



Business

GCSE 2012

Business Studies

Guide to Controlled Assessment

J253

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1 Introduction

1.1 What is Controlled Assessment?

High, medium or limited control levels are set for each of the Controlled Assessment processes: task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

1.2 What does 'control' actually mean?

QCA has produced a *Glossary of terms for Controlled Assessment regulations*. The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3 What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment. Some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

2 Summary of the Controlled Assessment Unit

Unit A291: Marketing and Enterprise

This unit represents 25% of the total assessment and has a maximum of 60 marks.

Candidates select **one** of the two Controlled Assessment tasks made available by OCR. Candidates are required to submit **one** Controlled Assessment task in the form of a report. The report should comprise the **three** investigations for assessment.

It is recommended that candidates spend up to 16 hours on the Controlled Assessment task:

- Up to ten hours on research/data collection
- Up to six hours writing a report.

It is recommended that each candidate's evidence is approximately **2000 words** in length.

This unit is internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessment in each of the stages of the assessment process:

Task taking: this stage is divided into two different stages, each with a different level of control:

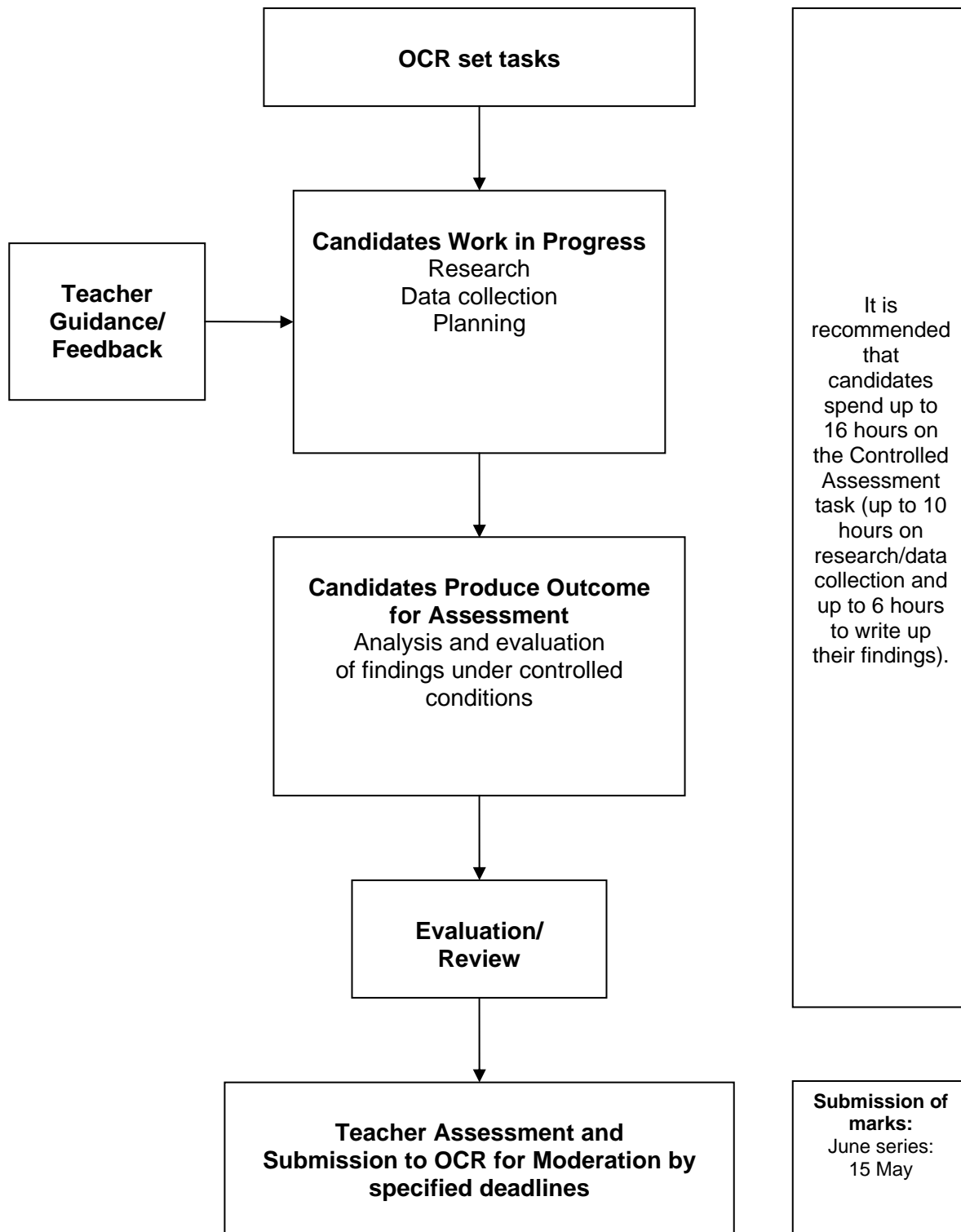
- Research/data collection: limited level of control
- Analysis and evaluation: high level of control

