

Mark Scheme (Results)

June 2011

GCSE Business Studies (5BS04)
Paper 01

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Business Studies Advisor directly by sending an email to Business Studies on BusinessSubjectAdvisor@EdexcelExperts.co.uk. You can also telephone 0844 372 2187 to speak to a member of our subject advisor team.

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the Business Studies subject specialist).

June 2011

Publications Code UG027512

All the material in this publication is copyright

© Edexcel Ltd 2011

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response

Question Number	Answer	Mark
1 (a) A01 = 1	B	(1)

Question Number	Answer	Mark
1 (b)(i) A01 = 3	1 mark for each appropriate form of written communication. Possible answers might include: <ul style="list-style-type: none"> • Letter • Contract • Memo • Wage slip • Report Any other appropriate answer	(3)

Question Number	Answer	Mark
1 (b)(ii) A01 = 1	1 mark for an appropriate reason. Possible reasons might include: <ul style="list-style-type: none"> • So that the receiver understands the message • Gives correct formality/informality to message • Make recipient seem important • To suit the audience being targeted • To aid the overall presentation of the message • Correctly communicate the intended message Any other appropriate answer.	(1)

Question Number	Answer	Mark
1 (b) (iii) A01 = 1 A03 = 2	<p>For 3 marks, there will be one reason identified and two clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> • Make the message easy to read • Communicate professionalism and attention to detail • Ensure the message is understandable • Avoid confusion in the receiver • Meet needs of the target audience • Avoid misunderstandings <p>Accept any other relevant reason.</p> <p>E.g. Layout is important as it needs to be suitable for the target audience (1). It enables this audience to better understand the message (1) to ensure there is no confusion (1).</p> <p>This answer would gain three marks since there are at least two relevant, linked points made, following the identification of a valid reason</p>	(3)

Question Number	Answer	Mark
2 (a) (i) A01 = 1	C	(1)

Question Number	Answer	Mark
2 (a) (ii) A01 = 1	<p>1 mark for an appropriate effect.</p> <p>Possible effects might include:</p> <ul style="list-style-type: none"> • Information will not be passed on • Poor reputation of the business • Poor service • De-motivated employees • Lack of sales • Loss of customers • Message misunderstood • Lack of feedback • Poor decisions made • Increase in costs <p>Accept any other relevant effect.</p>	(1)

Question Number	Answer	Mark
2 (b) (i) A01 = 1	1 mark for an appropriate reason. Possible reasons could be: <ul style="list-style-type: none"> • Sends the right message • It improves the reputation of the business • Ensures that the message is understood • Gives guidance as to response needed • Reflects the nature of the message • Satisfies the needs of the customer Accept any other relevant reason.	(1)

Question Number	Answer	Mark
2 (b) (ii) A01 = 1	1 mark for each appropriate advantage. Possible advantages could be: <ul style="list-style-type: none"> • Create a template • Check for spelling errors • Check for grammar errors • More professional look • Improve presentation • Improve productivity • Consistent layout • Customise layout Accept any other relevant advantage.	(3)

Question Number	Answer	Mark
2 (c) (i) A01 = 1	1 mark for an appropriate reason. Possible reasons could be: <ul style="list-style-type: none"> • Allow business to see information clearly • Creates a good first impression • Displays caring attitude of applicant • Clear content of information • To make the employer take notice • To get the CV read • Clarity of message being sent Accept any other appropriate reason.	(1)

Question Number	Answer	Mark
2 (c) (ii) A01 = 1 A03 = 2	<p>For 3 marks, there will be one way identified and two clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Development will make it clear how a CV will assist in recruitment.</p> <p>Possible ways include:</p> <ul style="list-style-type: none"> • Shows the qualifications of the applicant • Shows the skills etc. of the applicant • Shows the extent to which the applicant fits the person specification and job description • Gives references for the business to take up • Gives information on which to base interview questions • Shows the business the experience of the applicant • Helps the employer see the care and attention of the CV writer <p>E.g. A CV will show the business the skills of the applicant (1). This makes it easy for the business to see if the skills match the job specification (1) and so makes it more likely they will recruit the right person</p> <p>This answer would gain three marks since there are at least two relevant, linked points made, following the identification of a valid way.</p>	(3)

