

**GCSE (9–1) Business**

**J204/01 Business 1: business activity, marketing and people**

**Time allowed: 1 hour 30 minutes**

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### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

## INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **20** pages.

## ADVICE

- Read each question carefully before you start your answer.

# Ocr Mark Scheme

**RC Schank**



## **Ocr Mark Scheme:**

AS & A Level Business Studies Through Diagrams Andrew Gillespie, 2001      Philosophy for Children Through the Secondary Curriculum Lizzy Lewis, Nick Chandley, 2012-05-17 Philosophy for Children P4C is an approach to learning and teaching that aims to develop reasoning and judgement. Students learn to listen to and respect their peers' opinions, think creatively and work together to develop a deeper understanding of concepts central to their own lives and the subjects they are studying. With the teacher adopting the role of facilitator, a true community develops in which rich and meaningful dialogue results in enquiry of the highest order. Each chapter is written by a leading P4C expert and provides an introduction to the relationship between P4C and the subject area, lesson stimuli and activities for extending and deepening students' thinking. The book includes guidance on how to embed P4C in curriculum subjects in a crowded and demanding secondary curriculum timetable, troubleshooting advice for the teacher-turned-facilitator, a companion website containing useful links, downloadable resources and material to display on your interactive whiteboard. Edited and collated by the UK's leading P4C organisation, this book introduces a rationale for using and adapting P4C in the secondary curriculum.

Science Education For Citizenship Ratcliffe, Mary, Grace, Marcus, 2003-07-01 This is overwhelmingly a valuable book, particularly in the context of science education in the UK. It is a book that deserves to be read more widely by science teachers, particularly those who seek not simply to extend their repertoire of teaching techniques but who wish to place these techniques upon a sound academic footing. Educational Review. I have greatly enjoyed reading through *Science Education for Citizenship*. It is extremely informative and contains much of value. We will definitely be putting it on our MA in Science Education reading list.

Dr Michael Reiss, Institute of Education, University of London. This innovative book explores the effective teaching and learning of issues relating to the impact of science in society. Research case studies are used to examine the advantages and problems as science teachers try new learning approaches, including ethical analysis, use of media reports, peer group decision making, discussions and community projects. This book offers practical guidance in devising learning goals and suitable learning and assessment strategies, helps teachers to provide students with the skills and understanding needed to address these multi-faceted issues, explores the nature and place of socio-scientific issues in the curriculum and the support necessary for effective teaching. *Science Education for Citizenship* supports science teachers, citizenship teachers and other educators as they help students to develop the skills and understanding to deal with complex everyday issues.

**Knowledge and Knowing in Media and Film Studies** Steve Connolly, 2025-05-20 For traditional subjects such as History, Art and Science, debate about the nature of knowledge in the school curriculum has produced a growing literature on the relationship between disciplinary knowledge and what is taught in schools. For newer subjects, however, the path is less clear. *Knowledge and Knowing in Media and Film Studies* is the first book to grapple with the question for these two related subjects. Steve Connolly argues that while Media and Film Studies each have a clear epistemological base, consideration of

craft skills alongside factual knowledge and criticality has led to the development of different criteria for what constitutes valuable knowledge than in traditional school subjects. The book problematises this difference through a genealogy of both subjects as they appear in the English school curriculum charting their historical and disciplinary origins within that system. In so doing it finds that far from being new subjects Media and Film Studies have parallel histories with more established subjects. Using a range of primary and secondary data including interviews with media and film teachers, case studies and historical sources, the book provides an account of knowledge and knowing in school Media Studies and Film Studies which both consolidates existing views and proposes some new perspectives. Praise for Knowledge and Knowing in Media and Film Studies. The status of Media and Film Education has been contested for a very long time. In this book Steve Connolly drills down beneath the surface level of debates about academic rigour and what education is for. He analyses how knowledge works in these subjects, how it differs from other educational processes, why this is important and how this matters for more recent endeavours in media literacy. No future conversation about the value of these subjects in education should begin without attention to this rich contribution. Julian McDougall, Bournemouth University.

**Criminal Law** Tony Storey, Alan Lidbury, 2012-12-06. This textbook covers the Criminal Law option of the A level law syllabus and provides an ideal introduction for anybody coming to the subject for the first time. Criminal Law covers all A level syllabuses specification requirements and is written by the principal examiner and principal assistant examiner in Criminal Law for one of the major examination boards. It contains extensive case illustration and a range of examination related questions and activities. There is a special focus on key skills and on the new synoptic assessment syllabus requirements. This fully updated third edition builds upon the success of the first two editions. It provides coverage of OCR and AQA specifications, is endorsed by OCR for use with the Criminal Law option, includes new OCR synoptic assessment source materials for use in examinations in June 2005, with additional guidance, discusses new legislation and cases including Sexual Offences Act 2003. Andrews, Bollom G and R Rowland, Safi and others. Weller Z.

