



Examiners' Report June 2013

GCSE Business Studies 5BS04 01

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Introduction

This was the fourth examination paper for this unit. As described in the specification, and demonstrated in previous papers and sample assessment materials, questions were a mixture of multiple choice, short and extended answers. Sections B and C were based on given scenarios.

Candidate responses continue to show positive signs of improvement. The structure and focus of answers showed clear development from previous series. This was particularly evident in the questions requiring extended writing. Increasing numbers of candidates were carrying out greater levels of analysis. The development of evaluative comments in levelled questions was also built on from last year. It was clear that many centres had spent time developing the techniques of their candidates and as a result there were a greater number of structured answers that matched the requirements specified in the assessment objectives. This was pleasing to see.

However, there are still common issues which are evident despite previous examiner reports flagging such weaknesses in candidate technique. Many candidates continue to lose marks because they are not writing their answers in the correct context of the business that the question was based upon. This is particularly evident in 'explain' questions. Good answers were often limited to two marks because the answers were not correctly applied to the context of the given business. Specific examples are given to demonstrate this within the report to support candidates in developing their technique.

At times there were significant gaps in the knowledge of candidates. Centres should be aware that the full range of the specification is used to base questions on. There were a number of key questions within the paper which were poorly answered because candidates lacked the specific knowledge to access the question. Often this was in the questions requiring a definition of a key term. Again, specific examples have been included within the report to highlight this issue.

The aim of this report is to help address some of these issues and to highlight some particular issues experienced on this paper. Exemplar answers are provided to help model technique in future papers.

Question 1 (b)

This type of question introduces candidates to the paper and helps them settle into the exam. It is a knowledge based question which aims to give the candidate confidence before the longer questions later in the paper.

Meetings



In this type of question, where the command word is 'identify', examiners are looking for one awardable answer. There is no need to write in sentences or explain how the communication is used. As in this example, one word is required for the mark to be awarded.

Letter



It is important that candidates do not panic at the start of the paper and compose themselves. Some candidates are understandably nervous and as a result often scan the wording of the questions. This results in them missing key words.

In this instance the candidate has missed the word 'oral' and thinks the question requires the identification of any type of communication. This results in a written type of communication given as an answer which scored 0 marks.

Question 1 (c)

This was the first 'explain' question on the paper and it should be noted that it has not been asked in the context of a particular business. Therefore no context was required in the answer to score full marks.

The other point to note is that only one reason is required. If candidates gave more than one reason then this was not awarded. The second and third marks are awarded for explaining the reason given, using linked strands. This is where candidates often lose marks in this type of question. They clearly have the knowledge but put insufficient development into the explanation.

If an agenda is sent this means that the meeting will be more organised because everyone has the topics, who's going to be there, the tocation exc

This leads to the meeting being more efficient and the people attending are less likely to stray on to random topics of no importance. Therefore the meeting will run a lot betreve than without an agenda



This is a good answer which scored 3 marks. It demonstrates good technique of how an explain question should be tackled. A clear benefit is given, 'the meeting will be more organised'. The candidate develops this by giving two linked points of development, 'everyone has the topics...' and 'less likely to stray on to random topics'. There is clear development of the original benefit.

So the people in the meeting will know what to expect before they go into the meeting. Here & They will have time to prepare for what is about to happen in the meeting.



In this example only two marks were awarded because although a valid benefit is given, 'know what to expect...', only one point of development is given, 'have time to prepare'. This is despite the candidate clearly understanding what an agenda is and how it is used in communication.



In 'explain' questions always make sure there are two points of linked development used to explain the identified benefit/advantage/disadvantage etc.

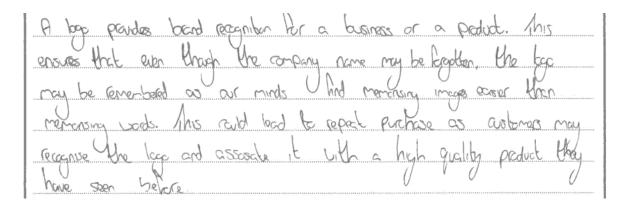
Question 1 (d)

This is a similar type of question to 1(c) in that the command word is 'explain' and the question is not based on a specific business. Therefore no context is required to achieve all three marks. Candidates often do not think about the structure of their answers in this type of question. They rush into the question and write as much as they can in the space provided. This can lead to the answer not being linked together and disjointed. Only one benefit can be awarded and this must be explained through development.