Task marking: there is a medium level of control. Centres will internally standardise and mark candidates work against the approved marking criteria. OCR will then moderate a sample of work from each centre.

More information about each stage of the process is provided in the following sections of this Guide.

3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment Delivery Flow Chart



3.2 Guidance on the release of Controlled Assessment tasks to candidates

3.2.1 Choice of Controlled Assessment task

Two Controlled Assessment tasks will be made available by OCR and will be replaced every year. These Controlled Assessment tasks have been designed to meet the full assessment requirements of the unit. Candidates are expected to have met the requirements of the unit content in order to complete **one** of the Controlled Assessment tasks.

For Unit A291 candidates select **one** of the two Controlled Assessment tasks made available by OCR. Each Controlled Assessment task comprises a business scenario and **three** compulsory investigations for assessment. A data set for use by candidates will also be provided by OCR and will be equally relevant to **both** Controlled Assessment tasks.

Candidates submit **one** Controlled Assessment task in the form of a business report. The report should comprise the **three** investigations for assessment.

Investigation 1 is marked out of a total of 10 marks and investigations 2 and 3 are each marked out of a total of 25 marks.

For each Controlled Assessment task, investigation 1 will require candidates to use the data set provided in order to arrive at a recommendation. Each of investigations 2 and 3 provide candidates with the opportunity to make use of local resources and collect appropriate additional primary and/or secondary data in order to arrive at their recommendation(s).

The live OCR Controlled Assessment tasks (business scenarios, compulsory investigations for assessment and data set) must **NOT** be used as practice material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks are available from Interchange. Centres must be aware that live Controlled Assessment material will be reviewed on a regular basis to ensure that it continues to be fit for purpose. Should it be necessary to amend or revise the material then centres will be notified.

Controlled assessment tasks may still be undertaken at any point between release of the task by OCR and the examination series for which the task must be submitted. Each controlled assessment task will be valid for submission in a single examination series only. **Centres must ensure that candidates undertake a task that is valid for submission in the year in which the candidate intends to submit it.**

The series in which each task can be submitted will be clearly marked on the front cover of each task. Tasks will not be valid for submission in any examination series other than that indicated.

Tasks for the controlled assessment will be made available on OCR Interchange, ahead of the examination series for which the tasks are to be submitted. These will be removed upon expiry.

Guidance on how to access controlled assessment tasks from OCR Interchange is available on the OCR website: www.ocr.org.uk.

3.3 Guidance on research/data collection

(a) **Authenticity control:** The candidate can complete the research/data collection phase individually or in a group without direct teacher supervision. The teacher must be able to authenticate the work.

(b) **Feedback control:** Feedback to the candidate will be permissible but tightly defined. Within this specification, OCR expects teachers to equip the candidate with the knowledge, understanding and skills before they begin the Controlled Assessment task. It should be remembered that candidates are required to reach their own judgements and conclusions without any guidance or assistance. When supervising the Controlled Assessment task, teachers are expected to:

- Offer candidates advice on how best to prepare for the research/data collection and writing of a report elements of this unit
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The Controlled Assessment task should be completed within the suggested time limit (see section 3.1) and supervised and marked by the teacher. Some of the research/data collection, by its very nature, may be undertaken outside the centre. The use and application of the data set and the candidate's research/data within the report will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Group work is permissible for the research/data collection phase of this unit. However, each candidate must write the report individually. Candidates will be analysing the outcome of the group work on an individual basis before forming their own conclusions.