Question Number	Answer	Mark
3 (a) (i) A01 = 1	D	(1)

Question Number	Answer	Mark
3 (a) (ii) A01 = 1	<p>1 mark for an appropriate example.</p> <p>Possible examples could be:</p> <ul style="list-style-type: none"> • Interview • Meeting • Where instant feedback is necessary • Direction for job • Appraisal <p>Accept any response where face-to-face is appropriate as the form of communication.</p>	(1)

Question Number	Answer	Mark
3 (b) A02 = 2	1 reason is given for 1 mark with some appropriate development for the second mark. The answer must be in context. E.g. 'Strong relationships are important because Isla uses rare materials (1) and needs to ensure she gets adequate supplies (1)'	(2)

Question Number	Answer	Mark
3(c) A02 = 2 A03 = 4	<p>This question has a 2 x 3 mark split. There is one mark each for identifying the benefit and 2 marks each for the explanation. Within the answer there will be at least three clearly identifiable strands of explanation <u>and reference to the context</u> for each media considered. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Possible benefits include:</p> <p>Fax</p> <ul style="list-style-type: none"> • Enables quick delivery • Cheap • Provides a receipt • Images can be sent • Legal documents can be sent • Signature • Invoices/purchase orders can be sent. <p>Telephone</p> <ul style="list-style-type: none"> • Allows personal contact • Quick • Helps develop relationships • Provides instant feedback • Isla knows the message has been received and understood <p>E.g. Using fax means that Isla can send documents requesting images of rare materials (1) and she gets a receipt as proof it has been sent (1) which can be used in case of dispute (1).</p> <p>This answer would gain 3 marks since a benefit has clearly been identified and there are at least two linked strands that build the explanation, with some reference to the context.</p>	(6)

Question Number	Answer	Mark
4 (a) A02 = 1	C	(1)

Question Number	Answer	Mark
4 (b) A01 = 1 A02 = 1	<p>1 mark for identifying an appropriate benefit and 1 mark for some appropriate development.</p> <p>Possible benefits might include:</p> <ul style="list-style-type: none"> • Clear layout • Provision of templates • Easy to make changes • Can be quicker • Provides different types of structure • Easier to plan the organisational structure • Send electronic copies to people • Presentation can look professional. 	(2)

Question Number	Answer	Mark
4(c) A01 = 1 A03 = 2	<p>For 3 marks, there will be one benefit identified and two clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Development must make links between the flat structure and the benefit to Martin's business.</p> <p>Possible benefits include:</p> <ul style="list-style-type: none"> • Many smaller organisations believe this type of structure is better as everyone within the business understands the objectives of the business • Encourages cooperation between departments • Responsibilities for equitable • Team spirit may be improved • Decisions can be made quicker and the business can respond to changes in the market faster <p>E.g. A flat structure gives groups of employees similar levels of responsibility (1). This can improve team spirit (1) which is a key focus of Martin's business itself (1).</p> <p>This answer would gain three marks since there are at least two relevant, linked points made, following the identification of a valid benefit.</p>	(3)

Question Number	Answer	Mark
5(a)(i) A01 = 2	<p>1 mark for an appropriate benefit</p> <p>Possible benefits could be:</p> <ul style="list-style-type: none"> • Instant communication • Cost effective • Records communication • Versatile • Quick method of communication • Easy to use • Send message to groups of people at the same time • Sends images and maps easily <p>Accept any other appropriate benefit.</p>	(1)

Question Number	Answer	Mark
5(a)(ii) A02 = 1 A03 = 2	<p>For 3 marks, there will be one way identified and two clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Development must make the link between the e-mail communication and its success clear in context.</p> <p>Possible ways include:</p> <ul style="list-style-type: none"> • Guests may reply • Guests turn up on time • Guests are able to find the location • Guests know the details of the event • Speed of response from guests <p>If all the guests turn up on time (1) this represents feedback (1) and shows they must have received and understood the e-mail invitation to the event (1)</p> <p>This answer would gain three marks since there are at least two relevant, linked points made, following the identification of a valid way.</p>	(3)