The benefit to a business of usery a logo on its products is their band recognition would encrease because more customers would thou about the business when buying their peduces this could lead to an average and town in brand may their and sales which therefore means that the company will have a letter brand recognition.



This is an example where a candidate rushes into an answer and tries to write as much as they can. No thought has been given to the structure of the answer and as a result the benefit, 'brand recognition', is repeated three times. This could have also been avoided by proofreading the answer. Two marks are awarded as there is one point of development through indicating it leads to an increase in sales.





This response scored 3 marks. The answer gives the same benefit, 'brand recognition', but has a much better structure in that the explanation is given through two clear points of development, 'logo is remembered' and 'leads to repeat purchase'. Less detail has been written but the answer demonstrates a sound technique.



If you have time, proofread your answers to avoid making basic mistakes.

Question 2 (b)

This question asked candidates to identify features that would make the information more accessible to older people. This did not require candidates to discuss the actual content of the communication. Although most candidates clearly understood this, a significant number focused on how the content should be changed rather than on ways to make it more accessible.

1 Information on what it's about.
2 Creates job opportunités.



No marks can be awarded for responses such as this one as the candidate does not give any features that would improve accessibility for older people. The answers are general points about information in the factsheets.

1 Im	oses .
2 La	TBC FONTS



In this example two marks were awarded because the answer gives two features that would make the information more accessible. It is a relatively straightforward question but candidates must read all questions carefully.

Question 2 (c)

This is an example of an 'explain' question which is asked using the context of a particular business. Candidates are therefore required to give an answer in the context of the business in the question. As explained earlier, context is where the answer is specific to the business in the question, in this case 'AgeUK', and will contain a reference to that business. It is important to note that simply stating the name of the business in the answer is not enough to be classed as context.

Despite references in past reports this is still an issue for candidates. Many detailed answers, which do explain in sufficient detail, do not get full marks because candidates do not refer to the specific context of the business. It is a clear Assessment Objective of the paper to assess application of knowledge. However, it seems many candidates are not being developed in this area as well as in other Assessment Objectives.

If it has good communication with stakeholders then
they are more likly to use the organisation
because the more jeople Know about Age UK the
more they trust them and vould go to
then for help. This me voiled make the
organisation successful because it has created
a good reputation with its stakeholders



This is a very good example of a candidate losing marks by not answering in context. The answer given is thorough and well explained and it appears to be worth three marks. However, it is not written in the context of AgeUK and could be applied to almost any business. Therefore it is only awarded 2 marks.

	Age UK need to have good communication with its Stakeholders
	En it can expand and help more order people. It can der Wis
	by providing a good service to the older people already involved
	in the business by providing them with sucheteets. This would make
I	them feel as 11-vuge you are being carred for and will thorogons.
l	creule a good image for the business



Although very similar in structure and detail to the first answer, this response is written in context through the reference to 'older people'. It can therefore be awarded three marks. This is a common theme with explain questions. Candidates do not apply their knowledge to the business. Often this can be done through the smallest of specific references.



If a business is named in the question then there must be at least one reference to a feature of that business in the answer. Repeating the business name is not enough.

Question 2 (d)

'Describe' questions allow candidates to achieve marks in a number of different ways. This can be done through including different possible impacts or giving an impact and developing the answer further. However, to gain all four marks there must be some reference to the context of the question, this is often the main reason why full marks are not awarded in questions such as this. It was pleasing to see that many candidates were able to describe realistic impacts on the business of not printing the factsheets in other languages.