(e) **Resource control:** Access to resources will be limited to those appropriate to the Controlled Assessment task. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria but this must be closely monitored and supervised. During the writing of a report phase, candidates may have access to the notes which they have made during the research/data collection phase of task taking. It is the responsibility of the centre to ensure that these are indeed research notes and do not include a draft or final version of a report. The writing of a report must be completed under supervised conditions. Candidates should include appropriate charts, graphs, images and tables within their report. Charts, graphs, images and tables may be produced in the research/data collection phase.

The centre must ensure that candidates do not have access to email or the internet, or any information which is not their research notes or charts, graphs, images and tables produced in the research/data collection phase, for the writing of a report.

3.4 Guidance on the production of the outcome

3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment tasks secure and confidential at all times whilst in their possession. For example, candidates may collect the results of any research or investigations undertaken in a research folder which must be handed in to the teacher before the writing up sessions begin. In such circumstances, it is the responsibility of the teacher to keep the research folders secure between the writing up sessions and that candidates do not have access to these folders outside of the allotted sessions.

Analysis and evaluation of findings – high control

The writing of the report must be completed individually and under direct supervision. The teacher must be able to authenticate the work.

Completing the tasks

Candidates should be allowed sufficient time to complete the Controlled Assessment task. Both the research/data collection and writing of a report elements of the Controlled Assessment task can be completed in several sessions.

It is recommended that candidates spend up to 16 hours on the Controlled Assessment task:

- Up to ten hours on research/data collection
- Up to six hours writing a report.

OCR recommends that the total length of each candidate's Controlled Assessment task evidence (report comprising the **three** investigations for assessment) is approximately 2000 words.

Each candidate must produce an individual (and authentic) report comprising the three investigations. It is particularly important that those candidates who conducted research/data collection as part of a group still produce an individual report.

The teachers may give appropriate support and guidance to the candidate during the research/data collection phase but not during the writing of a report phase. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with writing their report.

Where a dataset is provided, it is acknowledged that candidates in their responses will refer to situations in the assessment material, but as this is fictitious this does not break any rules of confidentiality or copyright. However, in general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment tasks and candidates' scripts are stored securely. Any breach in security must be reported to OCR as soon as possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to the Qualifications Manager detailing the circumstances, the candidates concerned and any action taken.

Candidates' scripts for all completed Controlled Assessment tasks must be stored securely and they should be available for moderation. It is suggested that they are destroyed after the last date for enquiries following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' control) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

3.4.3 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the candidate's evidence at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be identified with the:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit code and title
 - Assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix B of the approved specification.

4 Controlled Assessment candidate guidelines

4.1 Task setting

The tasks for this subject are set by OCR and changed every year.

4.2 Task taking

4.2.1 What can I do in relation to research, data collection and planning?

Once you have been given the task (or choice of tasks), you will have time to do the research/fieldwork, collect information and make notes which you will use later when you write up the task. Your teacher will tell you how much time you will have (probably several weeks) and will give you advice on how and where you will gather data (for example on a field trip) and/or where you will find resources (for example the library or the internet).

Things to think about/remember:

- think about how you will approach the task. (You can discuss this with your teacher)
- make a plan of how you will spend the time you have for research/data collection. This way, you can make sure that you have time to cover everything you want to do. This plan may be useful to refer back to you when you are writing up the task
- make sure that you keep a record of where all the information you want to use comes from. This will allow you to include references and a bibliography when you write up the task
- think about how you will use your research or the data that you have collected to respond to the task. It maybe helpful to make a basic plan so that you can check you have all the information that you need
- remember, you will not have access to resources other than your notes when you write up the task, so you need to make sure that you have all the information that you need in your notes.

