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# 2 Planning teaching content

## The importance of planning

Having a well-balanced scheme of work and being well prepared for lessons are the keys to delivering a successful course. First prepare a detailed scheme of work, ensuring that the entire syllabus is covered. Then break this down into lesson plans, making sure you include a variety of teaching strategies in all topic areas. (These will be discussed in Chapter 3.)

This chapter considers how a syllabus should be used to guide the planning of a detailed programme of study. The syllabus produced by CIE for IGCSE Business Studies is used as an example. It looks at how aims and assessment objectives should be used when drawing up the scheme of work.

## Understanding the syllabus

The syllabus is produced by the examination board and outlines in detail what skills need to be developed, what needs to be taught and how it will be assessed. It is also used by the examiners when setting examination papers. It needs to be studied carefully to ensure that all aspects of it are understood by teachers who are preparing candidates for the examination in Business Studies.

The important components of the syllabus include the following:

- The **aims** of the syllabus. These are a description of the educational purposes of the course. These may be assessed in the examinations but sometimes they are general outcomes. The aims for IGCSE Business Studies are to be found in the syllabus.
- The **assessment objectives**. These are the skills that are assessed in the examination papers. These assessment objectives must be developed during lessons. The four assessment objectives for most Business Studies syllabuses are these:
  - (i) Knowledge and understanding – this means the candidate will know terms, concepts, facts and conventions related to the Business Studies syllabus. The candidate will be able to describe

them accurately. Understanding of these facts, concepts and so on will be demonstrated in answer to questions; the candidate will clearly show that they haven't just learned definitions but really understand what the concepts mean by using them appropriately or describing them in detail. They will also show that they know and understand theories and techniques used in Business Studies and again will demonstrate this by describing them or explaining them in answer to questions.

- (ii) Application – the candidate will be able to apply this knowledge to particular business problems or issues. They will recognise which terms, concepts, facts or conventions apply to a particular business problem or situation and answer the question from the point of view of the business itself. The candidate will have an understanding of how the problem, issues and so on relate to the particular business given in a scenario.
- (iii) Analysis – the candidate should be able to select, order, analyse and interpret information. This should be in written (text), numerical and graphical forms. The candidate could therefore be given a newspaper article or a description of a business, a table of figures or financial information, or a graph or chart. From the information provided they would be expected to interpret what it is telling you about, for example, the business. Appropriate techniques should be used. For example, data in a table could be plotted on a graph and then commented upon to bring out what they show.
- (iv) Evaluation – the candidate will develop arguments with justification, outlining their explanations and giving reasons; show that they know the consequences of something; and understand the implications of a course of action. Where different sides of an argument are outlined, then conclusions are drawn. Decisions are taken with justifications, recommendations may be made based on an outline of a business problem or issue, or judgements made with reasons given.

## Teacher activity 2.1

### Example of questions

Willie has set up a business to take tourists around the wildlife areas in Country A. He decided his type of business organisation was to be a sole trader.

- 1 What is meant by a sole trader? (2 marks)
- 2 Willie needs to fund the expansion of his business. He is going to purchase some new vehicles. Discuss the alternative ways of financing his expansion and decide which method of finance you would recommend. Justify your choice. (10 marks)

Question 1 is testing assessment objective (i) – knowledge and understanding. Question 2 is testing knowledge but also application – assessment objective (ii) – as the answer should be in the context of a small business buying vehicles. Analysis of the different methods would be in a good answer and evaluation of the best method with a justification is necessary for the highest marks.

Now select some past Business Studies examination questions and try to decide which assessment objectives are being tested. Remember that more than one assessment objective can be tested in a single question.

- An outline of the **assessment structure**. This shows how the candidates will be examined to reveal what they know, what they understand and what they can do. The length and structure of the written papers are set out in addition to coursework requirements (if applicable). The weighting of each component, as well as the weighting of the assessment objectives themselves, will be included – what percentage of the final mark each paper carries and what percentage of the marks for each paper will be for knowledge with understanding, application, analysis and evaluation.

