

**Edexcel GCSE**

# **Applied Business**

**Controlled Assessment**

**Teacher Support Book 2012**



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Applied Business: Investigating How Business Work

Applied Business: Investigating People, Businesses  
and Change

# Welcome to the GCSE Applied 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 5AB01/01: Investigating How Businesses Work and Unit 5AB03/01: Investigating People, Businesses and Change.

It includes:

- assessment information
- suggested resources to support your teaching.

Sample materials and examples of work can be accessed online on the Edexcel website.

## 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.



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**We look forward to working with you.**

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A brief overview of controlled assessment and the controlled assessment units.

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In this section we provide you with answers to your key questions. We also provide information for candidates, which you may choose to copy for them.

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In this section we provide you with information and resources to help you plan and deliver controlled assessment with confidence.

# Units 5AB01/01 and 5AB03/01: Content guide

### What's new?

- Learners are required to investigate local and/or national business organisations, and employer-employee relationships; and to develop and apply practical, presentational, personal/interpersonal and cognitive skills.
- Assessment weightings will be 40% for external ('tested') and 60% for internal ('controlled') assessment.
- All internally assessed work is produced under controlled conditions.

### What will candidates actually do?

For each unit, candidates:

- Select **two** businesses – one local and one national/international – to research. Having carried out the research they then answer a number of set questions (activities) based on the content of the unit in relation to these selected businesses, using their research materials, under controlled conditions of a set duration.
- Complete **three** Edexcel-set tasks with a total of 90 marks and **one** activity covering personal and interpersonal skills with a total of 10 marks (this component is not moderated).
- Carry out research/investigation – approximately eight curriculum weeks of time (a maximum of 24 hours).
- Write up responses to the set tasks – approximately four curriculum weeks of time (a maximum of 12 hours).

The tasks are internally marked by teachers and moderated by Edexcel.

In controlled assessments, control levels are set for three linked processes: **task setting**, **task taking** and **task marking**.

The control levels (**high**, **medium** or **limited** are dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the candidate work confidently.

The summary of the controlled conditions for this specification are shown below.

The preparation and writing up of the tasks must take place under controlled conditions.

- The research/data collection can be completed under **limited** supervisory control. Candidates are permitted to work in a group for this stage of the task.
- The results of the research and investigation carried out by the candidates should be collected together in a research folder.
- Candidates will only be allowed to write up their work under controlled conditions. These sessions will be subject to **medium** supervisory control, i.e. 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 teacher may provide limited guidance to candidates and assessable outcomes may be informed by group work that the candidate may have participated in as part of their research.

# Section 1: Introduction to controlled assessment

The write-up will take place over several lessons (approximately four curriculum weeks of time – a maximum of 12 hours), so the candidate's materials must be collected in at the end of each lesson and handed back at the beginning of the next lesson. It is the responsibility of the teacher to securely keep the research folders between research sessions, and before the writing up session. Candidates **must not** have access to these folders outside of these allotted sessions. Candidates' final write-up of the task must be produced individually.

## **What is permitted (whilst under controlled conditions):**

- Research notes and findings, e.g. results of questionnaires
- Suitable texts and publications
- Any other materials needed to tackle the activity

## **What is NOT permitted:**

- Access to the Internet
- Collaborating with other candidates
- Submission of draft work to be amended, altered or edited

# Overview of assessment

There are **three** topics in the 5AB01/01 specification and **three** topics in the 5AB03/01 specification:

Unit 1 (5AB01/01)	Unit 3 (5AB03/01)
<ul style="list-style-type: none"><li>• Investigate what a business is and what businesses do</li><li>• Analyse how businesses are organised</li><li>• Evaluate why stakeholders are important</li></ul>	<ul style="list-style-type: none"><li>• Evaluate why people are so important to businesses</li><li>• Investigate how businesses develop</li><li>• Analyse how external factors affect businesses</li></ul>

- Controlled assessment is weighted at 60% of the course.
- It is worth 90 raw marks and 120 UMS.
- It can only be submitted in the June series at the end of the course but can be taken at any time.

## Unit 1: Investigating How Businesses Work

## Unit 3: Investigating People, Business and Change

### Task setting

#### What is the level of control?

High

#### What does this mean?

Tasks are set by Edexcel and these will be reviewed every 2 years and published in May each year so that assessors and candidates will know in advance what will be required. The published tasks draw from the three areas of each of the unit specifications 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.

Research time is 24 hours (approximately 8 hours per task) and the time allowed within controlled conditions is 12 hours (4 hours per task).

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

### **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.

The task is split into two parts:

- Research
- Write-up

The levels of control and the effect are different for each part.

### **What is the level of control?**

Research: Limited

Write-up: Medium

### **What does this mean?**

Research:

The candidate carries out the research under guidance, stemming from the choices of business made. There is opportunity for individual work but assessors are free to build in whatever vocational contexts are required such as visits to businesses, visiting speakers, attendance at exhibitions, work experience and so on. Group research is allowed but candidates will need to answer set tasks individually.