IF Age Ute did not print the face sheets in
différent languages Here would be a
barrier to communication This would limite
The amount of extenses they will get and
Vorefore became less popular By Laving to fower
custoners, the business would suffer and staff morale
customers, the business would suffer and staff morall would be less took customers can read the
company to not bringing any more potential
custures as there would be loss advertising via
word of math



This response scored 3 marks. Within the answer the candidate clearly describes a number of impacts on the business ranging from 'barrier to communication' to 'lost advertising'. However, full marks cannot be awarded because there is no context included in the answer.

The possible effects may be that the population of elderly people may decrease or the elderly people that are not from england or speak english may find this offensive and report the business which means that the business could gain a bad reputation which could spread by word - of morth meaning that people would stop using this business for their information and advice and probably try competitors instead.

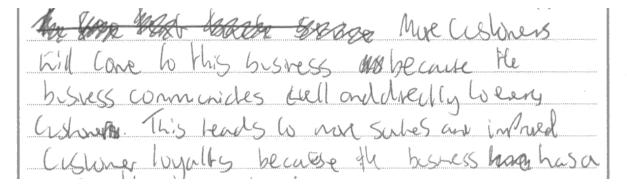


In this answer the candidate achieves marks in two different ways. Firstly, they give a developed answer as to the effect of AgeUK getting a 'bad reputation'. Secondly, they include two other impacts, 'people stop using this business' and 'try competitors instead'. Four marks can be awarded because the answer is written in context through the reference to 'elderly people'.

Question 3 (b)

Regardless of subject matter, or the level of the exam, certain fundamentals apply to all exam papers. One key requirement of any exam is for the candidates to answer the question which has been set. This, of course, requires candidates to read the question carefully. However each year it is clear that candidates do not read the questions carefully enough and therefore do not answer the question set.

This question was a prime example. A large number of candidates did not understand that the benefit requested was for the customer. Instead, they answered from the point of view of the business. Others often started from the customer viewpoint but then suddenly moved on to talk about the benefits to the business half way through the answer.



infrire de la bissess vill heef infrire se care no fillippes villippes villippes soul treephis Service as: t is a good admitye are confesions.



This answer only focuses on the benefits of the communication for the business. It therefore does not answer the question which has been set and scores zero marks.

Α	penefit	For	custome	us fro	m Bluel:	ne's
Coo	text - b	ack	service.	لمادويا	l be	that
customers	bian	would	be	able	to recog	nise
Hue	tox:	that	Hay	Lue	booked	by
who	it ;	8 80,00	, to	evira.	the .	rake
and	model	s.F	Ha	ce,	its col	ac
and	•					
confusion		•				
Moorked			on 41	e same	place	at
the sa	me ti	me.				



In this example the candidate explains the benefit of the communication for the customer. The benefit is developed in context and therefore the response achieves three marks.



Although it sounds really obvious, answer the question which has been set. To do this you must read the question very carefully.

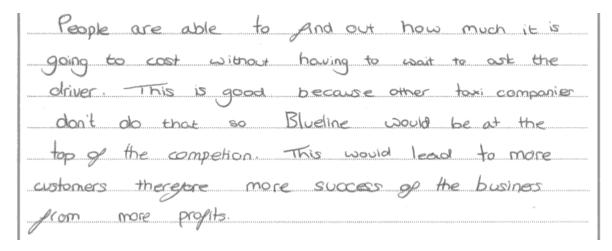
Question 3 (c)

This question is useful in reinforcing the points made earlier in the report when discussing explain style questions:

There must be two points of linked development in an explanation

Questions based on a specific business must be written in context

Read the question carefully in order to answer the question set.





This answer scored 3 marks and:

Develops an advantage ('without asking the driver') by including two linked development points, 'other taxi companies don't do this' and 'would be at the top of the competition'.

It is written in context through the reference to 'the driver' and 'taxi'.

The advantage is clearly to the business and not the customer.

If these points are reinforced to candidates then their technique used to answer explain style questions will no doubt improve.

Question 3 (d)

Question 3(d) was generally answered well in that candidates gave reasons why this type of communication would be used by the taxi business. However, only the strongest candidates identified that there were specific reasons why a taxi business would target this type of promotion. It was the targeting aspect of the answer that led to full marks and often made the difference between a candidate achieving two or three marks.

