

Pearson Edexcel GCSE

**Business Studies, Business Communications,
Business Studies and Economics,
Business Studies (Short Course)
Unit 2: Investigating Small Business**

Controlled Assessment

Valid from September 2014 to May 2015

Paper Reference

5BS02/01

You do not need any other materials.

These controlled assessment tasks are valid from September 2014 to May 2015. Centres must submit their moderation sample(s) by 15 May 2015.

Please note that these controlled assessment tasks will **ONLY** be valid for assessment in Summer 2015. Teachers must ensure that students are completing the correct task for a particular year.

Further guidance can be found on the Edexcel website (www.edexcel.com).

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Controlled Assessment Tasks for Unit 2 GCSE Business Studies, GCSE Business Communications, GCSE Business Studies and Economics, and GCSE Business Studies (Short Course).

Unit 2 is assessed by Controlled Assessment (internal assessment).

Teachers will be responsible for supervising the students' research and will also be responsible for supervising the writing up of the tasks, together with the marking of the work.

It is suggested that the time allowed for **research is approximately two weeks of curriculum time (maximum of six hours)**. The research and information/data collection can be done under limited control which can be undertaken both in and outside the classroom.

Students will be allowed to use their research folders in the writing up of their task. It is not permitted for students to have plans, pre-prepared answers, writing frames etc. as part of their research folder.

It will be the responsibility of the teacher to keep the research folders securely between research sessions, and before the writing up session. The folders will be given to the students at the beginning of the **writing up** session, which should be **approximately one curriculum week of time (maximum of three hours)**.

The controlled assessment element of the qualification is centred round the encouragement of students to carry out research and investigation on an element of Unit 1 of the specification. They have to produce a piece of work based on the investigation carried out, and framed by a task that is designed to encourage the higher order skills of analysis and evaluation (AO3).

Students must choose **one** task from the list on pages 3 and 4. It is appropriate for students from a centre to submit work from across the list of tasks. This list will change annually.

In choosing their own task students should also be encouraged to identify an appropriate small business on which to base their investigation if appropriate to the task. Centres may provide guidance to students where appropriate in finding a small business on which to base their investigation. The business could be local and should be a small business. This allows the centre to contextualise the tasks set.

The results of the research and investigation carried out by the students will be collected together in a research folder and will be kept securely by the centre at all times. The folder will be given to the students and used in the writing up for submission.

The final writing up will be done under a high level of control. Students will have a designated session(s) – a maximum of three hours in total – in which to complete the writing up which will be subject to formal supervision and thus a high level of control. The students will submit their research folder, with the writing up, for assessment by the teacher prior to external moderation.

ALL tasks will focus on the following key areas:

- research information/data
- present researched information/data
- analyse presented information/data
- evaluate the task using the analysis of the presented information/data.

List of tasks

Choose **one** from Tasks 1 to 5.

Task 1 (1.1)

To what extent is a rival business more or less competitive than the business you have chosen?

You could:

- choose a small business
- identify a rival of this business
- use primary and/or secondary research to identify at least two strengths and two weaknesses the rival business has in relation to the business you have chosen
- present useful information/data to support the points you are making
- analyse the strengths and weaknesses of the rival business compared to the business you have chosen
- using your analysis, arrive at a supported judgement that identifies whether the rival business is more or less competitive than the business you have chosen.

Task 2 (1.2)

To what extent has innovation or invention been important to the success of the business you have chosen?

You could:

- choose a small business
- interview the owner and/or conduct secondary research to identify an example of innovation/invention that the business has used
- research at least one other factor – not innovation/invention – which has contributed to the success of the business
- present useful information/data to support the points you are making
- analyse the presented information/data
- using your analysis, arrive at a supported judgement that explains the extent to which innovation or invention has been important to the success of the business.

Task 3 (1.3)

Which of the qualities shown by an entrepreneur has most contributed to the success of their business?

You could:

- choose a small business owned by an entrepreneur
- identify the qualities shown by this entrepreneur such as: determination and initiative, leadership, the willingness to take risks and make decisions, the ability to plan and persuade. You might also consider the role that luck has played in the success of the business
- using primary and/or secondary research, identify examples of where the qualities listed above have been important to this entrepreneur
- present useful information/data to support the points you are making
- analyse the qualities this entrepreneur has demonstrated, identifying any patterns
- using your analysis, arrive at a supported judgement that identifies the quality shown by the entrepreneur, which has most contributed to the success of their business.

Task 4 (1.4)

How might the business you have chosen improve the way that it motivates its staff?

You could:

- choose a small business that employs some staff
- using primary research identify how the business currently motivates its staff
- investigate at least two different methods the business could use to motivate its staff
- present useful information/data to support the points you are making
- analyse the different ways in which the business might improve the motivation of its staff
- using your analysis, arrive at a supported judgement that states the best way the business can improve the motivation of its staff.

Task 5 (1.5)

Which stakeholder group has been most affected because of a decision made by the business you have chosen?

You could:

- choose a small business that has made a decision which impacts on different stakeholder groups. Examples might include expansion of premises or reduction in the number of staff. The effect could be positive or negative for different groups.
- conduct primary and/or secondary research to find out how the business decision has impacted on at least two stakeholder groups
- present useful information/data to support the points you are making
- analyse the extent to which the decision has affected the different stakeholder groups
- using your analysis, arrive at a supported judgement that states the stakeholder group which has been most affected by the decision.