The teacher monitors each candidate's work and checks that it is their own by benchmarking against previous work, experience and expectations.

Write-up:

The candidate answers the set tasks in the classroom using their research but cannot take any information away from the classroom to complete. The teacher monitors candidates in the classroom to ensure the completion of the task is the candidate's own work. The teacher can answer questions but cannot guide candidates along a particular path or advise on how to approach the task. It is **not an exam** and requires supervision rather than invigilation. There is no need to set up the room like an exam or for the room to be silent. The key requirement is that plagiarism does not take place and that candidates complete tasks individually.

Please also see 'What is permitted' and 'What is not permitted' on page 5 of this document.

### Task marking

#### Marking the task

This is similar to the marking of coursework, so should be familiar to assessors who have worked on the previous GCSE Applied Business specification.

#### What is the level of control?

Medium

#### What does this mean?

Assessors will mark all the tasks against the assessment criteria as laid down in the specification. These cover research, presentation, analysis, evaluation and methodology.

Each activity carries 30 marks and this is further broken down into six marks for each assessment criterion:

- Research (24 hours total or 8 per 'activity')
- Presentation (depends on set tasks)
- Analysis (depends on set tasks)
- Evaluation (depends on set tasks)
- Methodology (pre-activity planning)

**NB. There must be evidence of why and how the marks are given for each of these criteria.**

You will then fill in a form to show all the marks achieved. Edexcel will ask for a sample of the work to moderate, including candidate work with high and low scores.

Edexcel will moderate the work and you will receive a detailed report of the findings on results day.

Training courses on controlled assessment will be available to help you mark the work effectively. Our specification experts can also provide support: just contact [www.edexcel.com](http://www.edexcel.com) and follow links to 'Ask the Expert'.

#### Other points to note:

- The assessment criteria are not explicit in all of the tasks.
- Achievement of the criteria has to be viewed in the context of candidates' coverage of the tasks.
- Assessment is a professional judgement on level of achievement.
- Annotation of all of the assessment criteria is vital to clarify how and why marks have been given, particularly where criteria are not explicit in the work submitted.
- Minimum requirement is where and how marks have been awarded but level achieved should be indicated (see specification).
- Assessors will have witnessed the candidates' research activities and clear statements will help justify any mark given.

## Section 2: Assessment information

- The Code of Practice requires this.

## Section 2: Assessment information

### **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 candidates understand that QWC will be assessed in this unit. This includes:

- Clarity of expression
- Structure and presentation of ideas
- Spelling, punctuation and grammar

# FAQs: Teaching controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what candidates have to do. Here are some important answers to frequently asked questions about controlled assessment.

### When will I see the task?

“

The tasks will be published annually in May and will be reviewed every 2 years in the light of candidate responses.

”

### When can candidates see the task?

“

It is important that candidates are familiar with the tasks at the earliest possible opportunity. It is recommended that candidates see them as soon as is practical. The set tasks will link with the published specification so it may be appropriate to share sections of this as well.

”

### Will there be any choice?

“

The set tasks provide options within themselves that allow candidates to select which business may be more appropriate. However, candidates must complete all the set tasks even allowing for the options within these.

”

### When can I offer the controlled assessment unit?

“

The set tasks can be taken whenever is most suitable for the centre. Moderation will take place in summer each year so completed work must be submitted by 15 May annually.

”

# Supporting your candidates

### What sort of research can candidates do?

“

Controlled assessment involves candidates researching and carrying out investigations that allow them to complete the set activity. For GCSE Applied Business, research is defined as work candidates do outside the controlled conditions in organising their own investigation and making notes on their individual and collaborative involvement in the work completed.

As the teacher, you are allowed to support their investigations and what is appropriate along with the usual issues that might arise here, e.g. assistance in drawing up a questionnaire. As the level of control here is limited you may provide assistance appropriate to the task.

”

### What can I do to support my candidates?

“

- Use group produced mind maps
- Structure group discussion
- Encourage peer evaluation
- Structure differentiated tasks
- Produce writing frames
- Advise on individual note taking

”

# Administering the controlled assessment

### How do I conduct the controlled assessment?

“

- Arrangements can be decided by the centre.
- All candidates will know the task in advance.
- Controlled assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed, stages in the course.
- Candidates can have plans and notes. The pages will be strictly limited to aid teacher checking.
- Teachers should check that the materials contain only plans and notes and not a draft answer before they are taken into the controlled environment. These plans and notes should be retained with the candidates' responses in a secure place and may be required as part of the sample for moderation.
- Candidates who are absent may complete the assignment another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination.

”

### What else do I need to know about the controlled assessment sessions?

“

The activities must only be completed once by each candidate. Candidates cannot submit draft work to be amended, altered or edited.

The work must be kept secure in between each session. It must not be amended, altered or edited by the teacher/assessor.