Bluetine	15	adver	Fisla c	1 it's bus	siness	ta	lacrease
Custome	75, L	nith	ς\ <u>\</u>	encrease	10 C	USTON	atts
they	are	able	Ю	increase	PIOF	it ik	
revenue	re,	nains	the	same	thi's	nill	odsa
'	-			awareness			
lead	Fa	CUZ	Honer	(oy cut	y wh	ich	MSO
IVCLEO	1545	Profit	- i ¥	reun ne	Stay	o the	2 Some.



In this first example the candidate gives a valid reason 'to increase customers', but does not specify why targeting restaurants and travel agents would help achieve this. The answer is also not written in context as there is no reference to Blueline, or the functions it carries out. Two marks are awarded.

Bluetine distribute Price lists to local restaulants and travelagents
because it Will (leate more advertisement for Bluetine, 100) This
15 because these places are generally a hotspot 801 people
Who need a tax: home, sor example, people who have been to
d restautante contà have has à bit os alcohol hacen:
freezering Meuring they can't alive, Thereson they could see the
Blueine price l'st and use it to get none Also, at travel agency
People are looking at how to travel somewhere like an airport.
and see this the and ass Blueine Theresore Blue line distributes place list
Bor More advertisements and sales, (Total for Question 3 = 10 marks)



In this example the full three marks are awarded because there is clear understanding of why these types of business are targeted, eg had alcohol and cannot drive.

There is also clear context throughout the answer.

Question 4 (b)

Here the command word is 'outline' and the question is worth 2 marks. 'Outline' questions require candidates to not only give a reason but also to give a development point in order to be awarded the second mark.

The question also refers to 'Lydia's business' and therefore needs to be answered in context for both marks to be awarded.

Discussions are important to Lydias business scacess
as then there will be less traible from austiness
who have poblems with the business. She has improved
the business to suit their needs:



In this example a good reason is given and then developed. However, despite this, only one mark can be awarded as there is no application to Lydia's business of selling cakes.

7+1, is impostant because 2 yolia makes cakes
which are based on designed designs requested
by her customers so when they discusse Lydia
con know what kind of cake the customer
wants and she can give a good a satisfy
the customer When the customers one setisfied they send to come again.



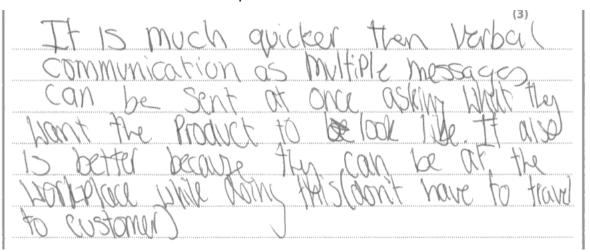
This answer gains two marks as there is clear reference to what Lydia's business does, ie design cakes.



Try to show good technique in all questions, even those worth only a low number of marks.

Question 4 (c)

This question is typical of the type of question that has appeared in all exam series so far which requires candidates to explain the advantage/disadvantage of using a particular method of communication. A point for centres to note is that candidates should be encouraged not to use 'easier', 'cheaper' or 'quicker' as possible answers unless they quantify this in some way. Marks will not be awarded unless the candidate clearly explains **why** the method of communication is quicker or easier.





This response scored two marks. Although the candidate in this example does quantify 'quicker' by adding 'than verbal communication...' there are still two fundamental issues with this answer that could have been easily improved upon. Firstly, the candidate makes the mistake of giving two advantages instead of one. This is often easily detected in an answer through the use of 'also'. Secondly, the answer is not written in the context of Lydia's business. The context in this question was a bakery business which was a relatively easy context to apply in answers to this particular question.

customers. a quick near of communication, (3)
E-mail is 1 cost effective, this means
that Lyava doesn't have to waste
time contacting her customer and
then naving a face-to-face meeting,
which means she has more time to
Spend designing and producing the
Cakes, therefore her customer service is
better and she may have a
repeat purchase which will increase sais



This response scored three marks. The candidate starts the answer in a similar way but develops the answer more successfully and is awarded full marks. Note that simply saying 'quicker' would not have scored a mark but this candidate explains how it is quicker by comparing it to face-to-face communication. There is also clear context in the reference to 'designing and producing the cakes'.

