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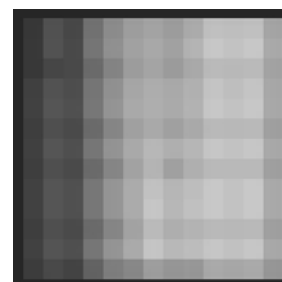
GENERAL CERTIFICATE OF SECONDARY EDUCATION

GCSE 1952

BUSINESS STUDIES SPECIFICATION B

COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005

GCSE



1952/MS/R/05J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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RECOGNISING ACHIEVEMENT

Mark Scheme 2321/01
January 2005

1 (a) **Target: ability to show knowledge and understanding of public limited companies.**

It has limited liability [1];

It can sell shares on the stock market [1].

[Accept first two ticks if more than two have been ticked.]

[2]

(b) **Target: ability to apply and show knowledge and understanding of flow production.**

(i) A large quantity can be made at one time [1];

The firm can make wide use of the division of labour [1].

[Accept first two ticks if more than two boxes have been ticked.]

[2]

(ii) The answer will depend on which box was ticked and must relate to it: OFR applies.

Give 2 marks for a clear advantage to T Cook plc.

Give 1 mark for a basic statement linked to T Cook plc.

No mark for repeating or paraphrasing the statement.

[2]

(c) **Target: ability to apply knowledge and understanding of factors of production.**

(i) capital

[1]

(ii) labour

[1]

(iii) capital

[1]

(iv) land

[1]

(d) **Target: ability to show, apply and evaluate knowledge and understanding of sources of finance.**

(i) Accept any sensible suggestion, eg issue more shares, use retained profits, take a loan, government grant, etc. 2 x 1 mark.

Do NOT accept both loan and mortgage.

[2]

(ii) For each advantage give 2 marks for a clear reason why it would be a good source of finance for T Cook plc. Loan and mortgage can ONLY be accepted if there is a clear difference, eg length of time. Similarly, loan and overdraft.

For each advantage give 1 mark for a basic statement linked to T Cook plc.

2x2

[4]

(iii) **Level 2 (2-3 marks)**

Candidates can offer some clear reasons why they would select one source.

Answers that fail to compare both will get max. 2.

Level 1 (1 mark)

Candidates can offer a basic recommendation. The reasoning may repeat part (ii).

[3]

[Total 19]

2 Target: ability to show, apply, select and evaluate knowledge and understanding of recruitment.

- (a) (i) A statement concerning the likely tasks associated with the position. [1]
- (ii) The qualifications, experiences, personal attributes which are being sought. [1]
- (b) (i) Relatively cheap, attract people in the vicinity; etc.
Give 1 mark for the basic statement and 1 more for the explanation. [2]
- (ii) Limited circulation, may not be read by all who could do the job, etc.
Give 1 mark for the basic statement and 1 more for the explanation. [2]
- (c) (i) Answers to this question depend clearly on the business selected.
Candidates may refer to: take care that adverts/literature etc are inclusive; except for specific posts that facilities are available for all; selection is fair e.g. names on a separate form; etc.

Level 2 [3-4 marks]

Candidates are able to clearly explain citing one or more examples. If the answer claims that equal opportunity legislation has no effect then this must be justified. If not business named, max 3.

Answers at this level must refer to recruitment process.

Level 1 [1-2 marks]

Candidates define/describe what equal opportunity means and/or fail to refer to recruitment process and/or make only a basic statement, eg slows the process down. [4]

- (ii) Again answers will depend on the business selected. Candidates may decide that for managerial, professional and administrative jobs, interviews are best – to find out more information, allow the firm to assess the personality etc; whereas for other jobs some form of skills based assessment would be appropriate. This is NOT prescriptive.

Level 3 (5-6 marks)

Candidates are able to discuss whether or not an interview would be the best way to select someone. Answers which offer comparison between jobs related to the named business will be at this level.

Level 2 (3-4 marks)

Candidates are able to explain why an interview would or would not be a suitable method.

Level 1 (1-2 marks)

Candidates understand some points concerning interviews and can relate these to the business. [6]

Candidates will be awarded marks for the quality of their written communication according to the following criteria.

