



# UNIVERSITY FOUNDATION PROGRAMME BUSINESS SPECIFICATION

PREPARING STUDENTS FOR UNIVERSITY SUCCESS

FOR TEACHING FROM 2022



# CATS UFP

CATS UFP is a Level 3 course, designed to help international students to move successfully from high school to a UK University. It does this by using a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world. While English for Academic purposes is an essential part of CATS UFP, and all students will take an English course, assessment design within each module focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS UFP is delivered over nine months (sometimes six, for students on specific visas, used to a rigorous style of study and excellent English), within a pastorally supportive and culturally stimulating context that enables students' learning to prosper. It does this by providing a variety of routes to the qualification, taught by expert staff and with time to develop English and learn about British culture. CATS UFP is only available to Centres with excellent pastoral care. Centres provide a stimulating intellectual and cultural environment with small classes. Thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who are expert in creating a positive learning environment for students from a wide range of countries.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and

teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

## INTRODUCTION

### Why Choose Business UFP?

#### **Dynamic and engaging content:**

For over 30 years CATS UFP has provided a high quality, successful qualification. Through consistent improvement using teacher and student feedback, classroom experience and by working closely with universities CATS UFP demonstrates the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content of Business UFP is designed to engage international students through topics and issues that are relevant across the globe.

#### **Real life skills:**

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment. In addition, the UFP Business specification also gives room for the development of soft skills which are essential in the business world such as collaboration, presentation, research, and written communication skills.

#### **Assessment success:**

Business UFP involves a blended learning approach to assessing students that enables them to access content and demonstrate a wide range of skills and abilities. There are 2 methods of assessment- coursework and examination papers:

- Our coursework uses a variety of assessment styles including group presentations, individual reflection, researching and individual essays. Topics are contemporary and engaging to support students in developing key skills required for future University studies.
- Our examination papers use a variety of assessment styles including short answer, multiple choice, essay, data-response, and case studies to engage students and to improve their confidence with assessments. Real life case studies from around the world are used to make the subject more accessible for international students and to enable them to relate to and apply knowledge and skills developed throughout the course.

#### **Sensitivity towards international students:**

The Business UFP course has been designed to take into account the challenges that international students will face when studying a British qualification. Coursework and examination assessments are tailor made to ensure students can fulfil their ultimate potential.

## **AIMS OF THE COURSE\***

**The UFP course encourages students to:**

- Develop an enthusiasm for studying business.
- Develop an understanding of Business concepts and theories; and see how these relate to the real world of Business.
- Gain knowledge of the internal functions of contemporary business organisations of all types.
- Study the dynamic external environment within which businesses operate and the effects this can have upon decision-making within a business.
- Establish a critical understanding of major topical issues that can generate change for business organisations, and the ways in which businesses respond to these issues.
- Acquire an awareness of the range of stakeholder perspectives that can be taken on business activities.
- Select and manipulate data in a variety of forms and to interpret their results.
- Generate creative and enterprising approaches to business scenarios, challenges and issues.
- Evaluate and make judgements related to different business situations based on the knowledge learnt and case studies read.

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## **KEY SKILLS**

Students taking this course will be encouraged to develop into independent learners with the ability to think critically, understanding the key importance of research and presentational skills. The course covers these key skills in the following ways:

### **Reasoning and critical thinking:**

Students will:

- Use problem solving skills to solve problems effectively in situations where more than one approach is possible.
- Select, organise and communicate relevant information in a variety of forms;
- Use mathematical techniques in a multitude of situations applicable to the real world
- Use the knowledge learnt and case studies read to make judgements on different business situations.

### **Independent Learning:**

Students will:

- Organise own learning through management of time and material;
- Work on own initiative to prioritise tasks;
- Work independently to support understanding of material;
- Carry out self-directed learning tasks.

### **Research Skills:**

Students will:

- Research an area of interest and find data suitable to analyse statistically
- Ensure all research is referenced and not plagiarised
- Use ICT to develop information literacy skills, to communicate and collaborate with others.

