



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

January 2022

Pearson Edexcel International A Level  
In Business (WBS11 01)  
Marketing and People

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## **Report on individual questions**

### **Question 1a**

Many students provided a vague definition only and simply stated that 'quantitative data' is data that can be quantified or measured which is insufficient for 2 marks. Some relied on giving examples, but a reminder that examples are not awarded any merit in the two-mark definition questions.

### **Question 1b**

Some students were able to produce a supply and demand diagram, show the correct shift and label the equilibrium points for the full 4 marks. Many students lost marks because they did not label the equilibrium points or show the correct shift. There are still many examples of students drawing both a shift in demand and a shift in supply. If students do this the maximum they can score is two marks. This is because they are not awarded the application mark for the correct shift or the second analysis mark for the new equilibrium.

### **Question 1c**

This question was answered well by some students who showed good knowledge of entrepreneurial characteristics and used the evidence provided to answer the question. Some students failed to develop their answers to show a consequence to the business and as such did not get the analysis marks.

Many students started their response by defining entrepreneur and were awarded no marks for this. The topic covered was characteristics of an entrepreneur and if students choose to start with a definition it must cover the specific topic being examined

### **Question 1d**

Most students scored some marks on this question but generally answers were generic and one sided. It was clear that many students understood the term secondary research, and some students used the evidence in the source booklet to give context to their answers. However, the counterbalance was missing in many responses. Many of those who attempted counterbalance gave no development or consequence to their ideas and simply said secondary research may be costly or out of date. This counterbalance which is not explained or developed will prevent the candidate scoring high level three marks.

### **Question 1e**

Unfortunately this question was very poorly answered by most students. There was a distinct and notable lack of knowledge of the term 'trade off.' Most students seemed to understand the benefits of being ethical, however the majority of students failed to show understanding that ethical behaviour may impact profits in the short term and present a trade-off. Few evaluated this point by recognising that being ethical often leads to high profit levels in the longer term and hence there may not be a trade-off. Many students scored zero marks or level 1 marks on this question.

### **Question 2a**

This was not well answered with a significant number of candidates gaining only one mark for a vague definition of social trends. Students should recognise that a trend denotes a movement or a change. Again, as with 1a, students were adding examples to answers which are not awarded any marks.

### **Question 2b**

Some students who attempted this calculation question gained the full 4 marks. However, it was surprising to see that many students gained no marks for this question. Students were required to demonstrate basic quantitative skills using subtraction and multiplication. In line with the specification students should be prepared to apply numerical skills in a range of business contexts. Centres should be reminded that students should always be encouraged to show their workings in addition to always checking they have added the currency and units to their final answers.

### **Question 2c**

The question was quite well answered by some students who showed understanding of employee welfare and the benefits it may bring to a business. The evidence was generally used quite well to show evidence of employee welfare. Some students focussed on the benefits of employee welfare to the employee rather than the business, which is what the question asked of them.

### **Question 2d**

There was a wide range of responses to this question. Some students showed good understanding of sponsorship and gave a balanced argument covering the potential advantages and limitations to a business such as Aldi. However, it was disappointed to note that many students did not show coherent counterbalance to their answer or simply stated that sponsorship is expensive without developing this point and explaining the potential problem this may bring Aldi.

### **Question 2e**

Many students appeared familiar with the topic of price comparison websites and demonstrated good knowledge of the topic. Generally, these responses however were very generic in nature and simply provided a generic point that it would increase competition for the supermarkets. Students failed to use the evidence provided to provide context to their answers and provide coherent chains of reasoning to explain the consequences of the websites to the supermarkets. Many answers failed to provide a valid counterbalance to argue that the websites may not have a significant impact on the market.

### **Question 3**

Many students showed some understanding of distribution methods. However too many students did not fully answer the question in terms of how the new distribution methods would help Nike reach their business objectives. Also, some students simply listed the advantages and disadvantages of online selling. Increasing the online provision was just one element of the new strategy by Nike, and students did not provide wide ranging ideas to meet the level 3 and 4 descriptors .

The majority of answers failed to attempt / provide a judgement or recommendation and conclusions simply repeated the points already given. There was no real evidence to suggest that candidates did not have enough time to complete the paper with the majority attempting to answer question 3, though few used all pages available to them.

### **Summary**

Based on their performance on this paper, candidates are offered the following advice:

- Students should ensure they spend time providing balance to their answers. The counterarguments should be specific to the business examined and not a generic point of evaluation .
- When constructing a supply and demand diagram students should not show shifts to BOTH demand and supply. Such answers will not be rewarded marks for the shift or the new equilibrium point
- It is important that students read the questions very carefully. Many are writing generic answers which do not fully address the question. Do not simply list everything you know about a topic, read the question carefully and check you are fully answering the question posed.
- Students need to practice quantitative skills. Students should be prepared to apply numerical skills in a range of business contexts.
- Students are reminded to add a conclusion or recommendation for the longer questions.
- For calculation questions, students should check that their final answers include a currency, and units where applicable. Otherwise, marks will be lost.
- Always show workings for calculation questions. Even if the answer is incorrect, you can be awarded some marks for correct workings.
- Examples used to answer the definition questions, 1a and 2a, are not awarded marks.