Ideas are expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar.	2
Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer.	1
Candidate fails to reach the threshold standard in all respects.	0

[Total 18]

3 Target: ability to show knowledge and understanding of types of organisation.**(a) Partnership or Private Limited Company [1].**

OFR applies – Give 2 marks for a clear explanation.

Give 1 mark for a brief statement.

e.g. It is a professional organisation [1] with all having a say in decisions [1]. **[3]**

(b) (i) Target: ability to show knowledge and understanding of specialisation.

Producing one, or a limited number of, product(s) in a particular market i.e. not attempting to produce all the products. Reference to labour is equally valid. Accept any valid points.

Give 1 mark for the basic point and 1 mark for development. **[2]**

(ii) e.g. 'Firms can improve the quality of their product' and 'workers are able to become more skilled in their work'. NB 'to a business'.

Give 1 mark for the statement and 1 mark for development. **[2]**

(c) Target: ability to select knowledge and understanding of break-even.

(i) £100,000 **[1]**

(ii) 20 **[1]**

(iii) $£125000 - £110000[1] = £15000[1]$. OFR applies. **[2]**

(iv) Candidates may state 'yes' or 'no'. There are no marks for this. If 'yes' expect an answer along the lines of: 'they should expand because they only have to sell more than 20 designs to make a profit'.

Give 1 mark for a very limited attempt and 2 marks for a supported answer, as above. **[2]**

[Total 13]

4 Target: ability to show, apply, select and evaluate knowledge and understanding of market research.

(a) Rivals' prices, size of market, consumer needs, fashion, etc 2x1. **[2]**

(b) (i) Candidates are likely to mention: formal/informal interviews; observation; secondary research.
Do NOT allow 'postal questionnaires'. **[1]**

(ii) Answers will depend on which method candidates have suggested.
Marks may be given for 'postal questionnaires'.
Give 1 mark for application and 1 mark for development. **[2]**

(iii) Level 2 (3-5 marks)

Candidates are able to discuss which method would be better. Answers which are **not** related to Alex, or those which only deal with postal questionnaires, or those that suddenly introduce another method will not gain more than 3 marks.

Level 1 (1-2 marks)

Candidates can offer some analysis. **[5]**

[Total 10]



RECOGNISING ACHIEVEMENT

Mark Scheme 2321/02
January 2005

1 (a) **Target: ability to show knowledge and understanding of public limited companies.**

- (i) Shares are traded on the market.
- (ii) Limited [liability] – the financial liability is limited to the money involved. [2]

(b) **Target: ability to apply and show knowledge and understanding of flow production.**

- (i) Advantages – large output; identical products; can use automation/mechanisation; use of CAM; economies of scale etc.
Give 1 mark for the basic statement and 1 more for the explanation. [2]
- (ii) Disadvantages – cannot easily cater for individual needs/variations; demotivation of workforce; breakdown halts all production; etc.
Give 1 mark for the basic statement and 1 more for the explanation. [2]

(c) **Target: ability to apply knowledge and understanding of factors of production.**

- (i) capital [1]
 (ii) labour [1]
 (iii) capital [1]
 (iv) land [1]

(d) **Target: ability to show, apply and evaluate knowledge and understanding of sources of finance.**

Candidates are likely to mention: retained profits; issue new shares; issue debentures; bank loan; etc - allow any sensible idea.

Level 4 [7-8 marks]

Candidates come to **supported** conclusions based on a discussion of either two or more methods or the advantages and disadvantages of one method.

Level 3 [5-6 marks]

Candidates are able to offer analysis of one or more methods.

Level 2 [3-4 marks]

Candidates can apply one or more sources of finance relevantly to T. Cook plc.

Level 1 [1-2 marks]

Candidates show knowledge of one or more sources of finance.

[8]

[Total 18]

2 (a) Target: ability to show, apply, select and evaluate knowledge and understanding of recruitment.

- (i) A statement concerning the likely tasks associated with the position. [1]
- (ii) The qualifications, experiences, personal attributes which are being sought. [1]
- (b) (i) Relatively cheap, attract people in the vicinity; etc.
Give 1 mark for the basic statement and 1 more for the explanation. [2]
- (ii) Limited circulation, may not be read by all who could do the job, etc.
Give 1 mark for the basic statement and 1 more for the explanation. [2]
- (c) (i) Answers to this question depend clearly on the business selected.
Candidates may refer to: take care that adverts/literature etc are inclusive; except for specific posts that facilities are available for all; selection is fair e.g. names etc on a separate form; etc.