### **Presentational Skills:**

Students will:

- Systematic documentation of finding and analysis;
- Use of word processing and other forms for ICT for communication;
- Organise information clearly and coherently, using specialist vocabulary when appropriate

**ASSUMED PRIOR KNOWLEDGE**

The UFP Business course is built on the assumption that students do not have prior knowledge in the study of Business. However, students will benefit most if they have competence in quantitative skills to be able to:

- calculate, use and understand ratios, averages and fractions
- calculate, use and understand percentages and percentage changes
- construct and interpret a range of standard graphical forms
- interpret index numbers
- calculate cost, revenue, profit and break-even
- calculate investment appraisal outcomes and interpret results
- interpret values of price elasticity of demand
- use and interpret quantitative and non-quantitative information in order to make decisions
- interpret, apply and analyse information in written, graphical and numerical forms.

Any prior learning in Business would be beneficial to enable students to be able to grasp the concepts quicker and also go into further depth. For example, for those that have joined the UFP route from an international system which uses the IB or IGCSE syllabi, they may have taken Business at a Key Stage 4 level which may cover topics such as understanding business activity, people in business, operations management, financial information and decisions, external influences on business activity.

The table below shows prior learning in Business in a selection of national systems:

China	No equivalent subject in national high schools
Malaysia	Students in the Art stream may take Business Studies for Year 10 and 11. Students may also take Business Studies in Year 12 and Year 13.  Year 10 and 11 modules include business objectives, latest business trends, mission and vision of businesses, business organisation, business resources, entrepreneurship,
UAE	Business management is introduced in high school since 2016  About 40% of pupils attend private schools which are internationally accredited, using international syllabi including iGCSEs.
Russia	No equivalent subject in national high schools
Kazakhstan	No equivalent subject in national high schools

Nigeria	<p>A business studies program was introduced in 1982 into the Nigerian secondary school curriculum in order to address the countries economic and technological deficiencies. The objectives were to create an opportunity for students to have a broad understanding of business activities, their functions, interrelationships between business organizations, and to provide students with skills for processing</p>
	<p>Components: Office practice, Book-keeping, Commerce, Keyboarding, Computer studies.</p> <p>Topics: Meaning and branches of business studies, types and functions of office, Relationship between producer and consumers, Commerce, Trade, Forms of business organization, typing, business documents, cost of production, insurance.</p>
South Africa	<p>Students in Grade 8 to Grade 9 take Economic and Management Sciences (EMS) which has elements of basic accounting, entrepreneurship, business and economics. The subject aims to encourage a sense of entrepreneurship in learners, as well as to give them a very basic understanding of common accounting documents that they are likely to come across in their lives. The subject also touches on overarching economic principles, such as supply and demand and GDP.</p> <p>From Grade 10 onwards, Business Studies is offered as an optional subject. This is a natural extension of EMS. Students look at overarching economic concepts and how businesses operate within those constraints. The subject aims to promote entrepreneurship.</p>
Brazil	No equivalent subject in national high schools
Mexico	<p>In high school, some students may opt for the "Accounting, economic and banking sciences or administrative sciences" High schoolers may take a subject called "administration" which has elements of Business Studies (focusing on the Management part) such as Human Resources,</p>

**SUBJECT CONTENT**

**Examinable Content:**

The topics stated in the table below will be assessed through controlled assessment, a final examination and coursework.

<p><b>Module 1: Introduction to Business</b></p>	<p>This module provides a direct focus on the fundamental elements of a business. This module will begin by introducing students to key business objectives and explore how firms can set out to achieve these objectives, through the construction of a mission statement. Students will then develop an understanding of different organisational structures and the reason for selecting a specific structure. Students will analyse the role of shareholders and the differing interests of stakeholders for both public and private organisations. Students will analyse factors from both the internal and external business environment and how they can impact the running and decision making process of a firm. Students will study a range of business theories and their practical application within the decision making process.</p>
<p><b>Module 2: Marketing</b></p>	<p>The marketing module will be begin by looking at marketing objectives and the different types of marketing. The process and methods to ensure effective marketing will be studied. The various processes to ensure that their business is marketed effectively will be analysed. Students will then be introduced to the marketing mix.</p>
<p><b>Module 3: Finance</b></p>	<p>Financial aspects of the running of a business is the focus in this module. This module will be the most quantitative module and will require students to be able to calculate various concepts effectively. Students will develop an understanding of the practical construction and analysis of a range of financial statements. Students will evaluate the appropriate sources of finance available to a business and their selection.</p>
<p><b>Module 4: Human Resource</b></p>	<p>The human resource module will begin by introducing students to common human resource objectives for a business. Students will then develop knowledge of the recruitment, selection and training process for staff in an organisation. Students then study a range of motivational theories, their practical application, and the interpretation of human resource data.</p>
<p><b>Module 5: Operations</b></p>	<p>The operations module will begin by looking at the operations objectives. The difference between capital and labour intensive production will be studied. Concepts such as capacity utilisation, efficiency and productivity, quality management, stock control, and network analysis will then be introduced. Students will also learn about the supply chain and how to manage it most effectively.</p>
<p><b>Module 6: Corporate Strategy</b></p>	<p>The corporate strategy module will begin by looking at business ethics and then looking at the external factors affecting businesses. The entire course will end by encapsulating everything learnt from previous topics to look into the various decision making models used in Businesses.</p>