Question 4 (d)

Question 4(d) was the first question on the paper to be assessed using levels. In these questions, marks are awarded based on assessing which level the answer is in, ranging from Level 1 up to Level 3. There was a clear improvement this year in how candidates answered this type of question. Centres are clearly helping to develop candidate technique and as a result far more responses are being assessed in Level 3. However, there are still a significant number of answers that contain some excellent analysis but do not offer any evaluative comment. This would confine such an answer to the top of Level 2 in this particular question, therefore achieving four marks.

In order to get into Level 3 both evaluation and context are needed. Evaluation can be seen where a candidate offers balance in their answer and considers both the positive and negative aspects of their opinion or judgement. Context has already been explained within the report but also needs to be present in order to be judged to be a Level 3 answer. It is also advisable to finish this type of question with a conclusion which clearly focuses the candidate's opinion and the key reason(s) supporting the opinion.

Ithink the first option would be the most
Offective, first of all because it would make
a good unipression of the business, se coul of
all because it opens herself up to a wider
amount of Potential costomers as it is advertised
nationally, father than just (ocally.
Another reason is it can't be adultised for
all socks of events, ratherthan just weeldings.
It could be Sported by Professionals and be taken
Seriossy as it is a national magazine, spender
The magazine is targeted at people looking
Specifically for caterers so she will be
advertising to the right specific audience.
finally, She can Share Contact details of

the business, meaning forential customers will be able to contact her jumediately with any grestions they may have.



This example clearly demonstrates the previous points. It is a well written answer which contains some excellent analysis to support an opinion. However, because the answer only focuses on the positive reasons why the first option is the most effective there is no evaluation is taking place. The answer can therefore not be placed in Level 3. Four marks are awarded.

think that placing on advert (option i) WILL be the best option for Lydici to promote her ousiness. The reason for this because she is advertising her asmost to a wider audience which makes it More likely to increase her sales. Another It is in a cutering macozine DECDIE LOOKING MUST Want a coull or sometaing similar making However, me moderaine is notional which may be too big for a small business like Lydias because deliver ecost etc must be paid and may not be suitable for cake. This depends on whether Lipia is willing to do delivenesete. In my opinion, if Lydia was to promote nor business at a wedding Pour she is Amorraning her target andrence down as she does christenings and birthdays too so she would only be promoting to a small part of her target audience



This is another well-written answer. However, this answer was awarded six marks because the candidate clearly evaluates their opinion/choice by considering the possible negatives of the selected option. The answer also finishes with a well written conclusion which focuses on a key reason to justify the selected option. Candidates should use conclusions to do this rather than write a bland concluding sentence that offers nothing extra to the answer.



In levelled questions always make sure to check you have: given reasons for your choice

given balance to your answer by showing you have also included the possible drawbacks of your choice

written the answer in the context of the business in the question

finished with a conclusion that clarifies the key reasons supporting your opinion.

Question 5 (a)

A key feature of this paper was a poor response to questions requiring a definition. Centres should be aware that this type of question appears on all papers and the terms used in the question are taken straight from the specification. Therefore if candidates have not developed adequate knowledge of the terms then they will lose valuable marks.

Another key point to note is that these questions are worth two marks. To achieve both marks then the definition must be perfect, often requiring two distinct points within the definition. Answers that show some understanding of the term but are not written in a totally accurate way are awarded one mark.

Ne	term	webinar	means	holding	****
c.	business	meeting	but in	nstead of	it
being	in	person it	is 000	er the	
web	insta	instead.			



This question required candidates to give a definition of the term 'webinar'. This required candidates to make two key points in the definition. Firstly, that it is a seminar/lecture/presentation and secondly it is delivered via the internet or web.