”

### What options do I have when organising the controlled assessment time?

“

The controlled assessment write-up could be as follows (per task):

- Flexible timings with log in
- 4 x 1 hour sessions
- 2 x 2 hour sessions
- 1 x 4 hour session (not advisable)

(These timings are advisory, but candidates must not exceed the 12 hours allowed for the three controlled assessment activities.)

”

## Section 2: Assessment information

### What can candidates take in to the write-up session?

“

Candidates are able to take in:

- Research notes and findings, e.g. results of questionnaires
- Suitable texts and publications
- Any other materials needed to tackle the activity

They will not be able to access the Internet during the controlled conditions or to network information with other candidates.

”

### Can candidates do the task on their computer?

“

Yes, the assignment write-up can be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the Internet or intranet. A spellcheck may be used by candidates.

When work in a write-up session is completed this must be saved and retained securely by the centre. The controlled assessment response may be printed out for marking and standardisation.

If the task is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout, e.g. Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

”

### What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for controlled assessment. This must, however, be approved by Edexcel in advance.

”

### So, in summary...what are the main controls?

“

Teachers must ensure that all the notes candidates bring into the classroom are their own work. The final writing up of the responses for Unit 1 and Unit 3 must be done under controlled conditions with the supervising teacher. Teachers may give limited support during the controlled conditions session/s. Candidates are not permitted to discuss their work with others during the controlled session/s.

”

# Submitting the controlled assessment tasks

When does controlled assessment need to be submitted?

“

Controlled assessment can only be submitted in the summer series (15 May deadline). However, you can offer the unit earlier in the year, retain the controlled assessment tasks securely, and submit the work in the summer series. For example, you could teach the controlled assessment in the autumn term, candidates could write the responses in January, but you would retain the responses securely and submit them in May.

”

# Some additional FAQs and responses

**Can the tasks be split into the three activities?**

“

This is a good idea - some candidates will find controlled assessment much harder if all is left as one big task. Candidates can have equal curriculum time to complete each task activity and similarly have the same time to research each task. In total, however, the time allowed for task research and task taking must not exceed the specified amounts.

”

**Can candidates have access to the work they have previously created in the other sessions so they can amend/change and complete bibliographies?**

“

As long as the work is not accessed outside of the set sessions, and the time allowed is within permitted time limits, this is fine.

”

**Are candidates allowed access to their class notebook as well as their other research to help them with the theory?**

“

Within the timed sessions candidates may access any sources they choose, except via the Internet. This includes any materials they have acquired themselves. Remember that all research notes must be placed in the research file.

”

**When are candidates permitted to access their research files, if controlled assessment research and write-up sessions are split over time?**

“

Candidates' research files can be made available within any of the timed sessions, but not between sessions.

”

## Section 2: Assessment information

**Are candidates permitted to bring in any Activity 1 research to sessions set for Activities 2 or 3?**

“

So long as the spirit of the controlled conditions is not breached, candidates will not be penalised for doing additional work!

”

**What kind of businesses should be investigated for the controlled assessment task, and what information will they need to provide?**

“

The important thing is that candidates need two businesses that contrast in some obvious way and that are capable of investigation. They are not expected to reveal sensitive financial data but be open to questions about activities, structures, management, customer service, and so on.

”

**Should ownership and liabilities of businesses be covered? They are stated in the Sample Assessment Materials but not the live tasks.**

“

It is implicit that candidates will need to know about the ownership and liabilities of their chosen businesses, even though these are not explicitly asked for within the live tasks.

”

**Can I allow the candidates to complete a Young Enterprise type activity and then mark them for communication and teamwork for the 10 marks allocated for personal skills?**

“

It would be better that the personal skills marks arise from the controlled assessment tasks. However, if you explain why you've done this from YE, and the approach is valid, candidates would not be penalised. It would be useful to include some evidence of what was done, even though this is not specifically asked for.

”

## Section 2: Assessment information

**For Activity 2, are candidates required to describe all functional areas or a minimum of four functional areas (as was the case with the old specification)?**

“

Covering all functional areas is a big undertaking considering the time limit involved in the controlled conditions and the abilities of some learners. It is sufficient for candidates to cover just the significant functional areas.

”

**Can candidates take work in with them, such as an article from the BBC website and put this in an appendix to back up what they are saying?**

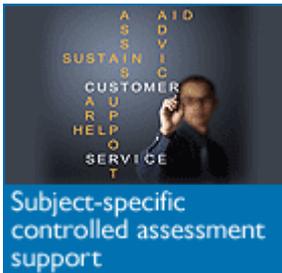
“

As long as the source is marked as an appendix rather than work completed in the controlled conditions, this is acceptable.

”

# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Colin Leith](mailto:TeachingBusiness@pearson.com), directly at [TeachingBusiness@pearson.com](mailto: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 all the documents relating to controlled assessment below (as well as on the main [GCSE Applied Business](#) page).

You should also refer to the [JCO controlled assessment guidance document](#).

