
General Certificate of Secondary Education **Business Studies**

Business Studies (413003) Investigating Businesses
Business Studies short course (413014) Investigating Small Businesses
Controlled Assessment Task and Teachers' Notes

4130
Version: 1.0
For submission in 2016

GCSE Business Studies 413003 – 2016
GCSE Business Studies (Short Course) 413014 – 2016

Scenario

You are an independent adviser who specialises in finding the best locations for businesses. You have been asked to investigate the present location of a small local business and to assess how suitable this location is.

You are required to investigate an existing small local business and to prepare a report which assesses the suitability and effectiveness of its current location. You are also required to consider some other possible locations and to assess whether they would be more suitable as a location for the business.

Research and Planning

You should:

- select an existing small local business
- research the products or services offered, the types of customer the business has and where the business is located
- assess the advantages and disadvantages of its current location to the business
- suggest and analyse other possible locations for the business
- recommend the most suitable location for the business.

Report

Your report must be produced under controlled conditions. You will have up to **three** hours to complete this report, which may be split over a number of sessions.

Your report should include:

- a brief description of your chosen business, including the products or services sold and the types of customer the business has
- a description of the current location of the business
- an analysis of the suitability of the business's current location
- a description **and** an analysis of the suitability of other locations that the business could choose
- a recommendation, with supporting evidence, as to which location you think would be the most suitable for the business.

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Teachers' Notes

General Information

This additional guidance is intended to support centres when they are preparing students for the GCSE Business Studies Full Course and Short Course Controlled Assessment Units 3 and 14, for submission in 2016.

Features of the Controlled Assessment

Scenario

In order to ensure that the Controlled Assessment Task is accessible to all students, the scenario is general in nature. This is designed to enable students to devise work which relates to their local area and to give students an opportunity to explore a local business in greater depth. It should also allow centres to facilitate and manage the Controlled Assessment Task with greater confidence.

This scenario was devised so that centres will interpret it broadly in order that students will have the opportunity to examine all of the factors affecting business location, such as proximity to customers/competitors, infrastructure of the area in terms of transporting goods to and from the business, ease of access for staff and customers, the costs of the premises, and to consider the suitability of different locations depending on the products or services offered. The main focus of the research is to assess the suitability of different locations, including home-based businesses, in enabling the business to carry out its functions. **As the task refers to an 'existing small local business,' students must investigate an existing business and so should not look at locations for a business start-up.**

Students choosing to research a business which is home-based should still use the bullet points for guidance and, when assessing other possible suitable locations, should consider locations such as premises in an office block or a high street shop.

Research and Planning

The task has been broken down into a series of smaller tasks which form the core of the students' investigation and the Controlled Assessment Task. Students must address each of the individual bullet points in their research. This is one of the requirements for students to achieve Level 3, or above, for Assessment Objective 2. Centres should not modify or add to the Controlled Assessment Task. The Controlled Assessment Task indicates clearly what is required of students in order for them to produce a good piece of work. Centres may wish to use the bullet points as sub-headings for the report.

Students are expected to research an existing small business in their local area. They must research the products or services sold and identify the types of customer the business has. Students are expected to research the current location of the business and to assess the suitability of this location to the overall performance of the business, considering how suitable the location is in terms of the customers of the business, as well as of the business itself. They should then suggest and analyse other possible locations that would be more suitable for the business. Students should then recommend, with supporting evidence, which location they believe would be the most suitable for the business. However, it is sufficient for students to consider one other alternative location in relation to the current location and recommend whether the business should stay where it is or consider relocating. When making their recommendation, students are advised to ignore the costs of relocating the business, focusing on the suitability of the location rather than on how viable it would be for the business to relocate there.

Another important issue for consideration is whether centres should choose the business for their students or provide them with the opportunity to select their own business. This is a decision that centres must make based on their particular circumstances. However, centres should not adopt an overly prescriptive approach. Facilitating and supporting students' independent research is an important component of the controlled assessment.

In previous years, it has been legitimate for students to focus their research for their business on their own centre. Given the nature of this particular Controlled Assessment Task, using the centre as a basis for their research could be problematic as the topic does not lend itself readily to investigation within a centre context. It is therefore not recommended that students focus on their centre for the research as it is likely that students who take this approach will be unlikely to score highly. In cases where the centre believes that the only way that students can carry out the task is by focusing on their centre for the research, it is suggested that the centre should contact their Controlled Assessment Adviser to discuss their issues.

It is expected that teachers will provide generic guidance and advice in the research and planning phase.

Students should be made aware that it is the quality of the work, not the quantity, which will be assessed in relation to the assessment criteria. The research, therefore, needs to be specific and focused. Students will be assessed on their ability to make suitable selections and to analyse and evaluate these selections.

The Report

Students are required to put their findings in a **written** format and will have up to **three** hours in which to complete this. The task can be completed over a number of sessions if required. Teachers are not allowed to give any feedback during this phase and all work produced must be completed under close supervision. All work must be kept securely, either electronically or in a portfolio, so that students are not given the opportunity to continue their work at home or outside of the three-hour controlled session(s). At the end of the phase, the students' work is to be handed to the teacher in charge.

During the research and planning phase, students should put the key findings of their research into an appendix. This should be organised and labelled, ready to be referred to in the report. The use of appendices is vital, especially where students have made calculations, constructed tables, conducted interviews or surveys and have made secondary data selections. This will add to the overall clarity and quality of the work. In order to gain any credit, students **must** refer to the appendices in the main body of their report.

The analysis of the research findings should appear in the main body of the report and be linked directly to the appendices. Appendices which are correctly labelled, well organised and referred to in the final report can significantly improve the marks gained by students. Finally, it is important that a distinction is made between where the research ends and the report begins.

There is no requirement to use ICT to produce the written report. Some of the best Controlled Assessments have been handwritten.

Authentication

Teachers will be responsible for ensuring that Candidate Record Forms are completed to authenticate each student's work.

Further help

If you have any questions concerning the Controlled Assessment, please contact the Business Studies Team on business-studies@aqa.org.uk.

AQA now offers Teacher Online Standardisation for GCSE Business Studies. Teachers can mark exemplar work online and then compare their marks with the standard set by the Principal Moderator. Teachers can access this through e-AQA at a time that suits them best.

Controlled Assessment Advisers can be contacted for help and guidance. Details of your allocated Controlled Assessment Adviser can be obtained by contacting the Business Studies Team.