Edexcel GCSE

Business
Controlled Assessment

Teacher Support Book 2012

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Unit 5BS02: Investigating Small Business

Welcome to the GCSE Business 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment Unit 5BS02: Investigating Small Business.

It includes:

- advice to support your delivery of controlled assessment
- suggestions for getting the most from controlled assessment.

Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.

To contact our GCSE Business senior examining team please email: TeachingBusiness@pearson.com

To speak to our Business Subject Advisor, Colin Leith, please call 0844 372 2187 or email TeachingBusiness@pearson.com

Colin Leith, Subject Advisor

We look forward to working with you.

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Unit 5BS02: Investigating Small Business

Controlled assessment

In the controlled assessment unit:

- The assessment takes place under specific time limits.
- Work is undertaken under different levels of control, with the final write-up being done under a 'high level of control'.
- Greater emphasis is placed on independent research by candidates.

What will candidates actually do?

Candidates will choose from one of five investigation titles. These will be released annually and can be completed at any time for submission by 15 May at the end of the course. Candidates must complete the correct task for moderation at the end of the course.

The investigation should be undertaken of a small business.

Centres provide a maximum of 6 hours of research time for candidates to gather information on their chosen investigation. This research can be carried out under 'limited level of control' and could include research outside of the classroom. Any research which candidates collect must be added to a research folder. This folder can be used during the write-up phase, but is to be kept securely by the school when not in use by the candidate.

After the 6 hours of research candidates are required to write up their investigation. Here, candidates use the contents of their research folder to address the investigation title. At this stage any information and data can be interpreted and analysed in order to answer the question. This can be done in a maximum of 3 hours, which can be spread over a number of sessions. Candidates must not have access to their research folder when they are not in the controlled write-up session(s).

Candidates will be assessed on four assessment objectives: Research (AO1), Presentation (AO2), Analysis (AO3) and Evaluation (AO4).

Overview of assessment

Below is a summary of the units available on the specification, indicating where the controlled assessment module features in the overall assessment scheme. For a more detailed version, see the full specification document.

Unit	Percentage	Marks	Details	Assessment
Unit 1: Introduction to Small Business	25%	40	Compulsory unit for full course	Externally assessed (45 minutes)
Unit 2: Investigating Small Business (controlled assessment)	25% for full course; 50% for short course	40	Compulsory unit	Maximum time: 6 hours of research, 3 hours for write-up
Unit 3: Building a Business	50%	90	Compulsory unit – for Business Studies pathway only	Externally assessed (90 minutes)
Unit 4: Business Communications	50%	90	Compulsory unit – for Business Communications pathway only	Externally assessed (90 minutes)
Unit 5: Introduction to Economic Understanding	50%	90	Compulsory unit – for Business Studies and Economics pathway only	Externally assessed (45 minutes)
Unit 6: Introduction to Small Business	50%	90	Compulsory unit – for short course	Externally assessed (45 minutes)

Levels of control

Task setting

What is the level of control?

High

What does this mean?

It is a requirement that different tasks are set each year by awarding bodies. In January Edexcel will publish five tasks. Candidates will choose one of these as the basis for their own controlled assessment assignment. It is advisable for a variety of tasks to be chosen across a cohort of candidates rather than all candidates choosing the same task.

These tasks remain live until May of the following academic year, when marks and samples of work are submitted for external moderation.

The published tasks draw from the unit specification, so it is important that the necessary teaching and learning has taken place and candidates have carried out sufficient research to attempt the tasks within controlled conditions.

Task taking

The controls for taking the task have been designed to ensure that the task is done by the candidate and is all their own work. Research and preparation may be done outside the centre and materials brought in to refer to during the controlled sessions (both electronic and hard copy). However, teachers must inspect them and be satisfied that the work is the candidates' own. All research materials must be placed in the candidates' research folders.

The task is split into two parts:

- research
- analysis and evaluation.

The levels of control are different for each part.

The research time allowed is 6 hours and time allowed within controlled conditions for writing up the task is 3 hours.

It is recommended that centres log the timings of each controlled session and keep a written record that can be available for moderation, to ensure that completion of the tasks set does not exceed the permitted time.

What is the level of control?

Research: Limited

Write-up: High

What does this mean?