The structure of the IGCSE syllabus is two papers as follows:

Assessment objective	Paper 1	Paper 2
A Knowledge and understanding	30	20
B Application	30	20
C Analysis	20	30
D Evaluation	20	30
Total marks	100	100
Weighting	50%	50%

- This grid shows that for Paper 1 there will be 30 marks out of a possible 100 allocated to knowledge-based questions, 30 for application, 20 for analysis and 20 for evaluation. The marks for Papers 1 and 2 count equally when the final marks are being awarded, so the two papers are equally important to the grade achieved. Because higher-order skills are assessed in Paper 2 – there are more marks for analysis and evaluation – the paper could be said to be more difficult than Paper 1, where lower-order skills, of showing knowledge and understanding and application, receive more marks.
- Details of the required **curriculum content**. This outlines the subject content to be covered in the course and what areas of the subject may be examined by the examination components.
- **Grade descriptors**. Included to outline the standard required for each of the main grades of A, C and F. This will show what level of skill in each of the assessment objectives needs to be demonstrated to achieve each grade. For example, an A-grade candidate might have to demonstrate an excellent ability to identify detailed facts, conventions and techniques in relation to the content of the syllabus. However, for a C grade only a sound ability will be shown in answers, and for F grade some ability will be evident.

The grade descriptions are important as senior examiners will use these when the grade boundaries are set. They will look at scripts from candidates who have sat the examination and decide what mark has demonstrated the requirements for A, C and F grades. These are the points where the grade boundaries will be set and consequently those marks determine what grades all your candidates achieve. The grade boundaries may change because sometimes an examination paper is slightly easier or harder than in the previous year – it would therefore be unfair to keep the grade boundaries in exactly the same position.

## Teacher activity 2.2

Look again at the assessment objectives outlined in the syllabus. For each one outline the skills that demonstrate these assessment objectives. Decide how each of these skills would be different for the main grades; for example, how much knowledge with understanding would you expect an A, C or F candidate to demonstrate? Would an A-grade candidate demonstrate an excellent understanding or a good understanding? What level would a C and an F grade demonstrate?

Fill in the boxes below.

Assessment objective	Grade	Description of candidate's demonstration of the assessment objective
Knowledge and understanding	A C F	Shows a good ability to ...
Application	A C F	
Analysis	A C F	
Evaluation	A C F	

When you have completed the boxes, compare this with the actual grade descriptors in the syllabus.

## Converting the syllabus into a scheme of work

Once you have familiarised yourself with the curriculum content of the syllabus, you will need to decide how you are going to break up the different parts in order to plan the teaching of them. It is a good idea to teach Business Studies by looking at the overall general themes as an introduction to the course. The nature of business activity and the nature of added value, business classification, business aims and objectives, and stakeholders are all types of areas that would be covered early in the course. Business organisations could then follow on, including types of business



organisation, limited and unlimited liability, growth and multinational organisations, organisation structures, and communication.

You could follow on from the organisation structure to look at the different functional areas of businesses – marketing, production, human resources, business finance and accounting. These are convenient ways to break down the syllabus in order to deliver it in manageable chunks.

The remaining important area – which is perhaps best left till last, at least to cover in detail – is the external influences on business. This takes in such things as mixed and market economies, the business cycle and an understanding of how this affects business, why and how government influences business, government economic policy and how this affects business, international trade, exchange rate changes, and external costs and benefits.

You do not need to teach the curriculum content in the order in which it appears in the syllabus; neither do you have to teach each section of this as shown in the syllabus – for instance, you may prefer to teach costs of production with production or with finance. It is up to you.

Example 2.1 shows part of the production section from the IGCSE Business Studies scheme from the CIE teacher support website, which is available to some centres. You will see that it has been broken down into different headings to make the planning easier to follow. You could add timings as an additional column to this table. This is only an example; you will need to develop your own breakdown to fit your school's needs.