## DETAILED CONTENT LIST & NUMBER OF HOURS (MATCHED WITH INDEPENDENT LEARNING HOURS):

### Module 1: Introduction to business (15 Hours)

Topic	Guidance
1.1 Business objectives	<ul style="list-style-type: none"><li>• Business objectives:<ul style="list-style-type: none"><li>◦ Profit</li><li>◦ Growth</li><li>◦ Survival</li><li>◦ Cashflow</li><li>◦ Social and ethical objectives</li></ul></li><li>• Internal and external influences on business objectives</li><li>• Internal and external stakeholders (including conflicts and resolution)</li><li>• Stock markets, share prices and the calculation of market capitalisation</li></ul>
1.2 Business organisation	<ul style="list-style-type: none"><li>• Sole traders</li><li>• Partnerships</li><li>• Private Limited Companies (LTD)</li><li>• Public Limited Companies (PLC)</li><li>• Incorporated and unincorporated businesses</li><li>• Limited and unlimited liability</li><li>• Divorce of ownership and control</li><li>• Private and public sector organisations</li></ul>
1.3 Business functions	<ul style="list-style-type: none"><li>• Role and activities of the following departments:<ul style="list-style-type: none"><li>◦ Marketing</li><li>◦ Finance</li><li>◦ Human resources</li><li>◦ Operations</li></ul></li></ul>

### Module 2: Marketing (30 Hours)

Topic	Guidance
2.1 Marketing objectives	<ul style="list-style-type: none"><li>• Marketing objectives:<ul style="list-style-type: none"><li>◦ Sales volume</li><li>◦ Sales value</li><li>◦ Market share and market size</li><li>◦ Sales growth</li><li>◦ Market growth</li><li>◦ Brand loyalty</li></ul></li></ul>
2.2 Types of marketing	<ul style="list-style-type: none"><li>• Relationship marketing</li><li>• Environmental and ethical marketing</li><li>• Digital marketing</li><li>• Business-to-Business (B2B) and Business-to-Consumer (B2C) marketing</li></ul>
2.3 Market analysis	<ul style="list-style-type: none"><li>• Value of technology in gathering and analysing data</li><li>• Market mapping</li></ul>
2.4 Mass and Niche marketing	Mass and Niche Marketing Positioning of Mass and Niche Market Products
2.5 Market research	<ul style="list-style-type: none"><li>• Primary and secondary research</li><li>• Qualitative and quantitative data</li></ul>

	<ul style="list-style-type: none"> <li>• Local and national markets</li> <li>• Limitations of market research</li> </ul>
<b>2.6 Market segmentation</b>	<ul style="list-style-type: none"> <li>• Market segmentation according to demographics and psychographics: <ul style="list-style-type: none"> <li>◦ Age</li> <li>◦ Gender</li> <li>◦ Income</li> <li>◦ Socio-economic grouping</li> <li>◦ Location</li> <li>◦ Tastes</li> <li>◦ Interests and lifestyle</li> </ul> </li> <li>• Segmentation, targeting and positioning (STP) model</li> </ul>
<b>2.7 Marketing mix-product</b>	<ul style="list-style-type: none"> <li>• Unique selling point (USP) and product differentiation</li> <li>• Product life cycle and extension strategies</li> <li>• Boston Matrix</li> <li>• Product portfolio</li> <li>• Influences on and the value of new product development</li> <li>• Positioning and repositioning</li> </ul>
<b>2.8 Marketing mix-price</b>	<ul style="list-style-type: none"> <li>• Pricing strategies: <ul style="list-style-type: none"> <li>◦ Penetration</li> <li>◦ Skimming</li> <li>◦ Cost plus</li> <li>◦ Predatory</li> <li>◦ Psychological</li> </ul> </li> <li>• Internal and external influences on price</li> <li>• Calculation and interpretation of price elasticity of demand (PED)</li> </ul>
<b>2.9 Marketing mix-promotion</b>	<ul style="list-style-type: none"> <li>• Promotional mix</li> <li>• Above and below the line promotion</li> </ul>
<b>2.10 Marketing mix-place (distribution)</b>	<ul style="list-style-type: none"> <li>• Role of intermediaries</li> <li>• Direct and indirect distribution</li> <li>• Multi-channel distribution</li> <li>• E-commerce</li> </ul>