Research:

Candidates select the task they wish to answer. The centre should help to guide them in finding an appropriate business to research and base their investigation. The business could be local and should ideally be a small business. This would allow candidates to contextualise the tasks set. Research may be completed without direct supervision and will not contribute directly to assessable outcomes.

Teachers can:

- Tell candidates they have 6 hours for research, some of which can be done in the classroom and some of it outside. Research done outside the classroom should be put in the research folder.

- Ask candidates to use a research log to help keep track of the time spent on research both inside and outside the classroom.

- Advise candidates about the suitability of their chosen business. If a candidate says that they are intending to use B&Q or Tesco Extra as their business, the centre ought to advise against this. If a candidate intends to produce a large questionnaire targeted at 30 people, it is acceptable to suggest this may be too large, too time-consuming and lack focus and selectivity.

- Discuss the assessment criteria with candidates when doing a trial run.

- Give general guidance about appropriate research. For example, if a candidate asked whether a particular website was appropriate you could say 'yes' or 'no'.

- Allow a small group of candidates to interview a business together. Note: the research each individual has done must be clearly identifiable and independent.

- Allow candidates to do research inside and outside the classroom subject to the 6-hour time limit.

- Allow candidates to bring material they have collected during their research into school to put in their research folders. The research folder might be saved on a memory stick but you should keep the folder securely and be able to check that it only contains the research candidates have collected during allocated research time.

- Set up a secure write-up file alongside the research file, both of which can only be accessed during the write-up period.

Teachers cannot:

- Give candidates a research pack for the live controlled assessment.

- Carry out research for candidates.

- Allow candidates unsecure access to the research file. If you do not have a secure login for the teacher file, it is possible that candidates could access this at any time – from home, or outside the designated research time – so you would have no control over what the candidate is doing with that research.

For further guidance on research, please refer to the FAQs on the Edexcel website: www.edexcel.com/subjects/Business/Pages/ViewEditorial.aspx?editorial=433

Write-up (analysis and evaluation):

Candidates will have a designated session(s) of approximately 3 hours in total in which to complete the writing up. These sessions will be subject to formal supervision, i.e. candidates must be in direct sight of the supervisor/invigilator at all times. Candidates are required to submit their research folder and final write-up of the task for assessment.

Teachers can:

- Allow controlled access to the research folder and write-up folder during the write-up part. Access to the internet should be blocked.
- Break up the 3 hours write-up time. Teachers should log the timings of each controlled assessment session and keep a written record that can be made available for moderation to ensure that completion of the tasks does not exceed the permitted time.
- Remind candidates of the need for an introduction, middle section and conclusion.
- Allow candidates to use tables and charts prepared during the research phase and contained in the research folder provided they have not been analysed.

Teachers cannot:

- Allow candidates to mix up research and write-up time. Research has 'limited control' and the write-up has 'high control' so managing any mix would be difficult.
- Give feedback to candidates in the live session.
- Allow candidates to submit a draft.
- Allow candidates access to the research folder outside the supervised write-up time.
- Allow access to textbooks during the write-up. Photocopied pages from a textbook contained in the research folder can be used.
- Allow candidates to bring note containing analysis of their research, plans for their answers, etc. into the write-up.
- Let candidates plan their work ahead of the write-up phase.
- Allow candidates to work together.

For further guidance on the write-up, please refer to the FAQs on the Edexcel website: www.edexcel.com/subjects/Business/Pages/ViewEditorial.aspx?editorial=458

Task marking

What is the level of control?

Medium

What does this mean?

For the selected task teachers must mark candidates' work using the assessment criteria and marking guidance on pages 25–27 of the specification. Teachers should check carefully that candidates' work is their own and that it is not copied from research material without any attempt to put the material into their own words.

Each task should be awarded a mark out of 12 in the research and analysis strands, and a mark out of 8 in the present information/data and evaluation strands. The total mark is out of 40.

Teachers will need to fill in a Controlled Assessment Record Sheet for each candidate to show where marks were awarded. These sheets will need to be signed by both the teacher and candidates to authenticate the work. Edexcel will ask for a sample of the tasks to moderate, including work with the highest and lowest marks in the cohort. The submission deadline for all marks to be submitted and for the sample of work to reach the moderator is 15 May.