**Example 2.1: Part of production section from CIE teacher support website**

	<b>Topic</b>	<b>Specification</b>	<b>Chapter *</b>	<b>Activities</b>	<b>Resources</b>	<b>Glossary</b>
3.1	Using resources to produce goods and services	Understand how resources can be used and managed to help organisations achieve their objectives	6	Job, batch and flow can be demonstrated in class by getting students to make something using the three methods – perhaps in three different groups	Resources for making an artefact, e.g. paper, scissors, pens, glue etc. Design of what to make IGCSE Business Studies CD-ROM	Factors of production Product life cycle Job production Batch production Flow production Mass production
3.2	Methods of production (job, batch, flow)	Explain job, batch and flow production methods	23	Link in with efficient use of resources. IGCSE CD-ROM class activity on production methods		

Topic	Specification	Chapter *	Activities	Resources	Glossary
3.3 Scale of production	Understand economies and diseconomies of scale	6	Mainly classroom explanation together with practical exercise to show change in costs with differing levels of production. Class activity on CD-ROM	IGCSE Business Studies CD-ROM	Economies of scale Diseconomies of scale
	Lean production	23			Lean production
3.4 Quality control	Appreciate the importance of quality control	23		Some useful international quality control information on <a href="http://www.piqc.com.pk">www.piqc.com.pk</a> (Pakistan)	

\* Chapters refer to IGCSE Business Studies textbook by Borrington and Stimpson.

### Teacher activity 2.3

For the marketing topic area, plan a similar table for yourself. Check that all parts of the syllabus in this area have been included. What concepts will you teach first? Which teaching methods will you use? You need to think about what knowledge you want to cover, but when deciding on your teaching methods you also need to think about the other assessment objective skills you want your students to develop. Below is the first part of a table for you to use to plan for the topic of marketing. You may use your own headings if you wish, adding or deleting columns to suit your own requirements. The outline has been included to help you.

	Topic	Specification	Chapter	Activities	Resources	Glossary
2.1	Role of marketing	Describe the role of marketing	16			
2.2	Market research (primary and secondary)	Appreciate the need for market research	17, 18			

Once you have planned your own scheme of work, used the IGCSE Business Studies scheme of work provided on the teacher support website, or adapted this scheme of work, you will need to plan the time available to deliver this course.

Start by adding a time column if you have not already done so. Then count how many weeks you have available in your school year (or two years) to cover all the work. Remember to take off several weeks; you will lose these because of internal examinations, visits out of school by other subject areas or other activities that take your students away from your classes. Split the syllabus up into the main topic areas you plan to deliver – for example marketing, finance – and then divide the number of teaching weeks by the number of topics. This will give you a rough guide to how many weeks you have available to deliver each; for example, 30 weeks to deliver 10 topics is 3 weeks for each topic. You will probably need to adjust these timings slightly owing to the fact that some topics may contain more content than others, and you will not need equal time for each topic.

Suggested topic areas:

- 1 Business activity (introduction, value added, classification of business, growth and measurement of size, business objectives, stakeholders)
- 2 Marketing (market research, market segmentation, marketing mix, marketing strategy, marketing budget)
- 3 Production (methods of production, scale of production, quality control, location decisions, costs, break-even)
- 4 People at work (methods of financial reward, non-financial rewards, management styles and motivation methods, stages of recruitment and selection, training methods, dismissal and redundancy)
- 5 Business organisations (relationship between business objectives, growth and organisation, types of business organisation, limited and unlimited liability, growth of multinational organisations, control and responsibility, internal organisation, methods of communication)
- 6 Business finance and accounting (use of funds, short- and long-term financial needs, sources of internal and external funds, cash-flow forecasts, use of accounts, profit and loss accounts, balance sheets, ratio analysis of accounts, working capital, financial budgets)
- 7 External influences (mixed and market economies, competition and business, business cycle, government influence over business decision making, government economic policy measures, impact of technology on business, ethical issues, international trade, problems of entering new markets abroad, exchange rates, external costs and benefits)

Approximate weighting of time between the different sections:

- 1 5%
- 2 15%
- 3 15%
- 4 15%
- 5 15%
- 6 15+ % (extra time if available)
- 7 20%