During research/data collection, you can talk to your teacher about the task and ask them for advice. You can also work with other candidates and share ideas about the task with them. With out-of-classroom fieldwork, group data collection is allowed on health and safety grounds. However you must be aware of all the data collection methods used as you will need to write about these later.

4.2.2 How much teacher support can I expect?

During your work for Controlled Assessment you must produce work/evidence independently but your teacher will be able to give you some advice, support, guidance and feedback but the amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements.

The support given by your teacher will be to make sure you understand what it is you have to do. Your teacher will not be allowed to provide model responses for you or work through your responses or outcomes in detail.

4.2.3 What can I expect in the supervised sessions?

This is where you will complete the task by analysing and evaluating the data that you have collected and the research that you have done. Depending on the type of task, this analysis/evaluation of findings may take a variety of forms (for example essays, audio reports, film etc). You will have already discussed with your teacher which format is suitable for the task that you are doing.

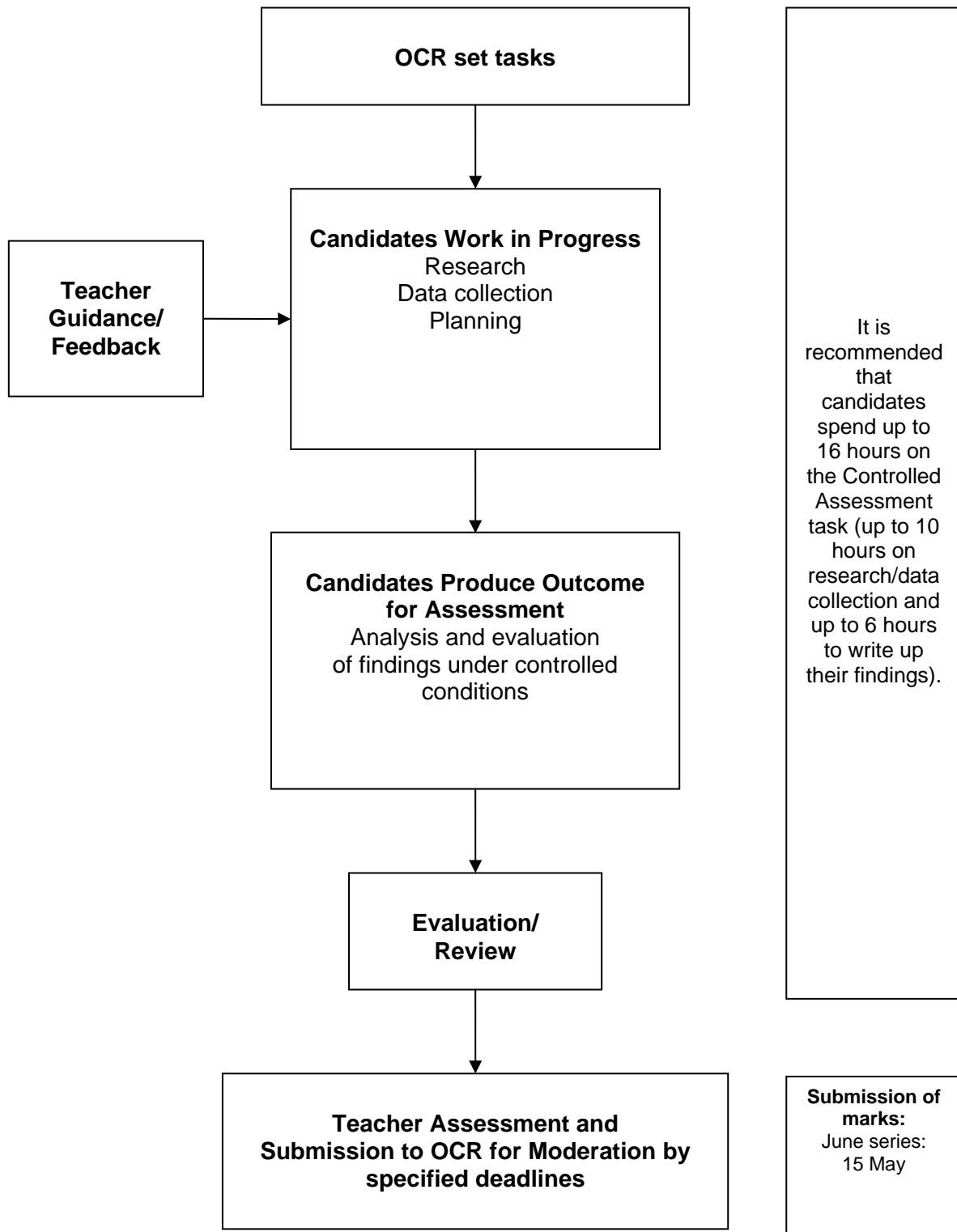
This part of the task has to be completed under controlled supervised conditions. This means that all of this stage of the task has to be completed within school time and supervised by your teacher or another invigilator.