Quality of Written Communication (QWC)

QWC descriptors are embedded within the assessment grid. Teachers must assess the response to live performance and then adjust the mark given to reflect the accuracy of the candidates' QWC. Teachers must ensure that candidates understand that QWC will be assessed in this unit.

This includes the ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Guidance on research

A key intention of controlled assessment is to encourage candidates to work independently to research relevant data, and to make use of this data to address the investigation title. Centres are advised to allow 6 hours for the research phase. This can be carried out by candidates without direct supervision, and may be conducted outside of class.

The centre should guide candidates in finding appropriate businesses on which to base their investigations. Centres may need to work with individual candidates to ensure they are equipped to carry out the type of research that will be necessary.

Research guidance

One of the purposes of controlled assessment is to encourage candidates to undertake their own research as part of their investigation. This will enable them to develop and demonstrate independent learning skills.

Assessment Objective 1 is 'Research' and there are 12 of the 40 marks available for this skill. To that end it is important that centres provide guidance for their candidates in terms of how to approach this area. Where possible it is strongly recommended that candidates gather their source material independently. Examples of research which can be undertaken include:

- candidate-arranged visit/interview with a business owner/family contact who runs a business/employee
- candidate book research
- candidate internet research.

This list is not intended to be prescriptive.

Examples of businesses have been:

- the family window cleaner
- the local milkman
- owner of a pre-school business.

It is possible that a small number of candidates either cannot or will not be able to find a business. If this is the case, the school may decide to arrange for a local business to be investigated. For example, the owner of a local restaurant might be invited into school to be interviewed by candidates. This should be the exception and teachers need to ensure that the candidates' work is their own.

Note: Centres should avoid providing all candidates with the same research material, such that all candidates produce very similar investigations. In this instance it is likely that candidates will be penalised in AO1, where marks are available for selectivity and focus of sources.

Note: Centres need to be aware of child protection issues when encouraging candidates to visit businesses and carry out interviews.

Research folder

During the 6 hours of research time candidates need to compile a research folder. This folder, which can be electronic or paper-based, will contain any research that has been completed. Whilst candidates can take their folder out of the centre during their research, it must be kept securely in the centre during the write-up phase. The exact nature of the research will depend on the particular task, but examples of the type of information which might be collected include:

- notes from interview
- relevant documentation from the business – sales, profits, marketing data, personnel details, etc.
- 'theory' notes
- data from other (external) sources – interest rates, exchange rates, economic growth, etc.

Candidates must not attempt to carry out any analysis or evaluation of their findings until the write-up phase.

Research log

It is good practice for candidates to keep a research log. An example is provided in Appendix A. The forms are available for separate download on the Edexcel website. This will enable teachers to track how much research is undertaken, and to ensure that candidates do not breach the 6-hour limit. Similarly, where a candidate has not devoted enough time to their research, this document can be used as the basis for a discussion between candidate and teacher.

Guidance on the write-up

The writing-up period is a maximum of 3 hours, which for most centres equates to approximately 1 week of class time. This task should take place under a high level of control, i.e. under direct supervision from a teacher. Candidates should use the contents of their research folder to analyse and evaluate their research information. Teachers must keep the live controlled assessment tasks and candidate research folders secure when in their possession during the write-up phase.

Tackling the write-up

The write-up is the answer to the set question using the research findings that the candidate has gathered. Candidates should be advised to spend the first 30 minutes planning how they are going to tackle the question. An introduction to the business may be useful, although it does not need to be extensive. Candidates should not explain how they conducted the research, nor describe what methods they used. They should not evaluate the process they have been through.

In the write-up candidates can use any evidence from their research folder. They may choose to use charts or diagrams in their actual write-up. Alternatively, they may choose to refer to evidence which is in an appendix.

Building candidate capabilities within the controlled assessment

It is clear that the controlled assessment is a departure from traditional coursework elements of GCSE Business courses, so centres will need to spend some time and effort in developing their candidates' skills in this type of assessment. One approach is to provide candidates with a practice experience, to model the approach they will need to take. This can be a valuable and informative experience for candidates and teachers.