Level 2 [3-4 marks]

Candidates are able to clearly explain citing one or more examples. If the answer claims that equal opportunity legislation has no effect then this must be justified. If not business is named, max 3.

Answers at this level must refer to recruitment process.

Level 1 [1-2 marks]

Candidates define/describe what equal opportunity means and/or fail to refer to recruitment process and/or make only a basic statement, eg slows the process down. [4]

- (ii) Again answers will depend on the business selected. Candidates may decide that for managerial, professional and administrative jobs, interviews are best – to find out more information, allow the firm to assess the personality etc; whereas for other jobs some form of skills based assessment would be appropriate. This is NOT prescriptive.

Level 3 (5-6 marks)

Candidates are able to discuss whether or not an interview would be the best way to select someone. Answers which offer comparison between jobs related to the named business will be at this level.

Level 2 (3-4 marks)

Candidates are able to explain why an interview would or would not be a suitable method.

Level 1 (1-2 marks)

Candidates understand some points concerning interviews and can relate these to the business. [6]

Candidates will be awarded marks for the quality of their written communication according to the following criteria.

Ideas are expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar.	2
Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer.	1
Candidate fails to reach the threshold standard in all respects.	0

[Total 18]

3 (a) **Target: ability to show knowledge and understanding of business organisation.**

Partnership or Private Limited Company (1)

OFR applies – Give 2 marks for a clear explanation.

Give 1 mark for a brief statement.

e.g. It is a professional organisation [1] with all having a say in decisions [1]. **[3]**

(b) **Target: ability to show knowledge and understanding of specialisation.**

E.g. could collapse if market demand changed; lack of flexibility; alienation of workers; diseconomies of scale; etc – allow any valid idea.

Give 1 mark for a basic idea and 1 mark for development. **[2]**

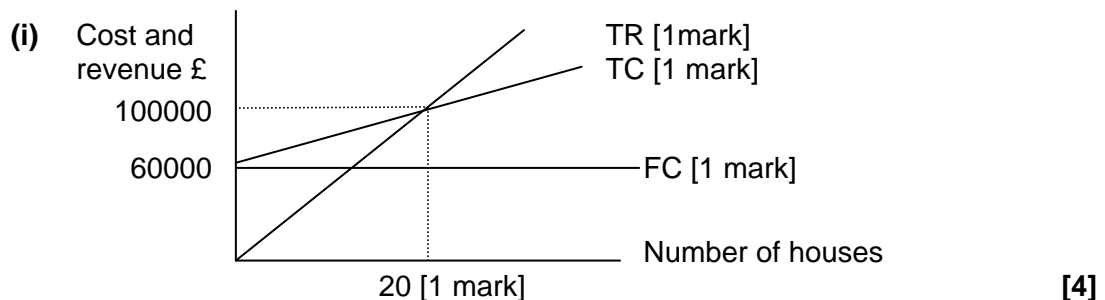
(c) **Target: ability to apply knowledge and understanding of growth.**

In terms of this unit, candidates may mention: satisfy stakeholders; business objectives e.g. survival, growth, more profitable,; satisfy consumer needs; gain economies of scale; better use of CAD; etc.

Candidates, depending at what stage they take the unit, may refer to other factors. If these are relevant, award.

Give 1 mark for the basic idea and 1 mark for development. **[2]**

(d) **Target: ability to select knowledge and understanding of break-even.**



(ii) **Target: ability to evaluate knowledge and understanding of break-even.**

Yes – 20 houses is only a small number, therefore a profit is likely; diversification prevents problems of over-specialisation; etc.

No – £15000 profit is insignificant; might not sell 20 houses designs; etc.

NB marks are to be awarded for evaluative skills only.

Give 3 marks for **either** a brief consideration of both sides and a supported answer, **or** an extensive justification of one side and a supported answer.

Give 2 marks for an expanded justification of one side.

Give 1 mark for a 'yes because' or 'no because' answer.

[3]

[Total 14]

4 Target: ability to show, apply, select and evaluate knowledge and understanding of market research.

(a) Rivals' prices, size of market, consumer needs, fashion, etc. 2x1 **[2]**

(b) The answer depends on what is suggested. Candidates are likely to mention: questionnaires; interviews; observation; secondary research.
The question asks for strategy so candidates should devise a plan taking into consideration Alex's likely resources, etc.