Things to think about/remember:

- the analysis/evaluation of findings is the part of the task that you will be assessed on
- make sure that you include all the relevant information from your notes
- remember that it must be your own work
- remember that if you quote from another source (for example a book or the Internet) you must acknowledge this properly
- during this analysis and evaluation your teacher will not be able to give you any further advice on the task.

You will have access to all the notes that you made during the research/data collection period. You will not be allowed to take in a draft or final version of your analysis and evaluation however, as this part of the task needs to be completed under controlled conditions.

It will probably take several hours to write up your findings, but you will not have to do this all in one go. At the end of each session your teacher will collect in your work and your notes. They will give these back at the start of the next session.



5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the Controlled Assessment task is the marking criteria for the Controlled Assessment unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

The assessment of the Controlled Assessment task should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives, the descriptor provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

For each investigation (1, 2 and 3), a mark is awarded for each assessment objective: AO1, AO2 and AO3. The mark for each investigation is found by totalling the marks awarded for each of the assessment objectives AO1, AO2 and AO3. The mark for the Controlled Assessment task is found by totalling the marks awarded for each of the investigations (1, 2 and 3).

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the descriptor, the highest mark in the mark range should be awarded
- where the candidate's work *adequately* meets the descriptor, the most appropriate mark in the middle of the mark range, or the mark in the middle of the range (as appropriate), should be awarded
- where the candidate's work *just* meets the statement, the lower mark in the mark range should be awarded.

Where there are only two marks in a band (Investigation 1: AO3) the choice will be between work which, in most respects, meets the statement and work which *just* meets the statement.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is ‘the best one could expect from candidates working at that level’.

The final mark for the candidate for this unit is out of a total of 60 and is found by totalling the marks for each of investigations 1, 2 and 3.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

GCSE Business Studies has three assessment objectives (compared to four in the previous specifications). The marking criteria for *each* of the Controlled Assessment tasks are linked directly to the assessment criteria, therefore making an understanding of the assessment criteria vital to the marking of candidate’s work.

5.3 Interpretation of the Controlled Assessment marking criteria

Assessment objective 1 (Marking criterion AO1)

This assessment objective requires candidates to ‘recall, select and communicate their knowledge and understanding of concepts issues and terminology’. Candidates will be rewarded for their *knowledge and understanding* of the specification content relevant to the investigation being undertaken. For OCR GCSE Business Studies this will mean Marketing and Enterprise. There is clearly no merit in rewarding knowledge which has no real connection to the report being written.

It is therefore important that candidates are fully prepared with a sound knowledge base prior to starting the Controlled Assessment, and be able to select the correct part of that knowledge base for the writing up stage of the work. Note that the knowledge may be of concepts (such as SWOT analysis) and there should be evidence of clear communication of any knowledge and understanding within the work submitted.

Assessment objective 2 (Marking criterion AO2)

Here candidates are required to ‘apply skills, knowledge and understanding in a variety of contexts in planning and carrying out investigations and tasks’. What is being assessed here therefore is a candidate’s ability to use the knowledge displayed for assessment objective one and *apply* it to the business situation given in the investigation. Thus in assessment objective one a candidate may have shown good knowledge and understanding of pricing strategies, but for assessment objective two, those pricing strategies must be clearly applied to the business situation under investigation.