The document beginning on page 9 details how one school has approached a practice controlled assessment. In this case candidates were provided with an electronic version of a research folder and were given time to interrogate this evidence in preparation for the 3-hour write-up phase. In this particular example, the practice was carried out in October/November, with 3 hours of class time plus 3 hours of homework (over the half-term break) making up the research phase. The write-up was conducted in the week after the half term. This particular centre completed the 'real' controlled assessment in February of Year 10.

GCSE Business (Edexcel)
A practice controlled assessment model

Note for centres

The model outlined below is intended to expose students to the type of approach they are expected to use in completing the 'live' controlled assessment. For the purposes of this practice, the research folder was produced by the centre and provided for students. Centres are advised to encourage students to carry out their research independently in the live assessment.

Background

The approach detailed below was developed at Wickersley School and Sports College as a means of acclimatising our Year 10 students to the demands of the new controlled assessment (CA) component. Our intention was to create an activity that would allow students to experience the full CA process. This could then be revisited later in Year 10 as a reference point when students were completing the actual CA. This was our main hope: to develop a process that could be revisited and could be used to help students model what was required in this type of activity. For example, when advising students on how to carry out any actual interview they might undertake, we could refer back along the lines of, '*In the practice controlled assessment, what types of questions were asked in the interview? How might you prepare for this interview?* And so on. Similar prompts can be used for many aspects of the research.

At Wickersley School and Sports College we took the decision that the real CA would be completed in February, allowing students half term for part of their 6 hours research time. It was decided that the practice CA would be completed in October/November. This appears early into a new GCSE course, but we felt that the sooner students are experiencing the actual process the better. However, this can be done at any time prior to the real thing.

To develop a realistic practice exercise we made use of the school VLE to create an **electronic research folder**. Images of what we produced are overleaf, preceded by the stages we followed:

1. **Identify a title from the current CA tasks and a business to investigate** – we opted for Task 4 from May 2010 (customer satisfaction) and chose a business that a member of staff had contact with. This would enable the department to collect research material. The business we chose was Stuart Collins Photography, a freelance specialising in automotive photography.

2. **Collect research documentation for the electronic research folder** – we interviewed Stuart on film and focussed questioning on the specific question. We gathered other documentation that was relevant to the question (and what Stuart was prepared to let us have). We were determined to create a research folder that was realistic in how much evidence it contained.

Six hours is not a lot of time and our evidence folder hopefully reflects something that a Year 10 student could collect in that time. The folder contained information that needed students to be selective in what they used – it was not simply a case of use everything.

3. **Task and research folder posted on the school VLE** – the video needed to be converted to Flash format to enable it to be viewed on all computers. All documentation was provided as PDF files to avoid compatibility issues with new versions of Microsoft Office.

4. **Launch of CA and the marking criteria** – one lesson was devoted to explaining the task and what was required by students. We then introduced the marking criteria. It is clear that students need to fully understand the criteria if they are to achieve what they are capable of in the task. We spent a further lesson on an AfL task whereby students studied three exemplar CA tasks and awarded marks for each. This proved to be a useful activity, with plenty of discussion on what was done well, what was done not so well, what constitutes a 'wide range of sources', and so on. We also spent some time building a structure for this type of writing. We did not provide a writing frame, but agreed on certain conventions for this type of task.

5. **Lesson time – research (limited level of control)** – students were given two lessons of 'limited control' time to research customer satisfaction from the course textbook. Any notes produced were to be included in their own (actual) research folder. Details of this research were included in their research log.

6. **Independent research** – students were asked to spend up to three hours researching information from the electronic research folder. We advised that they might choose to produce a transcript of the interview (although in the real thing students may feel that abridged notes from the interview are sufficient; producing a full transcript can be a time-consuming exercise). We emphasised that they needed to select what information they needed for their own research folder; they may decide that some of the information was not relevant.

7. **Write up (high level of control)** – we provided three lessons of time for students to carry out their analysis and write up their findings. Students needed to bring their own research folder for this stage. On a technical note, we did not have access to computers for all students for this practice (but will have for the real thing). Students wrote their task by hand, literally cutting and sticking any images/charts they wanted to include.

8. **Feedback** – students were handed back their marked assessment, with formative comments outlining why they achieved the marks they did for each assessment objective. An additional AfL activity was provided whereby students, in pairs, marked two random examples, making use of the marking scheme. Again, these would be revisited when the real assessment task was launched.