### Module 3: Finance (30 Hours)

<b>Topic</b>	<b>Guidance</b>
<b>3.1 Financial objectives</b>	<ul style="list-style-type: none"> <li>• Profit objectives</li> <li>• Cash flow objectives</li> <li>• Capital structure objectives</li> <li>• Internal and external influences on financial objectives</li> </ul>
<b>3.2 Calculating costs, revenue and profits</b>	<ul style="list-style-type: none"> <li>• Calculation of sales turnover</li> <li>• Fixed costs and variable costs</li> <li>• Calculation of total costs</li> <li>• Calculation of gross profit and net profit margins</li> </ul>
<b>3.3 Cash flow management</b>	<ul style="list-style-type: none"> <li>• Positive and negative cash flow</li> <li>• Difference between cash flow and profit</li> <li>• Cash flow statements and forecasts</li> <li>• Payables and receivables</li> <li>• Methods of improving cash flow</li> </ul>
<b>3.4 Budgeting</b>	<ul style="list-style-type: none"> <li>• Expenditure, income and profit budgets</li> <li>• Variance analysis</li> </ul>

<b>3.5 Break-even analysis</b>	<ul style="list-style-type: none"> <li>• Break-even formula</li> <li>• Break-even charts</li> <li>• Limitations of break-even analysis</li> </ul>
<b>3.6 Sources of finance</b>	<ul style="list-style-type: none"> <li>• Internal and external sources</li> <li>• Short-term and long-term sources</li> </ul>
<b>3.7 Liquidity</b>	<ul style="list-style-type: none"> <li>• Liquidity and solvency</li> <li>• Liabilities and assets</li> <li>• Current ratios and acid test ratios</li> <li>• Debt to equity ratios</li> <li>• Gearing ratios</li> <li>• Methods of improving liquidity</li> </ul>

#### Module 4: Human resources (25 Hours)

<b>Topic</b>	<b>Guidance</b>
<b>4.1 Human resource (HR) objectives</b>	<ul style="list-style-type: none"> <li>• Human resource objectives: <ul style="list-style-type: none"> <li>◦ Matching the workforce to business needs</li> <li>◦ Helping employees reach their full potential</li> <li>◦ Supporting employer and employee relations</li> </ul> </li> <li>• Internal and external influences on HR objectives</li> <li>• The role of the HR department</li> </ul>
<b>4.2 Management and leadership styles</b>	<ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Democratic</li> <li>• Paternalistic</li> <li>• Laissez-faire</li> </ul>
<b>4.3 Human resource management (HRM) and organisational culture</b>	<ul style="list-style-type: none"> <li>• Hard and soft HRM</li> </ul>
<b>4.4 Employee life cycle</b>	<ul style="list-style-type: none"> <li>• Human resource plans</li> <li>• Steps in the standard recruitment and selection process</li> <li>• Internal and external recruitment</li> <li>• Training (including on the job and off the job)</li> <li>• Redundancy</li> </ul>
<b>4.5 Motivation in theory</b>	<ul style="list-style-type: none"> <li>• Taylor's scientific management theory</li> <li>• Maslow's hierarchy of needs</li> <li>• Herzberg's two-factor theory</li> </ul>
<b>4.6 Motivation in practice</b>	<ul style="list-style-type: none"> <li>• Financial incentives: <ul style="list-style-type: none"> <li>◦ Piecework</li> <li>◦ Commission</li> <li>◦ Bonuses</li> <li>◦ Profit sharing</li> <li>◦ Performance-related pay</li> </ul> </li> <li>• Non-financial incentives: <ul style="list-style-type: none"> <li>◦ Job design</li> <li>◦ Fringe benefits</li> <li>◦ Job enrichment, enlargement and rotation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Delegation</li> </ul>
4.7 Calculation and interpretation of HRM data	<ul style="list-style-type: none"> <li>• Labour productivity</li> <li>• Labour costs per unit</li> <li>• Employees costs as a percentage of turnover</li> <li>• Labour turnover and retention rates</li> <li>• Absenteeism</li> </ul>
4.8 Staff resistance to change	<ul style="list-style-type: none"> <li>• Reasons for staff resistance</li> <li>• Active and passive resistance</li> <li>• Kotter and Schlesinger's model of reasons for resistance to change and ways of overcoming it</li> </ul>