There is also a requirement for candidates to apply their business skills in a planning context. This may mean for example the planning of primary and secondary research collection to inform a decision to be made later in the work.

Assessment objective 3 (Marking criterion AO3)

In this assessment objective, candidates are required to 'analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions'. This follows on from assessment objective two, where the applied knowledge and data collected is *analysed and evaluated* in order to make the appropriate conclusions and recommendations.

It is important that in the analysis of data that the significance of the results are recognised, in order to better inform the conclusions that are to be made. The conclusions, usually in the form of recommendations, must be justified by the data analysis; using figures from the earlier analysis will ensure that such conclusions are appropriate.

Any recommendations made must also be appropriate to the business under investigation. In a marketing context, it may well be appropriate for a large plc to consider prime time television advertising. Recommending such an approach for a small sole proprietor would clearly *not* be appropriate.

Note that evaluation in OCR GCSE Business Studies does *not* mean a reflective look back at how the work was completed and how it might be improved, if for instance more time was available. Such work should not be credited.

5.4 Authentication of Controlled Assessment outcomes

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is, therefore, important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The potential risks of failing to acknowledge such material should be emphasised to the candidate. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the report produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.5 Internal Standardisation of Controlled Assessment

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.6 Moderation of Controlled Assessment

All work is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each investigation. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

5.7 Minimum requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

5.8 Submission date for Controlled Assessment

Candidates marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

6 FAQs

When can Controlled Assessments be taken?

Controlled assessment tasks may still be undertaken at any point between release of the task by OCR and the examination series for which the task must be submitted. Each controlled assessment task will be valid for submission in a single examination series only. **Centres must ensure that candidates undertake a task that is valid for submission in the year in which the candidate intends to submit it.**

The series in which each task can be submitted will be clearly marked on the front cover of each task. Tasks will not be valid for submission in any examination series other than that indicated.

Tasks for the controlled assessment will be made available on OCR Interchange, ahead of the examination series for which the tasks are to be submitted. These will be removed upon expiry. Guidance on how to access controlled assessment tasks from OCR Interchange is available on the OCR website: www.ocr.org.uk.

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange on 1 April of the year prior to an assessment series, i.e. 1 April 2013 for assessment in June 2014 series.

Tasks change every year and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every year for this subject.

Can any preparation work be done out of the classroom?

Yes. Controls are set at the level of task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which have a limited level of control i.e. work can be carried out without direct supervision. More guidance on this can be found in *Section 4: Controlled Assessment* of all revised GCSE Specifications (Linear 2012).

Is there a minimum or maximum time that can be spent on the assessments?

Suggested time limits vary per subject: there are suggested time limits given in *Section 4: Controlled Assessment* of all revised GCSE Specifications (Linear 2012).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

Centre access to the Interchange Controlled Assessment area will be available to the registered Centre User (normally the Examinations Officer). However, the Centre User can set access permissions to others within their centre, eg HODs, subject leaders or subject teachers.

How long is each assessment valid for, ie can we use last year's assessment this year?

Tasks change every year and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every year for this subject.

Where can the Mark Scheme be accessed?

The Mark Scheme can be accessed from Interchange. A specimen Mark Scheme is at the end of the Sample Assessment Material.

Do we have to take the Controlled Assessment under exam conditions/teacher supervision?

Yes, but only for task taking, i.e. the last part of Controlled Assessment when candidates are producing their final piece of work – note that this can be over more than one supervised session. More guidance on this can be found in *Section 4: Controlled Assessment* of all revised GCSE Specifications (Linear 2012).

Can learners re-sit the qualification?

Yes but only in its entirety, re-sitting individual units mid-course is no longer possible.

Can a candidate carry forwards controlled assessment results if they are retaking the qualification?

Yes they can.

Are materials sent based on estimated entries or can we download them from Interchange?

Tasks will only be available as downloads from Interchange: they will not be sent in hard copy to centres.

Do we mark the Controlled Assessment or do OCR?

Controlled Assessment tasks for **ALL** subjects are internally marked by centres and externally moderated by OCR.

How many Controlled Assessments are there to choose from?