Images

1. VLE task

2. Electronic research folder

3. Still from the video interview

4. Useful resources
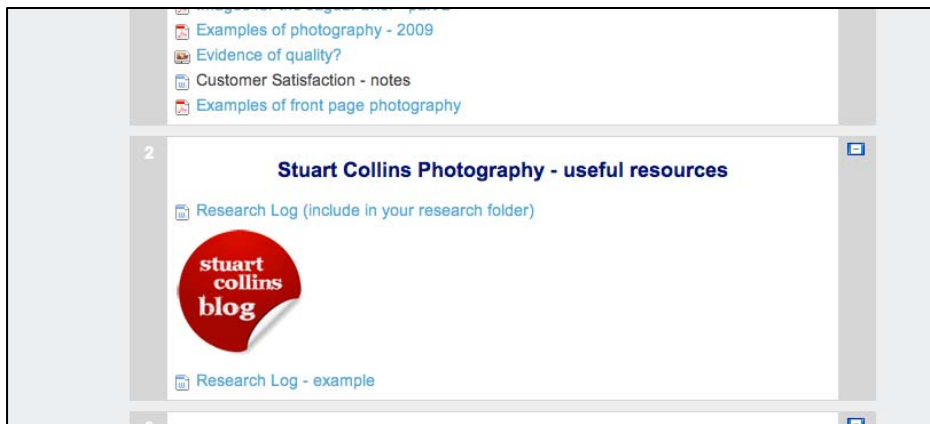
FAQs: Preparing to teach controlled assessment

A detailed set of Frequently Asked Questions can be found on the Edexcel subject pages:
www.edexcel.com/subjects/Business/Pages/ViewEditorial.aspx?editorial=419

These FAQs are broken down into four areas:

1. Setting up

2. The research phase

3. The write-up

4. Marking and after

You can also email any questions to Colin Leith (Subject Advisor) and the GCSE Business senior examining team through the Ask the Expert service. See page 2 and page 14 for contact details.

Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...
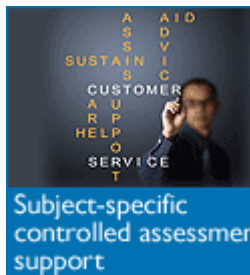
Email your **Subject Advisor, Colin Leith**, directly at TeachingBusiness@pearson.com

Call 0844 372 2187 to speak a member of the Subject Advisor team for business

Visit the **Business Community Forum** to speak to other teachers, ask advice and see documents and links that Colin Leith has posted

Get the latest business news, advice and reminders straight to your inbox - **sign up for email updates**.

Ask the Expert, our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of business. They will email you within two working days of receiving your question.

You can find documents relating to controlled assessment below.

You should also refer to the **JCQ controlled assessment guidance document**.

Here's an indication of what you'll see in some of the document categories:

Exemplars
The new exemplars will be used during the Unit 2 standardisation training events. The new exemplars will be available on the Controlled Assessment webpage.

Teaching and learning
We've updated the controlled assessment Teacher Support Book with answers to FAQs from you.

Tasks
Please note:

Tasks for submission for moderation on 15 May 2013 were made available in May 2012

Tasks for submission for moderation on 15 May 2014 will be available on 31 January 2013

For two-year courses beginning in September 2012, the task for submission for moderation in May 2014 must be used. All these controlled assessment documents can also be found on the main **GCSE Business** page.

Appendix A - candidate forms

The following proforma has been designed for candidates to write their plans and notes. The form will be available for separate download on the Edexcel website. The plans and notes used for the write-up session must be handwritten on this form.

Research log - example

GCSE Business Studies – Unit 2 (Controlled Assessment)
Research Log (to be submitted with your write up)

Date	Time (started)	Time (finished)	What you did (be specific)	What you need to do next
22/10/09	2:20	3:10	Textbook research on customer satisfaction. Made notes on how businesses ensure they deliver customer satisfaction	Research Stuart Collins Photography – interview with owner
25/10/09	10:30	11:15	Watched video of interview with owner – found out how Stuart delivers high levels of customer satisfaction. Made notes – produced transcript	Find examples of how Stuart Collins provides 'quality'