Many candidates, such as this, understood the term but could not express themselves clearly enough to be awarded both marks. This was commonly seen in answers which said a webinar was a 'meeting held over the internet'. This was classed as an imperfect definition and awarded one mark.

A webmar is a seminar wa the web. It is
where meetings are red or presentations
are ned but it is done over the webinternet
It can happen any whore around the world
between two different countries.



This is an example of an accurate definition with two clear points, 'a seminar' and 'done over the internet'. Two marks were awarded.

Question 5 (b)

This question was very poorly answered with many candidates struggling to explain why allowing customers to purchase the product via the internet was a positive to Cisco. There were lots of vague answers and in those which scored marks the most common answer was linked to increased accessibility because lots of businesses/people had access to the internet.

However, if candidates thought about their answer a little more there were some excellent opportunities to score well if they considered why the internet was better than alternative ways to install software such as installing via a disk.

Centres are preparing candidates well for exams but it is also important for candidates to develop the ability to think and be analytical in answers where necessary.

Most people have an unternet connection,
the means that lots of people well
be able to access Cisco and thu
are people to their
business leading to more profit



A lot of candidates scored zero or one for this question and even in examples such as this, where the candidate scored two marks, the answer was quite general and could have been improved by thinking about the question more.

Question 5 (c)

Question 5(c) proved to be much more accessible to candidates than 5(b). Answers tended to be more specific and clearly linked to the needs of an organisation such as Barnado's.

This question also highlights well what a candidate is allowed to use as context in an answer. The information above the question, referred to as the stem, is additional information that a candidate can refer to in their answer if applicable. If this is done then the answer can be considered to be in context and applied to the business. Information included in the actual question is not allowed to be used as context.

In this question many candidates wrote in context by referring to the nine regional centres which are provided in the stem just above the question. There is no problem with this.

There are no houred costs, this nears they can
train the people in all nine regional centres, without
howing them pay some renyone to meet at a training
contre This would lead to Barroado's howing
more money to protect and care sor children This
is because they are not using donated more, to
train employetes and howe neetings across the UK



This is an excellent response which scored three marks. The answer fully explains the reason in context by referring to both 'nine regional centres' and 'care for children'. Both of these are not referred to in the stem or in the wording of the question so are allowed as context.

Their other Centres in one line rather.

Their other Centres in one line rather.

Than making them travel to a very for place which will worke petrol and money. This will some money for the business as they can stay in their business and at up a neeting via tele Conferencing or video business.



This is a very similar response but can only be awarded two marks because the context of the answer is not specific to Barnado's. It can be applied to almost any type of business. The word 'centres' is used but this is not specific enough as other businesses also have 'centres'.

Question 5 (d)

Although worth 8 marks, state and explain questions are actually assessed in a 2 x 4 split using the same criteria as other explain style questions; the only difference being that three linked strands of explanation are required instead of two. There has been an issue in previous papers with candidates neglecting context when answering this type of question. However, in this paper candidates were much more comfortable with the context of the question and applied their answers much better to the context of university learning.

One key issue with this question was the number of candidates who explained advantages and disadvantages from the viewpoint of the students. The question asks for advantage/ disadvantage to the university. Candidates often did not develop their answer to show how improved student learning benefited the university. This resulted in many answers achieving 6 marks instead of 8.

Explanation

By making this available, there becomes good communication between the lecturers and their students as they can view their vectures on the go or at home and not brave to warry about missing anything at University. This will also help the students know more about what they are doing by having the lectures with them, and due to this

they learn more. It is also a good form of visual communication which keeps the Students interested instead of things just being written down and so on. Being streamed to other classrooms is an efficuseful visual way of learning. Disadvantage Having it on PCs, tablets etc may be a distraction Explanation If the students have access to the lectures on their derices they may feel that they do not no co neccesarily have to pay attention in the classes. Howing things on our computers, phones and tablets such as Social networking sites like Turtler, Facebook, Youtube may distract Students and they may find themselves using othe taking advantage of the time they their devices by doing things that do not help their learning If you are consistently looking at a screen all the time, you may damage thour everight



This answer clearly demonstrates the previous point. The answer is very detailed and well explained but only explains the impact on the student. Attention to detail is important in securing full marks. This response was awarded 6 marks.