There are two.

How much time should I give to completing the Controlled Assessment?

The specification recommends that up to 16 hours in total be allocated to completing the Controlled Assessment. This time is divided up into (up to) 10 hours on the research stage, and (up to) 6 hours on the writing stage.

What type of research is expected from candidates?

In their research time, candidates should collect both primary and secondary data. This may be in the form of questionnaires, photographs, Internet research, use of text books etc. The data must be able to support an answer to the Investigations detailed in the Controlled Assessment.

Do all candidates at my centre have to do the same Controlled Assessment?

No. Candidates can complete either of the two choices.

How often do the Controlled Assessments change?

They are changed every year.

What sort of material is provided in the Controlled Assessment?

There will be background information in text form on a business situation, and a variety of numerical data.

Is the Controlled Assessment just like previous OCR Business Studies coursework?

No. There are some similarities, in that there is research to be completed, analysis of data and recommendations made, but there are significant differences in structure and administration. There is a series of three investigations in a Controlled Assessment which target areas of the specification content, unlike coursework which had a single title.

Will there be separate information for each Controlled Assessment?

No. The information provided will be for both of the two Controlled Assessments.

Will I have to teach all the specification content on Marketing and Enterprise before I begin the Controlled Assessment?

It is up to you. Some teachers will want to cover all the specification and then complete the three investigations together. Others may choose to study the specification material in stages, and do each of the investigations separately.

Can I choose my own title for the work as I have done in the past?

No. The choice must be between one of the two Controlled Assessments issued by OCR each year.

How will I mark a Controlled Assessment?

Teachers will use the assessment marking grid to help judge the correct mark to give a piece of work using a 'best fit' method.

Has the marking changed from previous OCR coursework?

Yes. The number of marking criteria has been reduced from six to three. The 3 new marking criteria are directly linked to the three assessment objectives, which are briefly:

AO1: Knowledge and understanding

AO2: Application

AO3: Analysis and evaluation.

When should I do the Controlled Assessment?

The choice is yours. What must be remembered when making the choice is that the title for a Controlled Assessment only lasts for one academic year. So if you feel that you may want to re-submit the work of candidates in the hope of improving marks, the re-submission must be in the same academic year. It will not be possible to complete work and submit at the end of year 10 and then re-submit sometime in year 11. In practical terms, if you feel that you would like to have the opportunity to re-submit work, then the original entry would need to be made in the January series of years 10 or 11, with a view to re-submitting the work in the June series of the same year.

Do I have to enter candidates as soon as I have completed the Controlled Assessment?

Controlled assessment tasks may still be undertaken at any point between release of the task by OCR and the examination series for which the task must be submitted. Each controlled assessment task will be valid for submission in a single examination series only. **Centres must ensure that candidates undertake a task that is valid for submission in the year in which the candidate intends to submit it.**

The series in which each task can be submitted will be clearly marked on the front cover of each task. Tasks will not be valid for submission in any examination series other than that indicated.

7 Guidance on downloading Controlled Assessment tasks from Interchange

Controlled Assessment materials will be available to download from OCR Interchange. If you are not a current user of OCR Interchange, please contact OCR's Customer Contact Centre on 01223 553998 to request an Interchange user account.

Further details on how to access the materials is available on Interchange.

8 Guidance for the Production of Electronic Controlled Assessment

Unit A291 comprises **one** Controlled Assessment task in the form of a report. The report should comprise the **three** investigations for assessment.

Structure for evidence

A Controlled Assessment task portfolio is a folder containing the candidate's report. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or OCR moderator. This structure is commonly known as a folder tree. It would be helpful if the location of candidates' reports is made clear by naming each folder appropriately and by use of an index, called 'Home Page.'

The Controlled Assessment task portfolio must detail the candidate's centre number, candidate number, candidate surname and forename, together with the Unit code A291; the Controlled Assessment task portfolio must be clearly identified as the work of one candidate.

Each candidate produces a single report. This should be contained within the Controlled Assessment task portfolio.

Each candidate's Controlled Assessment task portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues, it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed over the page. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the

centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

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