If time is short you may have to cut down the time you spend on some topics. In the past I have given students particular concepts on which to make their own notes and then given a few follow-up questions to check they have understood what they have read. Whether this is possible will very much depend on the level of ability of your students. Another method which can work well is to give the students a grid to fill in rather than letting them make their own notes and copying the information without really reading it. (Copying is ineffective and you will need to go over the concepts if they haven't read the information properly.) If

students convert information from one format to another, they have to read it and make sense of the concepts. An alternative method to reduce the time is to combine topics and deliver them jointly. For example, I have discussed management styles at the same time as teaching organisation structure.

## **Lesson plans**

After the scheme of work has been drawn up you will need to develop your lesson plans. For each lesson consider the following:

- What content is to be covered?
- Time, resources, number of students in class, ability of students, availability of computer room.
- How could this topic be delivered? What teaching methods are you going to use?
- How are you going to deal with differentiation?
- Does the lesson have (i) a clear beginning which outlines the objectives of the lesson, (ii) a middle covering the content to be covered, and (iii) an end which brings together the learning that has taken place and makes the students aware of the lesson objectives that should have been covered? The students should leave the lesson with a clear understanding of what was intended to be covered and an awareness that it has been achieved.

## Teacher activity 2.4

Using the outline below, draw up a lesson plan for one of the marketing topics you outlined in your scheme of work from Activity 2.3. A sample lesson plan on advertising has been included to help you.

### Sample lesson plan for advertising

**Date:** ..... **Time:** 1 hour **Room:** .....

**Class:** Year .... **Ability:** Mixed **Number:** 20

#### Lesson summary:

#### Aims – by the end of the lesson the student should be able to:

- identify what is meant by advertising;
- describe the various media that can be used for advertising.

#### Relevance to IGCSE syllabus:

Promotion

#### Resources required:

Teacher: examples of adverts

Students: pen, IGCSE textbook

Time	Teacher activity	Student activity	Notes
0–5	Register class. Recap on the other elements of the marketing mix covered so far. Introduce aims of lesson.	Listening to explanation and offering answers to questions posed by teacher.	
6–20	Give out examples of adverts.  Go through examples when complete and discuss the answers with the class.	Local examples of adverts in magazines, newspapers and photographs of posters.  Discuss where adverts are placed and what types of product are advertised in these different places.	Teacher already collected examples or made up examples of advertising.

21–40	Teacher puts class into groups of 3–4. Each group selects a different product/service and decides where to advertise the product/service and why. Several different places to advertise can be justified for each product/service.	Students select a product/service and decide where to advertise it and why.	Teacher puts a selection of different products/services on the board from which students choose one. The products/services should include different services, consumer products and producer products.
41–55	Teacher monitors the students, explaining answers if necessary.	The groups then present their findings to the class.	
56–60	Plenary – review what they have covered and set homework.	Listen and write down their homework.	
<b>Extension work:</b>		<b>Homework:</b> Write a letter to the business that produces the product/service on which you gave your presentation. Explain the alternative places where they could advertise their product/service and recommend where they should advertise it and why.	



Lesson plan for .....

Date: ..... Time: ..... Room: .....

Class: ..... Ability: ..... Number: .....

Lesson summary:

Aims – at the end of the lesson the student will be able to:

■

Relevance to IGCSE syllabus:

Resources required:

Teacher:

Students:

*Lesson activity breakdown:*

Time	Teacher activity	Student activity	Notes
0 –			
<b>Extension work:</b>		<b>Homework:</b>	



## LOOKING BACK

- ◆ Do you understand all the parts of the syllabus? How do they link together?
- ◆ What is meant by each of the assessment objectives and what do they mean for your teaching methods?
- ◆ Can your scheme of work be delivered in the time available to you? Can the time taken to deliver any topics be reduced?
- ◆ What are the important points to consider when drawing up your lesson plans?
- ◆ Do your lesson plans have a clear beginning, middle and end? How are the learning objectives made clear to students? Will they be successfully achieved?