Question Number	Answer	Mark
5(b) A01 = 2	<p>1 mark for each disadvantage</p> <p>Possible disadvantages could be:</p> <ul style="list-style-type: none"> • Misunderstanding of message due to errors • Guests may not open the email • Security issues (hacking) • Potential error in sending to wrong recipient • Guests may not be able to access the map • Guests may not be able to open attachments • Incompatible software • No confirmation emails have been read • Affect relationships as creates barrier as no personal contact <p>Accept any other valid disadvantage.</p>	(2)

Question Number	Answer	Mark
6(a) A02 = 4 A03 = 4	<p>This question has a 2 x 4 mark split. There is one mark each for identifying the method and the remaining 3 marks are for the explanation which will show how the method successfully communicates the information. Within the answer there will be at least three clearly identifiable strands of explanation <u>and reference to the context</u> for each method considered. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Possible methods include:</p> <ul style="list-style-type: none"> • Spreadsheet • Chart e.g. line graph, pie chart, bar chart • Table <p>Accept any appropriate method</p> <p>E.g. Method: A bar chart Explanation: It makes comparison between the games sold very easy (1). They can be produced using different colours and formats relating to each game (1) which makes it easy for the head office to see which games are the most popular</p> <p>This answer would gain four marks since there is one appropriate method identified and three relevant, linked points made.</p> <p>Do not reward duplication of reasons.</p>	(8)

Question Number	Answer	Mark
<p>6(b) A02 = 2 A03 = 2</p>	<p>For 4 marks, there will be one factor identified and three clearly identifiable linked strands of explanation. These may contain connective words such as, 'this leads to...' 'because...' etc. The explanation must be in context if it is to secure all three marks.</p> <p>For 3 marks there are 3 links made E.g. '.'</p> <p>Possible factors include:</p> <ul style="list-style-type: none"> • Security • Sufficient space • Adequate facilities for content e.g. images, animation, videos • Cost • Reliability • Technical support • Email accounts • Maintenance <p>E.g. Factor: Security Explanation: Ryan's customers have to submit personal data to the site to buy games (1) If his customers believe their details are not secure, they maybe reluctant to enter them online (1). This might lead to fewer games being bought on Ryan's site. (1)</p> <p>This answer would gain four marks since there are at least three linked strands that build the explanation following the identification of the factor. The answer is also rooted in the context of Ryan's situation.</p>	<p>(4)</p>

Question Number	Indicative content	
<p>6(c) A02 = 4 A03 = 4</p>	<p>The aim here is for candidates to make a judgement as to which measure of success is more valuable in judging the success of Ryan's website. There is no right answer and the candidate can argue that either an increase in sales or brand awareness is the better measure. Candidates might consider the following possible ideas as part of their answer:</p> <ul style="list-style-type: none"> • Increase in sales allows Ryan to judge before and after web site and so what effect it has had • Website targets a wider audience and so could increase sales more than the shop which has a more limited customer base • Ryan could show how overall sales increase is accounted for by the website rather than the store • Sales is a more immediate way of measuring the business success <p>But</p> <ul style="list-style-type: none"> • Need to be able to track sales via website and shop to make it clear • Can the website maintain sales in the long run? • Raising brand awareness increases chance customers will choose Ryan's business • Brand awareness can lead to repeat purchase • Brand awareness can improve reputation and image <p>But</p> <ul style="list-style-type: none"> • Not easy to establish brands – can be costly and more expensive • Not easy to know what contribution the web site has made to raising brand awareness <p>To be evaluative and supportive to the judgement made, the candidate might offer some balance to the points made by giving a disadvantage or cost.</p> <p>An alternate route to evaluation might come through the candidate using the 'it depends' rule by suggesting, for example, that it depends on the overall aims of the business.</p>	
Level	Mark	Descriptor
No Mark	0	Non-rewardable material. No mark is to be awarded if the candidate just re-states the question. i.e. Measures that Ryan could use to measure success of a website are an increase in sales or an increase in brand awareness.
Level 1	1-2	A judgement or point is given as to which measure is most valuable. If there is just a simple judgement or where the support shows misunderstanding 1 mark should be awarded. If this judgement/point has some simple support, the response should be placed at the top of this level.