Advantage
The Students can have a record of a lecture.
Explanation
The tectures can be the lectures are steamed to a device,
they can be saved or nedownbaded therefore students
can Ulook back over on what was said if needed or
could penatch something they may not have fully undertood
This will aid both studints and NTO as the studints will
i a a a a a a a a a a a a a a a a a a a

have a revision tool meaning MV will not need to create other means of revision such as hooblets or have to orshor as meany questions of revision such as hooblets or have to orshor an meany questions of resistences can find out the information.

They need themselves.

Disadvantage

It is difficult for students to give feed back

Explanation

As the videos are with prerecorded videos, a student will not be able to easily ash NTO any questions they might have this damage the feet personal feel of a lecture and may discourage students because they are may be mable to, or find it difficult to have any of their quirig as word.



This example scored seven marks in total and is very useful for comparison purposes. The explanation linked to the advantage has been developed to show the positive impact on the university in that NTU will not have to create additional revision materials. This part of the answer was awarded 4 marks.

The second part of the answer linked to the disadvantage only explains how making the lectures available in this way will be negative for the students. This has not been developed into how this would be an issue for the university. This part of the answer was awarded 3 marks.

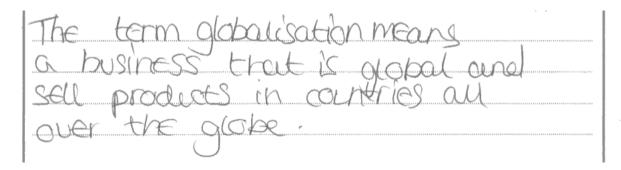
Question 6 (a)

This is an example of another question which assesses the knowledge of candidates. The same principles apply as discussed earlier in 5(a).

When a company expands and goes across he world and as used in con losses of commis world-vide. It can be when they sent in one contry and and up in ones softed all open he world.



This response scored two marks. In order to achieve both marks there need to be two distinct features of the definition given in the answer. This can be seen in this example through 'company expands' and 'used in loads of countries world-wide'.

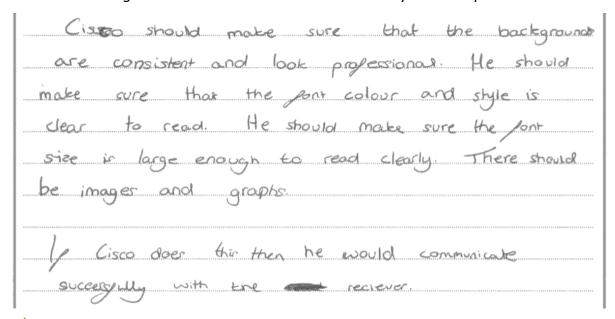




In this example the candidate shows some knowledge but only includes one feature in the definition, 'sells products in countries all over the globe'. This response scored one mark and another feature was needed before two marks could be awarded.

Question 6 (b)

The structure of possible answers for 'describe' questions was covered earlier in information provided for 2(d). This question should have been very straightforward if candidates picked up on two key points in the question. Firstly, the issues requested related to the **design** aspects of the presentation and secondly the presentation was to be given online. Many candidates did not recognise this and therefore scored weakly on this question.





This response scored three marks. The example indicates that the candidate does recognise the question is related to how the presentation is designed. Features such as consistent backgrounds, font colour and font size are all included in the answer. However, there is no recognition of the online nature of the presentation. Full marks cannot be awarded.