Level 3 (5-8 marks)

Candidates can recommend and justify a market research strategy. At the bottom candidates will either recommend, with little justification, or they will be able to recommend and justify, but have not devised a strategy.

Level 2 (3-4 marks)

Candidates can suggest some form(s) of market research and can apply and analyse in terms of Alex's business.

Level 1 (1-2 marks)

Candidates can suggest some form(s) of market research. **[8]**

[Total 10]



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
January 2005

Chief Examiner's Report

General Comments

Candidates completing the unit 2321 examination and unit 2322 coursework this session displayed an impressive range of knowledge and skills. Particularly encouraging was the improvement in the examination of the questions requiring reference to a business that the candidate had studied. Where candidates had clearly studied local examples of business organisations, they were not only able to answer the specific questions well but also they had gained a more thorough understanding of all business techniques that they could readily transfer to the case study nature of the examination questions.

Understanding of Command Words continues to be a critical factor in achieving high marks in all questions. In low mark questions not understanding the difference between commands such as "state" or "list" and "explain" often means candidates waste either marks or time. Just as critical is the difference between "discuss" and "advise" or "recommend" in the higher tariff questions. If the question asks for a conclusion, there are a significant number of marks available for a well justified conclusion.

Coursework continues to be a pleasure to read. The pride which most candidates take in the appearance of their finished work is generally reflected in high and well deserved marks. The supported assignment continues to be popular and the quality of research was a particular feature of most assignments. Where there is a weakness, it is in the logical development of the assignment right through to the conclusion. In some cases the final evaluation and recommendations bore little relation to the preceding data results and analysis. Perhaps the result of too little time spent on the final sections (which have a significant number of marks attached). All candidates would benefit from having a clear knowledge of mark allocation and assessment criteria.

2321 Business Organisation

General Comments

The great majority of candidates continue to show that they have gained some knowledge and understanding of the material, while others are able to offer some analytical and evaluative skills at both Higher and Foundation levels. It was very pleasing to see that where specific knowledge of a business was required, the overwhelming majority of candidates were able to both name a business and to clearly show some knowledge of it. This often led to a higher standard of response than has been shown in the previous examinations. Some candidates still fail to achieve to their potential because they ignore either key words such as 'discuss', 'justify' and 'recommend' or what is contained within the stem of the question.

Centres had continued to exercise care over the entry of candidates for the Foundation paper. Very few candidates achieved marks that would indicate that they were likely to have gained a good score on the Higher paper. Too many candidates, however, are still being entered for the Higher paper when their results indicate that they would have benefited from taking the Foundation paper.

Quality of Written Communication [QWC] marks are attached to one specific part of a question. This question is carefully chosen in the expectation that all candidates should be able to offer an answer and thus gain one or both QWC marks. On this occasion it was disappointing to see the number of candidates who had not attempted the question. Centres should make sure that candidates are aware of this.

Candidates who did less well often penalised themselves by failing to fully read the stimulus material and the question. This was noticeable, particularly, in question (1) (d), where many candidates on both papers ignored the fact that the firm was a public limited company, Question (2) (b), where the idea of 'local' was ignored, and the last part of Questions (3) (c) and (3) (d) where many failed to 'justify.'

2321/1 – Foundation Tier

While there was a range of achievement and most candidates were able to complete all the questions and to demonstrate knowledge and understanding of business studies ideas, there was a larger proportion than in previous examinations who failed to answer several questions.

- 1) (a) The large majority of candidates were able to offer the correct advantages, although some only ticked one box despite the instruction to tick two boxes.
 - (b) Although a majority of candidates gave the two correct advantages and then explained one of them, a sizeable minority thought that being able to make 'one-off products' was an advantage of flow production. If they then chose this for part (ii), credit could be gained.
 - (c) Factors of production seemed to be an unknown area for many candidates. Some misunderstood the instructions and wrote 'capital' for all four parts. Those who did understand what was required tended to offer 'land' rather than 'capital' for part (i).
 - (d) The best candidates were able to give two relevant sources of finance, explain why they would be appropriate and could then recommend which should be used.

