General Certificate of Secondary Education

Business and Communication Systems 413010

Unit 10

For submission in 2016

GCSE Business and Communication Systems 413010 – 2016

Background to the task

Many communities have been inspired to build on the legacy of The London 2012 Olympic Games and are holding fundraising events that involve people being active and raising money for charity. You will help an organising committee. The event organised will be a fun run, a swimathon or a cycle ride. You should select one of these events. You should also choose the charity that would benefit from the fundraising. Local businesses, schools and other organisations will be invited to enter teams.

Task
Your task is to prepare:

• a letter to invite local businesses to take part by entering a team of four. There will be an entry form in the form of a tear-off slip at the bottom of the letter that will collect the names of the four team members
• a database to store the information about each participant. A data input form will be used to enter records
• a presentation, consisting of 4-6 slides, to be used at local high schools to get them to support the event by entering teams. A member of the organising committee will give the presentation. You will create the slides and the presenter's notes.

Research and Planning
You will have up to eight hours for this section of the work.

You will need to research the following:
• events similar to the one you have chosen
• the charity you have chosen
• the structure of business letters together with the use of tear-off return slips
• how to set up a database and the use of input forms as a data entry tool
• presenting information to large audiences and the use of presenter notes

You should keep a record of any sources that you use and indicate their impact on your documents.

Final Submission
You will have up to four hours to write up your work and to produce the necessary documents and materials. This can be split over a number of sessions.

Your final submission should contain the following:
• the letter, complete with the tear-off entry form
• the database capture form complete with the ONE completed record
• the slides and the presenter notes, printed as notes pages.

You should also hand in:
• a second copy of the letter, the data input form and the presentation notes pages, annotated to explain the judgements that you have made and how your research informed these decisions
• a list of the fields in the database showing the properties for each field
• a record of the sources that you have used and the impact that they have had on your documents.

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Teachers' Notes

General Information
These notes are intended to support teachers when they are preparing their students for the GCSE Business and Communication Systems Controlled Assessment Unit 10, for submission in 2016.

Research and Planning
The following guidance focuses on helping students to obtain a clearer understanding of the context and of the documents that they will produce.

Fundraising events
Students could investigate how fundraising events work and how they are organised.
- http://www.doitforcharity.com/home.aspx
- http://knowhownonprofit.org/funding/fundraising/fundraising-events-and-challenges/events

Other sources provide links to a range fundraising events on behalf of different charities:
- http://www.charitychoice.co.uk/events

Charity
Students will choose the charity that will benefit from the fundraising. Individual students may have a charity in mind and that charity's website will be easily accessible. There are numerous examples (local, national and international) for many and varied causes. Examples include:
- Broughton Parish - http://broughtonparish.org.uk/charity/
- Donna Louise Trust - http://www.donnalouisetrust.org/
- British Heart Foundation - https://www.bhf.org.uk/
- Make a Wish Foundation - http://www.make-a-wish.org.uk/
- Tiggywinkles - http://www.sttiggywinkles.org.uk/
- The Royal British Legion - http://www.britishlegion.org.uk/
- Variety (formerly The Variety Club of Great Britain) - https://www.variety.org.uk/
- World Wildlife Fund - http://www.wwf.org.uk/

Additionally online sources that classify charities by type and by area; they may help students to choose a charity:
- http://www.charitychoice.co.uk/charities

Business letter with tear-off return slip
Students should already have covered the word processing section of the specification. Consequently, they will have a secure knowledge of the structure and layout of business letters.

Students' research will produce a range of examples demonstrating differing styles and structures. They will be familiar with the letters produced by their school and many of those will have included return slips. Many schools provide access to such letters via their websites. Students could compare the letters from a variety of schools so that they can consider different styles and content.

Websites that offer guidance about the structure of business letters include:
- http://www.office.xerox.com/small-business/tips/business-letter/enus.html
- http://www.dummies.com/how-to/content/how-to-format-a-business-letter.html

Students should consider:
- purpose, audience and content of the letter
- structure and layout
- letter heading
- text formatting

Database
Before embarking on the task, students should already have covered the database section of the specification. They could make use of some of the resources that serve to explain the use of the software such as:
- http://www.teach-ict.com/software_skills/Access03/setting_up/walkthrough2/walkthrough2.pdf
- http://www.bbc.co.uk/schools/gcsebitesize/dida/using_ict/databasesrev3.shtml
- http://www.teach-ict.com/videohome.htm

Students could investigate the design of data input forms. An image search for "database input forms" yields many examples of how database software has been used to create forms that are very different in style, context and content.

Students should consider the:
- purpose, audience and content of the database
- fields and their properties
- structure, organisation and layout of the input form
- text and object formatting

Presentation
Although students know how to use the software to create presentations, there are opportunities for them to consider how they differ when created for different purposes. Consequently researching real business examples provides a basis for analysis and subsequent judgements. There are many resources that students can use to reinforce their skills, including:
- http://www.teach-ict.com/videohome.htm
- http://www.ictlounge.com/work/presentationauthoring/presentation_authoring_step_by_step_booklet.pdf

Some examples of presentations that provide access to useful presenter notes can be found:
- http://tinyurl.com/kh42yus
- http://tinyurl.com/n7cupgl – extra value, this is about many aspects of using PowerPoint

Students could find and use websites that offer advice and explain good practice:
- http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
- http://www.powtoon.com/blog/why-your-powerpoint-presentations-suck-and-what-you-can-do-about-it/ - the video is useful.
- https://www.udemy.com/blog/powerpoint-presentation-tips/
- http://www.thinkoutsidetheslide.com/ten-secrets-for-using-powerpoint-effectively/
- http://www.ethos3.com/2012/08/design-101-using-large-type-in-presentations/
- https://blog.slideshare.net/2014/06/09/guy-kawasakis-10-20-30-rule-for-presentations/

Considering the pitfalls to be avoided can be valuable:
- http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
- http://michaelhyatt.com/slides/you-suck-at-powerpoint

Students should consider:
- purpose, audience and content of the presentation
- how the audience will view the presentation
- the information that the presenter will need to supplement the information on the slide
- structure, organisation and layout
- text and object formatting
- types of information and effects
- layering
- use of white space
- slide master
- colour

As part of their analysis of example documents, students should consider the methods used to achieve a consistent corporate image across all their publications. They could also consider how corporate identity can be adapted in documents designed for different audiences.

Second copies of each document
Students should annotate their work to show:
- how their research has informed their final submission
- the thinking behind the decisions that they have made about key elements of the design and content of each document.

Students could use the following methods to annotate their work:
- use screen shots and add callout boxes to contain their annotations
- stick the second copies of their finished documents onto A4 or A3 paper in order to provide the space to annotate their documents.

Sources of information
Students should use this document to record:
- the sources of information that they have used to inform their work
- the impact that each source has had on the documents produced.

Authentication
Teachers will be responsible for ensuring that a Candidate Record Form is completed to authenticate the student's work.

Further help
If you have any questions concerning the Controlled Assessment, please contact the Business Studies Team on business-studies@aqa.org.uk

AQA offers Teacher Online Standardisation for GCSE Business and Communication Systems. Here, teachers can mark exemplar work online and see how their marking compares with the standard set by the Principal Moderator. All teachers can access this online marking advice from the Principal Moderator at a time that suits them best. Teacher Online Standardisation is accessed through e-AQA.

Controlled Assessment Advisers can be contacted for help and guidance. Details of your allocated Adviser can be found on the Teacher Online Standardisation.