list-style-type: none"> ■ Reasonable coverage of each element in each set of assessments (but not every assessment) ■ The degree to which each element is covered overall will depend on the nature of the topics and any stimulus materials used 	<ul style="list-style-type: none"> ■ The emphasis here is on evaluation – a balanced judgement supported by relevant material, which makes salient points, acknowledges qualifying factors and understands the limitations of material. (Where relevant, the judgement may involve developing and proposing solutions.) ■ Stimulus material would usually be needed to enable evidence-based responses; these would tend to relate to proposed/possible, rather than absolute, solutions. ■ The issues referred to are aspects of subject content. They would include, for instance, causes and consequences – that is, internal and external changes and the results of these. They would also include problems and opportunities.
	1b – Evaluate quantitative information to propose evidence-based solutions to business issues		
	1c – Evaluate qualitative information to make informed judgements about business issues		
	1d – Evaluate qualitative information to propose evidence-based solutions to business issues		

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