Others gave at least one source that was inappropriate either for a public limited company or for building a new factory, but were able to offer some explanation and recommendation. At the bottom of the scale were those candidates who could not go beyond the sources of finance or offered answers with no relevance to finance.

- 2) (a) Most candidates were able to offer two sound answers. A few candidates rewrote the questions, e.g. 'job description is the description of a job' instead of saying what they meant.

(b) Nearly all candidates were able to offer some relevant points, but many either failed to give any development or ignored 'local'. Better answers, e.g. 'the advert will not be seen by most people so she may not get the best candidates applying' did not explain the point for both marks.

(c) Most candidates gave the name of a business and then used it in the answer to part (i). Better candidates used the business as the basis for both parts. These candidates understood what equal opportunities were and how they affected recruitment and then the relevance, or otherwise, of interviews for the business chosen. A few compared the relevance for different types of jobs in the business. Other candidates knew what equal opportunities were, but did not refer to recruitment. A large minority, however, showed little knowledge. Most of these candidates were able to explain the advantages or disadvantages of interviews, but did not offer discussion. A few candidates gave no answer to part (ii) and did not, therefore, score either of the two extra marks.

Teachers' Tip

Remind candidates of the need to offer an answer to the question that has the two qualities of written communication marks, shown by an asterisk.

- 3) (a) Most candidates offered either 'partnership' or 'private limited company' and then went on to gain either one or both marks for the explanation. A minority offered 'public limited company' for which there was no credit, but then gained one or two marks for the explanation. Too many candidates, however, had no idea of 'form of business organisation' and gave answers such as 'specialisation' or 'architects'. These rarely gained any marks.

(b) While most candidates had some idea of specialisation, this was often vague and worth no more than one mark in either part. Better candidates usually gained both marks in part (ii).

(c) It was pleasing to see many candidates gaining full marks for parts (i, ii and iii). Others did not take sufficient care and gave an answer of '100' rather than '100,000' to the first part. Few inserted the '£' sign. The most common error in part (iii) was to give an answer of £25000 thus confusing two levels of house design. Too many candidates, however, had no idea and just added random figures together. Others ignored 'show your working' so no credit could be given for either an incorrect subtraction or correct working, but wrong figures. In part (iv) most candidates could state that it would lead to more profit, but few referred to the figures in Fig.3 in order to justify the answer.

- 4) (a) 'Market information' was often confused with market research even though this was the next question. Those who did know offered a range of answers such as 'competitors' prices and latest fashion'.

Teachers' Tip

Make sure that candidates have a good knowledge of basic business studies terms before going into the examination room. This will help not only the definition questions, but also their general ability to tackle the paper.

(b) Candidates usually offered either interviews or secondary/Internet and then went on to explain why the method would be suitable for Alex, though some ignored the context. Some candidates either repeated 'postal questionnaire', despite the instructions, or stated 'surveys' which is too generic. These candidates could, and often did, gain credit in part (ii). Part (iii) showed a complete divide. Weaker answers either stated the advantages of postal questionnaires or, basically, repeated the previous response. Better candidates were able to discuss which method would be better and the best candidates clearly related this to the context of a small shop.

2321/2 – Higher Tier

The majority of candidates demonstrated a good knowledge and understanding of the material in the specification. The best answers showed real ability to apply, analyse and evaluate this in the context of the scenarios provided. Unfortunately, some candidates, mainly those who could have been entered for the foundation tier, still either do not read the question carefully enough or do not put their answers in the context of the question.

1) (a) While most candidates could score two straightforward marks, there were too many candidates who were unsure of either one or both terms. A common error was to equate 'public' with 'public sector'. It is not an **explanation** to say that 'limited' means 'limited liability' especially where two lines indicates that more is required.

(b) It was pleasing to see that the majority of candidates gave good responses in both parts. Weaker candidates, especially in part (ii), did not answer the question in context and often referred to individual workers rather than the company.

(c) A few candidates gained all four marks. Many got the first one wrong; offering 'land' rather than 'capital', but then gained three marks. Too many candidates had only a vague idea of factors of production and Examiners gained the impression that many were guessing from the randomness of the answers.

Teachers' Tip

Make sure that candidates have a good grasp of the basic business studies' concepts. This will help not only with the definition type questions, but also throughout the paper.