*Why Teach Philosophy in Schools?* Jane Gatley, 2023-03-09. This book presents a case for teaching philosophy in schools. It develops two original arguments for teaching philosophy to all students at some point over the course of their education. Gatley argues that teaching philosophy is the best way to help students to think clearly using ordinary or non-specialist concepts such as good, truth or happiness. She goes on to argue that teaching philosophy is the best way to help students to make sense of the different conceptual schemes used by different school subjects. Combining these two arguments, Gatley suggests that these two roles for philosophy are central to the task of educating people and so philosophy ought to be included on school curricula. Building on the work of philosophers of education including Richard Stanley Peters, Harry Brighouse, Matthew Lipman, Mary Midgley and Martha Nussbaum, the book covers a range of topics including Philosophy for Children, P4C, the aims of education, religious education, curriculum design and education policy.

**Classics in Action** Jessica Dixon, Arlene Holmes-Henderson, 2024-11-29. Classics is one of the most

varied and interdisciplinary of all subjects it includes literature history philosophy art and archaeology There is growing interest among teachers in the subject and recent studies have shown that learning Latin and or Greek can have a positive impact on student outcomes in English and literacy Jessica Dixon and Arlene Holmes Henderson showcase ideas from their own teaching experience plus innovative examples from a range of schools to provide strategies for teaching Latin Greek Classical Civilisation and Ancient History that will enrich enliven and extend your teaching practice Inspiring and eye opening this will be an enjoyable and useful read for all teachers who are currently teaching training to teach or interested in teaching classical subjects and related disciplines in primary or secondary schools

**Defining Literary Criticism** Carol Atherton, 2005-09-27 Outlining the controversies that have surrounded the academic discipline of English Literature since its institutionalization in the late nineteenth century this important book draws on a range of archival sources It addresses issues that are central to the identity of academic English how the subject came into existence and what makes it a specialist discipline of knowledge in a manner that illuminates many of the crises that have affected the development of modern English studies Atherton also addresses contemporary arguments about the teaching of literary criticism including an examination of the reforms to A Level literature

**Examination Physical Education** Trent D. Brown, Dawn Penney, 2017-09-05 In recent decades physical education has moved from the margins redefining itself as an academic subject An important component of this transformation has been the introduction of high stakes examinations at key points in a student's school career and the emergence of examination physical education as the dominant paradigm in many educational systems around the world This book is the first to explore the growing international literature on examination physical education and draw on research to extend the political academic and professional debates around the subject to explore its limitations and possibilities Addressing key topics such as curriculum development assessment methods and teacher education it seeks to assess how our existing knowledge of examination physical education can be best translated into pedagogical practice in the classroom Complementing other texts in the Routledge Studies in Physical Education and Youth Sport Series it makes an original and informed contribution to current discussions of physical education Examination Physical Education Policy Practice and Possibilities is important reading for any student researcher or teacher educator with an interest in physical education sports pedagogy and education policy

**My Revision Notes: Level 1/Level 2 Cambridge National in Health & Social Care: Second Edition** Judith Adams, 2022-10-28 Set students on track to achieve the best grade possible with My Revision Notes Our clear and concise approach to revision will help students learn practise and apply their skills and understanding Coverage of key content is combined with practical study tips and effective revision strategies to create a guide that can be relied on to build both knowledge and confidence My Revision Notes for Cambridge National Level 1 Level 2 in Health Social Care J835 will help students Consolidate knowledge with clear concise and relevant content coverage based on what examiners are looking for Extend understanding with our regular Now Test Yourself tasks

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*Bloomsbury CPD Library: Middle Leadership* Paul K. Ainsworth,Bloomsbury CPD Library,2016-04-21 Designing a Continuing Professional Development CPD programme can be daunting Whether you are looking to better your own practice or coach your colleagues it can be hard to know where to start But don t worry the Bloomsbury CPD Library is here to help Divided into two unique sections Teach Yourself and Train Others these books are perfect for individual teachers middle leaders and those looking to introduce whole school CPD training programmes Striving to become a middle leader in your school Already in a middle leadership role but looking to excel Then this book is for you Taking an easy to follow chronological approach this book takes you through the five stages of your middle leadership career from interview preparation to those first steps in role With a focus on long term development and progression of practice you are also provided with evaluation strategies and questionnaires plus a full set of training plans to run your own CPD sessions and help train other aspiring middle leaders The book is accompanied by PowerPoint slides available to download online for free and in total it offers 11 hours 30 minutes of CPD equating to a cost of just 2 00 per hour of training