## Module 5: Operational performance (25 Hours)

Topic	Guidance
5.1 Operational objectives	<ul style="list-style-type: none"> <li>• Operational objectives: <ul style="list-style-type: none"> <li>○ Quality</li> <li>○ Costs</li> <li>○ Speed of response</li> </ul> </li> <li>• Added value</li> </ul>
5.2 Capital and labour-intensive production	<ul style="list-style-type: none"> <li>• Capital-intensive and labour-intensive production</li> </ul>
5.3 Capacity utilisation	<ul style="list-style-type: none"> <li>• Calculation of capacity utilisation</li> <li>• Understanding of operations data including: <ul style="list-style-type: none"> <li>○ Unit costs</li> <li>○ Under utilisation</li> <li>○ Capacity shortages</li> </ul> </li> <li>• Rationalisation</li> </ul>
5.4 Use of technology in operations	<ul style="list-style-type: none"> <li>• The use of technology in operations: <ul style="list-style-type: none"> <li>○ Automated stock control systems</li> <li>○ Automation and robotics</li> <li>○ Computer-aided design (CAD)</li> </ul> </li> <li>• 3D printing</li> </ul>
5.5 Lean production and quality management	<ul style="list-style-type: none"> <li>• Methods of improving efficiency: <ul style="list-style-type: none"> <li>○ Kaizen</li> <li>○ Just in time (JIT)</li> <li>○ Total quality management (TQM) and zero defects policy</li> <li>○ Time-based management</li> <li>○ Waste minimisation</li> </ul> </li> <li>• Methods of improving quality: <ul style="list-style-type: none"> <li>○ Quality assurance</li> <li>○ Quality control</li> <li>○ Quality circles</li> <li>○ Changing suppliers</li> </ul> </li> </ul>
5.6 Stock control	<ul style="list-style-type: none"> <li>• Inventory control charts</li> <li>• Links to JIT</li> </ul>
5.7 Managing the supply chain	<ul style="list-style-type: none"> <li>• Influences on the choice of suppliers: <ul style="list-style-type: none"> <li>○ Reliability</li> <li>○ Dependability</li> <li>○ Flexibility</li> </ul> </li> <li>• Outsourcing</li> </ul>

	<ul style="list-style-type: none"> <li>• Mass customisation</li> </ul>
5.8 Network analysis	<ul style="list-style-type: none"> <li>• Critical path analysis</li> </ul>

### Module 6: Corporate strategy (15 Hours)

Topic	Guidance
6.1 Business ethics	<ul style="list-style-type: none"> <li>• Carroll's corporate social responsibility (CSR) pyramid</li> <li>• Fair trade schemes</li> <li>• Environmental issues</li> <li>• Ethical treatment of animals</li> <li>• Ethical consumers and consumer boycotts</li> <li>• Competitiveness and differentiation</li> </ul>
6.2 External factors affecting business	<ul style="list-style-type: none"> <li>• PESTLE Analysis</li> <li>• Business cycle</li> <li>• Incremental and disruptive change</li> <li>• Interest rates and exchange rates</li> <li>• Demographics</li> <li>• Competition</li> <li>• Globalisation and Multinational Corporations</li> </ul>
6.3 Decision making models	<ul style="list-style-type: none"> <li>• Decision trees</li> <li>• Ansoff matrix</li> <li>• SWOT analysis</li> </ul>

### ASSESSMENT OBJECTIVES

Assessment Objectives\* (AOs) are designed for Level 3 Business specifications. The Business UFP will place a stronger emphasis on business in an international context, compared to other Level three qualifications.

