

## **Environmental Constraints**

Many business activities can have damaging effects on the quality of the local and national environment. As a result, laws have been made to prevent, wherever possible, damage to people and to natural resources. These laws constrain irresponsible businesses, but as a result, responsible businesses often set higher standards for themselves.

You need to find out how business activity may cause:

- air pollution;
- noise pollution;
- water pollution;
- wasteful use of resources.

You need to find out about current laws which prevent harmful waste products being released and which regulate business activity when located close to residential areas.

### 6.3 ASSESSMENT EVIDENCE FOR UNIT 1: INVESTIGATING BUSINESS

You need to produce a portfolio based on your investigation of **two** contrasting businesses. You should include information selected from your own work and materials you have collected on each business, such as:

- a** what each business does, its aims and objectives, the type of ownership and location [10 marks];
- b** the purposes and activities of the functional areas [13 marks];
- c** how the different areas of the business communicate [15 marks];
- d** the external influences, including reference to competitors, economic conditions and environmental constraints [12 marks].

A typical candidate at grades GG, FF, EE will:	A typical candidate at grades DD, CC, BB will:	A typical candidate at grades BB, AA, A*A* will:	Mark	Max
<p><b>a1</b> Describe the following features of their <b>two</b> chosen businesses.</p> <p>•Activity •Location •Ownership •Aims and objectives</p> <p><b>0 1 2 3 4</b></p>	<p><b>a2</b> Compare the following features of their <b>two</b> chosen businesses and identify the main differences between them.</p> <p>•Activity •Location •Ownership •Aims and objectives</p> <p><b>5 6 7</b></p>	<p><b>a3</b> Having fully explored the following features of their <b>two</b> chosen businesses, suggest and justify changes that each could make to enable them to be more effective.</p> <p>•Activity •Location •Ownership •Aims and objectives</p> <p><b>8 9 10</b></p>		<b>10</b>
<p><b>b1</b> Describe the type of work carried out by at least <b>three</b> functional areas of <b>one</b> of their chosen businesses.</p> <p><b>0 1 2 3 4 5 6</b></p>	<p><b>b2</b> Explain, using examples, how at least <b>three</b> functional areas of <b>one</b> of their chosen businesses work together to support the business activity.</p> <p><b>7 8 9 10</b></p>	<p><b>b3</b> Evaluate how effectively at least <b>three</b> functional areas of <b>one</b> of their chosen businesses work together to achieve the aims and objectives of the business. <b>11 12 13</b></p>		<b>13</b>

<p><b>c1</b> For <b>one</b> business describe the different methods of oral and written communication used and describe, with examples, how it uses ICT to communicate and operate.</p> <p style="text-align: right;"><b>0 1 2 3 4 5 6 7</b></p>	<p><b>c2</b> For the business selected in <b>c1</b> analyse the effectiveness of the communication methods used:</p> <ul style="list-style-type: none"> <li>• inside functional areas;</li> <li>• between functional areas;</li> <li>• with people and organisations outside the business.</li> </ul> <p style="text-align: right;"><b>8 9 10 11 12</b></p>	<p><b>c3</b> On the basis of their analysis, for the business investigated in <b>c1</b> and <b>c2</b>, suggest and justify alternative or improved methods of communication:</p> <ul style="list-style-type: none"> <li>• inside functional areas;</li> <li>• between functional areas;</li> <li>• with people and organisations outside the business.</li> </ul> <p style="text-align: right;"><b>13 14 15</b></p>		<b>15</b>
<p><b>d1</b> Identify the main external influences on their <b>two</b> chosen businesses including reference to competitors, economic conditions and environmental constraints.</p> <p style="text-align: right;"><b>0 1 2 3 4 5</b></p>	<p><b>d2</b> Explain the impact on their <b>two</b> chosen businesses of changes in external influences, including reference to competitors, economic conditions and environmental constraints.</p> <p style="text-align: right;"><b>6 7 8 9</b></p>	<p><b>d3</b> Having fully explored changes in external influences, including reference to competitors, economic conditions and environmental constraints, suggest and justify ways in which their <b>two</b> chosen businesses could respond to these changes.</p> <p style="text-align: right;"><b>10 11 12</b></p>		<b>12</b>
<p>Note: Although you will be given an interim mark out of 50 by your teacher, this might be adjusted by OCR to make sure that your mark is in line with national standards.</p>			<b>Total</b>	<b>50</b>

## 6.4 GUIDANCE FOR TEACHERS

### 6.4.1 Guidance on Delivery

This unit will be internally assessed through evidence in candidates' portfolios and it will be important for Centres to guide candidates in the structure and development of portfolio work.

Portfolio evidence will cover those aspects of the unit specification that are included in the Assessment Evidence grid. This grid includes all aspects of the *What You Need to Learn* section of the specification.

There are three generic Assessment Objectives for the GCSE in Applied Business (Double Award) and these have been allocated different weightings depending upon whether a unit is internally or externally assessed. The weightings for this unit are as follows:

- |                                                                                                                                                                                       |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>AO1</b> Demonstrate and apply knowledge and understanding of the specified subject content using appropriate terms, concepts, theories and methods to address problems and issues. | <b>40%</b> |
| <b>AO2</b> Plan and carry out investigations of issues by gathering, selecting, recording and analysing relevant information and evidence.                                            | <b>36%</b> |
| <b>AO3</b> Evaluate evidence, make reasoned judgements and present conclusions.                                                                                                       | <b>24%</b> |

As the GCSE in Applied Business (Double Award) is designed to be a practical course, the portfolio evidence for this unit will require candidates to *apply* their knowledge and understanding of the subject area to specified business scenarios and issues. Therefore, they will need to be prepared in advance by practising this *application* for a variety of different business activities.

Candidates should be given opportunities to collect their own information on at least **one** of the two businesses required for their portfolio. They may be able to use a business where they have had work experience or a part-time job, or where family or friends work. For this unit, Centres may wish to provide one case study for the contrasting business type if there are difficulties in candidates accessing two businesses. Candidates need to be aware that while the two businesses should be contrasting they should both be large to medium sized businesses in order for candidates to be able to find the relevant information in sufficient detail.

Candidates should be encouraged to use a variety of sources to collect information, especially on competitors, location and environmental constraints. Such sources might be company reports, websites, interviews, newspaper reports, etc.

It may be appropriate for candidates in a class to select different businesses to research and then to share detailed information with other candidates, using written materials or an oral presentation. However, it should be made clear to candidates that portfolio evidence should be individual and authentic.