**Latin Language Tests for Levels 1 and 2 and GCSE** Ashley Carter,2015-03-02 This collection of tests provides practice for students preparing to take the new Latin language examinations at the WJEC examination board Levels 1 and 2 It also includes tests similar to those used in the OCR examination board GCSE examinations The book is divided into five sections each devoted to a different format or level of tests Words that are not expected to be known at each level are glossed The range of grammatical and syntactical features is similar to that found in the public examinations The tests are designed to cover

translation and comprehension of specially constructed stories in Latin Readers are not expected to have familiarity with any particular course book and the stories may also be used simply as a graduated Latin reader if desired Also available from Bloomsbury Latin Language Tests by Mark Schemes 9781853997525 Study and Revise for GCSE: Animal Farm Kevin Radford,2016-08-01 Exam Board AQA OCR Edexcel Level GCSE 9 1 Subject English Literature First teaching September 2015 First exams Summer 2017 Enable students to achieve their best grade in GCSE English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise Animal Farm throughout the course This Study and Revise guide Increases students knowledge of Animal Farm as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of plot characterisation themes and language equipping students with a rich bank of textual examples to enhance their exam responses Builds critical and analytical skills through challenging thought provoking questions that encourage students to form their own personal responses to the text Helps students maximise their exam potential using clear explanations of the Assessment Objectives annotated sample student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter

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student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter

**Study and Revise for GCSE: An Inspector Calls** David James, 2016-08-01 Exam Board AQA OCR Edexcel WJEC WJEC Eduqas CCEA Level GCSE 9 1 Subject English Literature First teaching September 2015 First exams Summer 2017 Enable students to achieve their best grade in GCSE English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise An Inspector Calls throughout the course This Study and Revise guide Increases students knowledge of An Inspector Calls as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of plot characterisation themes and language equipping students with a rich bank of textual examples to enhance their exam responses Builds critical and analytical skills through challenging thought provoking questions that encourage students to form their own personal responses to the text Helps students maximise their exam potential using clear explanations of the Assessment Objectives annotated sample student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter

**Teaching Sociology Successfully** Andrew Jones, 2017-07-06 Teaching Sociology Successfully is a comprehensive guide to teaching learning and delivering sociology not only with success but with confidence Carefully combing insightful anecdotes and practical ideas with key theoretical concepts on planning learning styles and assessment this book is an essential tool for both new and experienced teachers of sociology Each chapter focuses on a particular aspect of the teaching and learning process from preparing to teach the subject for the first time to measuring student progress over time in an approachable yet rigorous way This practical guide will help you to improve your knowledge of specifications and syllabuses at GCSE and AS A Level provide the best pedagogic approaches for teaching sociology think about learning styles skills and capacities in relation to teaching sociology gain practical ideas and activities for improving student s argumentation evaluation and essay writing skills apply strategies for teaching abstract sociological theories and concepts make the teaching of research methods engaging and interesting deal with practical issues such as planning and assessing learning encourage students independent learning and revision connect ICT social networking websites and the mass media to further students sociological knowledge tackle the thorny issues of politics and controversial topics Drawing on the author s own experiences Teaching Sociology Successfully helps readers to identify unpack and negotiate challenges common to those teaching sociology Complete with a variety of pedagogical resources it provides tasks and further reading to support CPD and reflective practice This book will be an invaluable tool for students on PGCE social science training courses as well as School Direct candidates and undergraduates studying BEDs in



similar fields      *Learning to Teach Psychology in the Secondary School* Deborah Gajic, Jock McGinty, 2022-09-29 *Learning to Teach Psychology in the Secondary School* offers a comprehensive and accessible introduction to the teaching and learning of psychology. Written for trainee teachers and those new to teaching psychology, it will help you to develop your subject knowledge and gain a deeper understanding of the purpose and potential of psychology within the secondary curriculum, as well as support the practical skills needed to plan, teach and evaluate stimulating and creative lessons. Drawing on theory and the latest research, the text demonstrates how key pedagogical issues link to classroom practice and encourages you to reflect on your own learning and practice to maximise student learning. Written by experts in the field and featuring useful resources, summaries of key points and a range of tasks enabling you to put learning into practice in the classroom, the chapters cover: Using psychology to teach psychology; Teaching specific areas of psychology; Ethics in psychology teaching; Teaching research methods; Teaching the skills of evaluation, analysis and application in psychology; Assessment and feedback; Inclusion; Using technology; Career progression and professional development. This exciting new addition to the market-leading *Learning to Teach in the Secondary School* series is essential reading for all those who aspire to become an inspirational and engaging psychology teacher.      **Religious Education in the Secondary School** James D.

Holt, 2014-12-08 *Religious Education in the Secondary School* is a comprehensive, straightforward introduction to the effective teaching of Religious Education in the secondary classroom. Acknowledging the highly valuable yet often misunderstood contribution of RE, this text shows how the subject can be taught in a way that explores the impact of religion on the lives of people and society, engaging pupils and preparing them to become individuals who celebrate and respect diversity. It is illustrated throughout with ideas for teaching at different key stages and offers expert chapters introducing you to both the World Religions and the core aspects of effective teaching and learning. With an emphasis on developing an understanding of the importance and different ways of meeting the learning needs of all pupils, key chapters cover: Understanding different pedagogies of RE; Spirituality and RE; Tips on effective planning and assessment; An approach to teaching across the Key Stages; Core subject knowledge in Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Written by an experienced teacher, teacher educator and examiner, *Religious Education in the Secondary School* is a succinct compendium and has a real classroom applicability, offering all trainee RE teachers, as well as those teaching Religious Education as specialists or non-specialists, a wealth of support and inspiration.

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