		The quality of written communication will be poor with frequent spelling, punctuation and grammar errors.
Level 2	3-5	<p>A judgement/point is given on one or both issues with some development/support, which includes at least <u>one</u> reason/cause/consequence etc. At the top of this level this analysis will be relevant and linked to the judgement/point made with reference to the context.</p> <p>There will be a good level of quality of written communication with a few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>
Level 3	6-8	<p>A judgement/point is given on one or both issues with some development/support, which includes at least <u>two</u> reasons/causes/consequences etc. which are in context. Some attempt at balance will be offered with some counterbalancing factor in the form of advantage/disadvantage, cost/benefit, pro/con. At the top of this level there will be a conclusion drawn from the analysis and the answer will be in context.</p> <p>The quality of written communication will be of a high standard with few, if any errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p>

Question Number	Answer	Mark
7 (a) A02 = 2	<p>Accessibility means making sure that anyone whatever their physical or mental condition is able to access the services of a business.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that the candidate has some understanding of the term. E.g. referring to both the physical and mental condition and accessing services.</p> <p>An imperfect definition can be raised to 2 marks through the use of an example or some kind of accurate elaboration.</p>	(2)

Question Number	Indicative content
7(b) QWC Strands (i), (ii) and (iii) A02 = 4 A03 = 4	<p>The aim here is for candidates to consider the importance of meeting legal requirements. The command word invites the candidate to 'Evaluate', so the candidate must develop some evidence of balance within the answer or placing a value on a point/s made. An alternative route to attain evaluative marks could come through the use of the 'it depends' rule.</p> <p>Reference to legal obligations will be required. Students may choose to evaluate only one obligation; this is acceptable providing that they provide evidence of the importance to a business like Ryan's.</p> <p>Legal obligations that should be considered by Ryan</p> <ul style="list-style-type: none"> • Disability Discrimination Act (1995) • Data Protection Act (1998) • Copyright • Trade Descriptions Act (1968) • Sales of goods <p>If the business does not comply with the legal obligations it will impact on the reputation of the business and subsequently impact on sales and revenue.</p>

Level	Mark	Descriptor
No Mark	0	Non-rewardable material. No mark is to be awarded if the candidate just re-states the question. I.e. It is important that a business like Ryan's meets its legal obligations.
Level 1	1-2	<p>Reference to one legal obligation is given with some weak development or two obligations are given with limited or no development of either. If there is just a simple judgement/value attached to one of the factors, 1 mark should be awarded. If this judgement/point has some simple support, the response should be placed at the top of this level.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>
Level 2	3-5	<p>Reference to more than one legal obligation is given, with some development/support, which includes at least one reason/cause/consequence etc. Answers which do not refer to any specific legal obligation are likely to sit in this level provided there is evidence of some reasons/causes/consequences etc. given as part of the analysis.</p> <p>At the middle of the level this analysis will be relevant and linked to the judgement/point made.</p> <p>At the top of the level, candidates will answer in context.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>
Level 3	6-8	<p>Reference to up to two obligations is given with development of each which includes at least two reasons/causes/consequences etc. and possibly the use of the 'it depends' rule. Some balance will be given in the form of advantage/disadvantage, pros/cons, costs/benefits as a counterbalancing factor. At this level, candidates may attach some value/importance to obligation to Ryan's business and the answer will be in context.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p>

Question Number	Answer	Mark
8 (a)	<p>A piece of transparent or translucent material that can be printed onto, have a picture or design put on it. It can be projected on a screen using an overhead projector for presenting information.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that the candidate has some understanding of the term. E.g. reference to the slide being transparent or stating only that it is a form of presentation.</p> <p>An imperfect definition can be raised to 2 marks through the use of an example or some kind of accurate elaboration.</p>	(2)