(d) The best answers were characterised by: two or more appropriate sources of finance e.g. retained profits, new shares, loans; good explanation and analysis; and a supported recommendation as to how to finance it. Other candidates could do all of this up to the analysis, but did not come to any (supported) decision. Weaker candidates either selected inappropriate methods e.g. overdrafts and raising prices or only offered some limited development.

2) (a) Most candidates were able to gain the two marks although a few confused 'job description' and 'person specification'.

(b) Answers to the first part were generally good with most gaining both marks. Many candidates then went on to point out the fact that 'only a few of the possible candidates will see this local paper and Natasha may not get the candidates she wants applying'.

Too many said it would be too costly compared to a shop window, thus ignoring the context. In both parts some candidates ignored 'local'.

(c) Responses to this question were very mixed, although nearly all the candidates named a business. At the top, candidates made reference to potential problems to the recruitment process caused by equal opportunity issues and could then go on to show whether interviews were the best method for recruitment. Some of the answers compared two or more jobs in the business, typically management and shop floor, showing that interviews were good for the former, but that 'tests' might be better for the latter. Other candidates knew what equal opportunities were about, but could not link them to the recruitment process; while weaker candidates thought it meant that 'all could have a go at every job'. These candidates only looked at the advantages or disadvantages of interviews or another method.

- 3) (a) Most candidates offered either 'partnership' or 'private limited company' and then went on to gain either one or both marks for the explanation. A minority offered 'public limited company' for which there was no credit, but then gained one or two marks for the explanation. Some candidates, however, had no idea of 'form of business organisation' and gave answers such as 'specialisation' or 'architects'. These rarely gained any marks.

(b) Better candidates realised that this question was about specialisation in general and gained both marks. Those who tried to put their responses into the context of the architects, which was not asked for, found it more difficult.

(c) Better answers usually mentioned increased sales and then linked this to increased profits. Other candidates gave a long introduction and then mentioned e.g. higher profits with no development, or gave two advantages rather than 'explain one advantage'.

(d) The majority of candidates were able to draw a diagram that had a resemblance to a break-even chart. The best candidates drew all four lines and then labelled the revenue and the quantity. Many, however, despite the instructions, ignored 'show the break-even quantity'. Others confused total cost and variable cost. A few candidates drew an unrecognisable diagram. In part (ii) the better answers made good reference to the figures in Fig.1 in terms of the number of house designs needed to break-even and the level of profit gained at 25 houses. A fair number of candidates did not read the material carefully enough and talked about building houses that made nonsense of the figures. There were some good answers for both 'yes' and 'no'.

Teachers' Tip

Remind candidates of the need to carefully read the material before answering each question and each part of that question.

- 4) (a) 'Market information' was often confused with market research. Those who did know offered a range of answers such as, 'competitors' prices and latest fashion'.

(b) Answers to this question tended to fall into two categories. Better candidates realised that they had to 'recommend and justify' so spent time doing so in the context of a small shop. Only the best, however, addressed the idea of a 'market research strategy' with most concentrating on methods of market research. Weaker answers just looked at possible methods and did not consider their suitability, thus limiting themselves to a maximum of half marks.

2322 – Business Studies Coursework

General Comments

The work submitted in this cycle was once again of a good standard, with many candidates showing a clear understanding of the business issues under investigation. Both primary and secondary research was in evidence in the work submitted. Candidates were able to display good analytical skills which then gave a firm platform for justified recommendations.

Presentation was a further strength of much of the work submitted. Many assignments were presented to a near professional standard and were a credit to all concerned. The titles used, with few exceptions, were well chosen, and the guidance given by teaching staff gave candidates the support they required to produce thoughtful work.

A new supported assignment, based on T Mobile, was introduced this year. The work submitted was of a high quality, candidates clearly enjoying their research into the marketing of mobile phone services. Should centres wish to receive further details of the supported assignment for future sessions, please contact the OCR Birmingham office.

Application of the Assessment Criteria

Criterion 1

Here the candidates are required to state their aim clearly and explain their strategy for achieving that aim. Whilst most candidates could state the aim of their work, the completion of the strategy element within this criterion was rather more variable.

A brief bullet point list of activities to be undertaken will not fully satisfy this criterion. Candidates should be encouraged to explain why they are planning to pursue a particular plan of investigation and how that plan/activity will help them achieve their stated aim. This should, for example, include the collection and analysis of data, where the data will be collected from and the purpose of any subsequent analysis.