	Objective	Weighting
A01	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.	25%
A02	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.	25%
A03	Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences. Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.	35%
A04	Communicate (verbal and written) explanations and evaluations in a clear and structured manner, making use of a range of relevant evidence, appropriate vocabulary and references.	15%

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### ASSESSMENT OBJECTIVES WEIGHTING (AGAINST EACH COMPONENT)

Assessment Objectives	Assessment Values					Overall Weighting
	Presentation	20%	Exam Paper 1	20%	Exam Paper 3 10%	
	Coursework	30%	Exam Paper 2	20%		
A01 Knowledge & Understanding	5%		20%		50%	25%
A02 Application	35%		30%		10%	25%
A03 Analysis and Evaluation	25%		40%		40%	35%
A04 Communication	35%		10%		0	15%

### **Synoptic Assessment – Where and How Is This Achieved?**

The Finance module is included in all three papers because finance is the fundamental objective of a business i.e. making a profit. Paper 3 will be the final synoptic paper where questions could be asked from all five modules and therefore students will be required to differentiate and also complement the knowledge from all modules to be able to answer the questions effectively

## ASSESSMENT STRUCTURE

Business UFP involves three methods of assessment: a presentation, coursework and three examination papers.

Students will be assessed via:

50% coursework (Coursework 1 and Coursework 2)

50% examination (Paper 1, Paper 2, Paper 3)

<b>Coursework 1</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>• 15 Minute Group Presentation, (15%)</li> <li>• Individual reflection, 5 marks (5%)</li> <li>• Topic will be confirmed before the start of every academic year.</li> <li>• Questions asked in the coursework will not be featured in the final exam.</li> </ul>
<b>Coursework 2</b>	<b>30%</b>	<ul style="list-style-type: none"> <li>• 1500-2000 words Individual Report following proper academic conventions.</li> <li>• Topic will be confirmed before the start of every academic year.</li> <li>• Questions asked in the coursework will not be featured in the final exam.</li> </ul>
<b>Exam Paper 1</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>• 1 ½ hour exam assessing content from all modules.</li> <li>• 50 marks</li> <li>• Questions will be based on a pre-seen case study which will be given to students at least 2 months before the exam.</li> <li>• Questions will be a mixture of 1, 2 X 2, 4, 6, 10 X 2, and 15 mark questions assessing student's numeracy, descriptive, analysis, and evaluation skills.</li> </ul>
<b>Exam Paper 2</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>• 1 ½ hour exam assessing content from all modules</li> <li>• 50 marks</li> <li>• Questions will be based on unseen short case studies</li> </ul> <p>Section A will be a mixture of 4 and 6 mark questions assessing student's numeracy, description, and analysis skills worth 25 marks in total.</p> <p>Section B will be a 10 and 15 mark essay question assessing student's description, analysis, and evaluation skills worth 25 marks in total</p>
<b>Exam Paper 3</b>	<b>10%</b>	<ul style="list-style-type: none"> <li>• 1 hour exam containing MCQs from all the modules.</li> <li>• 40 marks</li> </ul>



### **Extended Reading List**

- AQA A Level Business, by Neil James, My Revision Notes
- AQA A Level Business 1 Third Edition, by Wolinski & Coates (for more able students)
- A-Level Business: AQA Year 1 & 2 Complete Revision & Practice
- AQA A-level Business Workbook 1: Topics 1.1-1.3 Helen Coupland Smith
- AQA A-level Business Workbook 2: Topics 1.4-1.6 Helen Coupland Smith
- AQA A-level Business Workbook 3: Topics 1.7-1.8 Helen Coupland Smith
- AQA A-level Business Workbook 4: Topics 1.9-1.10 Helen Coupland Smith
- Bare Bones Revision Guide Crossacademe
- Anforme Marketing and People Theme 1 for Edexcel Business AS and A Level
- Anforme Managing Business Activities Theme 2 for Edexcel Business AS and A Level
- Anforme Revision Guide to AS and A Level Business Themes 1 and 2 of Edexcel's Business
- Anforme Business Decisions and Strategy Theme 3 for Edexcel Business A Level Year 2

## CONTACT US

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