Question Number	Answer	Mark
<p>8(b) A02 = 4 A03 = 4</p>	<p>This question has a 2 x 4 mark split. There is one mark each for identifying a principle. The remaining 3 marks are for the explanation which will show how it makes the slide show successful. Within the answer there will be at least three clearly identifiable strands of explanation <u>and reference to the context</u> for each principle considered. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Possible principles include:</p> <ul style="list-style-type: none"> • Layout to suit purpose • Images used • Information imported from different sources • Clear visual information • Language used • Spelling and grammar • Colours used • Time and length • Amount of information • Animation • Sound • Audience <p>Do not reward repeat of supporting points.</p> <p>E.g. Principle: Colour (1 mark). Explanation: Colin should keep the background colour of the presentation the same to maintain consistency (1). If he picks a background colour where text and images do not stand out the target audience will not be able to see the information (1) and the message will not be understood (1).</p> <p>This answer would gain 4 marks since the principle has clearly been identified and there are at least three linked strands that build the explanation, with some reference to the context.</p>	<p style="text-align: center;">(8)</p>

Question Number	Indicative content	
<p>9 QWC Strands (i), (ii) and (iii)</p> <p>AO2 = 6 AO3 = 4</p>	<p>The aim here is for candidates to recommend which method Iona should choose. To demonstrate the evaluative skill, candidates could consider the costs and benefits of one or both methods. Other candidates might use the 'it depends' rule or place a value or level of importance on points raised. There is no right or wrong answer to this question, but candidates should aim to make a judgement which is supported. Candidates may consider the following ideas as part of their answer:</p> <p>Adverts:</p> <p>Possible benefits</p> <ul style="list-style-type: none"> • Communication with different market sectors • Increase awareness • Increase potential customers • Promote the products • Can be creative <p>But</p> <ul style="list-style-type: none"> • Can be expensive – Iona’s business is small • Not easy to target right customers • No guarantee it will work • What might competitors do? • Has to be 'right' or could backfire <p>Slogans</p> <p>Possible benefits</p> <ul style="list-style-type: none"> • Slogans can be remembered • Viral marketing can make slogans catchy and spread widely • Portray something about the brand/nature of the product <p>But</p> <ul style="list-style-type: none"> • May not resonate with everyone • Could be seen as tacky or cheesy • Will it reflect the business/product in the right way? 	
Level	Mark	Descriptor
No Mark	0	Non-rewardable material. No mark is to be awarded if the candidate just re-states the question. Iona could promote her business using an advert or leaflets.
Level 1	1-4	<p>One relevant point is identified with some development – there can be a maximum of 4 marks if the links to the point are relevant – one mark per link (up to a maximum of 3).</p> <p>An alternative route to the marks could involve a judgement being given; at the lower end of the level no support will be provided. At the top of the level some support will be given in the form of one reason and consequence only.</p>

		<p>A list of bullet points will gain up to a maximum of three marks, assuming they are all relevant.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>
Level 2	5-7	<p>Candidates consider one or more methods and offer two or more reasons/causes/consequences etc. in support. Counterbalance may be given but is confused or simplistic or is in the form of 'if...then...so...' type analysis.</p> <p>At the middle of the level the answer will not be in context.</p> <p>At the top of the level a judgement/conclusion will be made with some support given although not drawn from the analysis and there may be reference to the context.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>
Level 3	8-10	<p>Candidates consider one or both methods and offer two or more reasons/causes/consequences etc. in support.</p> <p>At the lower end of the level some value will be attached to these reasons whilst at the top of the level there will be clear recognition of the value of the points made to the business, identifying an advantage and disadvantage, cost/benefit, pro/con etc. or using the 'it depends' rule. At this level candidates are likely offer at least one other factor to balance out the answer which is also in context.</p> <p>At the top of the level a judgement/conclusion will be given clearly drawn from the analysis representing a coherent argument and will refer to the context.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG027512 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