Criterion 2

In this criterion, candidates should collect sufficient, relevant information to achieve the aim they have set. In the majority of cases this will mean a combination of both primary and secondary research. Many candidates conducted a survey of some kind, usually in questionnaire form. The amount of data collected of this nature varied widely. In many instances there was insufficient information to give a reliable basis for later analysis and recommendations. Whilst it must be recognised that candidates have to manage time in completing work in a variety of subjects, it is a key component of coursework within Business Studies that sufficient, reliable data is collected.

As regards secondary data, candidates must once again bear in mind the title of their assignment. If it is, for example based on the marketing mix, ALL elements of the mix should be considered. In relation to the differing components within the mix, for example price, candidates should collect information on differing pricing strategies and apply them to the investigation.

Criterion 3

The presentation of information continues to be a strength of much of the work seen by moderators. In particular the displaying of data in a variety of formats adds interest and clarity to the work presented. A small number of candidates used photographs to good effect, especially on location related titles. In the same investigations, maps at different scales added clarity to the concept of both site and situation of the business concerned. This was then related to competitors and other issues surrounding the investigation.

The point that candidates should always consider within this criterion is clarity. Whilst originality is to be encouraged, candidates should always ensure that their chosen method of presenting information of any sort adds clarity to their work.

Criterion 4

For criterion 4, candidates are required to use business terms, techniques and concepts relative to the area of the specification they are covering within their investigation. This has improved in recent examinations but remains a relative weakness in some of the work seen this year.

In marketing, for example, candidates should use the appropriate marketing terms to examine pricing strategies, promotion methods, product life cycle stages, etc. When conducting primary research, few candidates used the correct sampling terms within their work, though most did distinguish between primary and secondary research.

It should be emphasised that knowledge alone cannot be rewarded within coursework. Candidates must apply the business terms and techniques used to their investigation in an appropriate way.

Criterion 5

For this criterion, candidates are required to both analyse *and* interpret the data they have gathered. Whilst candidates in general make an attempt at analysis, few show clear interpretive skills. It is essential that the significance of the data collected and its impact on the title under investigation are recognised. This will, in turn, lead to more precise recommendations being made under criterion 6 as more precise issues have been identified in this area of the work.

Teachers should discourage candidates from simply repeating figures in words that which a graph has already shown. This has been a common problem for Business Studies coursework for a number of years, and though diminishing, it is still a concern for moderators to find undue credit is given to this attempt at analysis.

Given the above, it must be recognised that there was some exceptional analysis and interpretation shown in the work seen this year. In these cases candidates looked into the proportions of responses for a particular question, examining different responses for, say, male and female interviewees, and looking in detail at how the results impacted upon the investigation as a whole. Percentages of responses were used for greater accuracy

Criterion 6

Criterion 6 requires candidates to evaluate the data and make recommendations within the context of the aims of the assignment.

In the best work this meant that candidates referred closely back to the earlier analysis and interpretation in criterion 5. This was then used to make clearly justified recommendations which were related to the business concerned. It must be emphasised that the size and nature of the business/location, etc. being investigated must be considered closely when recommendations are made.

Candidates who scored well in criterion 6 understood clearly the situation they had investigated and used their business understanding to make recommendations which had true relevance to the business.

Weaker candidates would often ignore the data when making recommendations which were much more personally based. In other cases the recommendations bore no relation to the context of the business itself.

Quality of Written Communication

This has improved over the years, linked to the increased use of word processing and the tools available to help candidates.

Checking still needs to be completed, however, and candidates would do well not to rely wholly on spell checking. The clarity of expression within coursework is often ignored. Candidates should be reminded that they are formulating an argument, and should express ideas in a manner that clearly conveys their ideas.

**General Certificate of Secondary Education
Business Studies B (Modular) (1952)
January 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2321/1	Raw	60				33	27	21	15	9	0
	UMS	69				60	50	40	30	20	0
2321/2	Raw	60	45	40	33	27	21	18			0
	UMS	100	90	80	70	60	50	45			0
2322	Raw	60	50	44	38	33	26	19	12	5	0
	UMS	100	90	80	70	60	50	40	30	20	0

The total entry for the examination was:

2321/1 = 853 candidates

2321/2 = 883 candidates

2322 = 1532 candidates

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