Fresentation or it could put the customer
off straight away

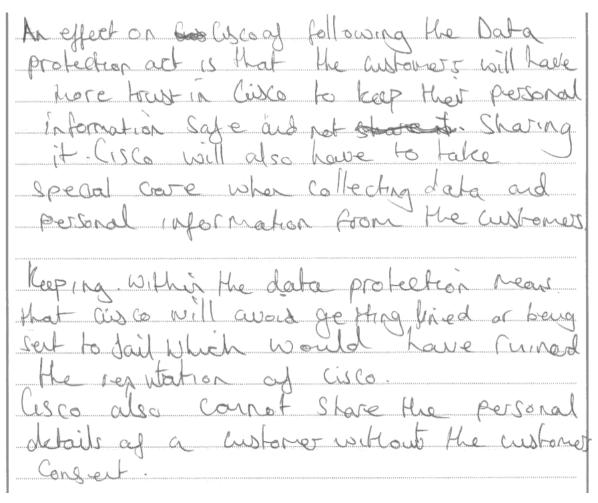


This is a common example of responses seen to this question. The candidate does not give any specific design features within the answer. It is simply a general statement which does not actually answer the question. Zero marks were awarded.

Question 6 (c)

Question 6(c) was a levelled question worth 6 marks. As mentioned earlier, responses to levelled questions continue to improve on this paper indicating candidates are being well prepared in terms of their exam technique. However, this individual question was the exception and resulted in some very poor answers. There were two clear reasons for this. Firstly, there continues to be a poor understanding of the Data Protection Act. It is a common topic yet candidates do not fully understand the impact it has on business communication. An in-depth knowledge is not required but it is necessary to understand how it can influence the way a business communicates.

Secondly, candidates found it very difficult to add evaluative comment in this question resulting in very few Level 3 responses. It should be noted that evaluation in this question comes from the negatives of **following** the Act. A lot of candidates discussed the negatives of not following the Act, such as getting fined/taken to court. This would only happen if the business did not follow the Act therefore supporting the argument of following the requirements of the DPA.





In order to reach Level 2 a candidate must give two developed reasons for following the Act. However, to move into Level 3 there needs to be balance to the discussion and context. This example shows a common approach to this question in that the candidate only gives a one-sided argument. The analysis of the reasons is fine and it answers the question however extra work is needed on levelled questions to reach Level 3. Four marks were awarded for this response.

Cisco bas to follow the Data Plotection Act
because its he law. If the they dishit follow
the way they could earl up with a fine or even
imprisonment. They also need to keep the
information of the customer serves. If they do
both of these things it will increase the
reputation of the company and to could land to
an increase in sales. However making sale there
there is seen a great lost cisco time and more,
there is seen a great lost cisco time and more,
there is seen to the company
and could increase sales, Also its the law!



This answer was not particularly strong but it does highlight how candidates can improve their marks through including even the smallest amount of evaluative comment. In this case the candidate not only discusses the benefits of following the DPA but also mentions a drawback, 'would cost Cisco time and money'. Although this is not developed it is enough to move the answer from four to five marks.

This was the final definition based question on the paper where two marks are available and therefore two features need to be included in the definition. Candidates displayed very poor knowledge in this particular question and although the question is only worth two marks it puts pressure on candidates to perform better elsewhere on the paper as a result.

A matrix structure is a hierachical structure

with different many levels of responsibilities,

usually organized into departments, (such as
the HR department, the production department
and so on)



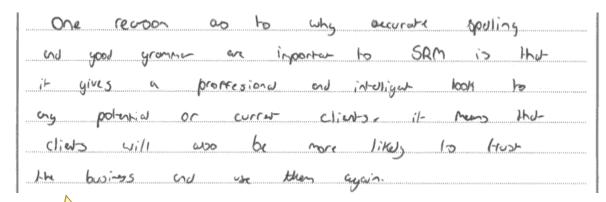
A common type of answer where the candidate shows no knowledge of the specific term. As a result a description of a hierarchical structure is given. Zero marks were awarded for this response.

touthing together as a fear to good



This is a successful answer which clearly includes two key points of description within the definition, 'people from different departments' and 'work on a specific project'. Two marks were awarded for this response.

Question 8 was an "outline" question worth two marks. The vast majority of candidates scored one mark because they could give a reason why good spelling and punctuation were important. However, very few scored two marks because they did not apply the answer to the context of the question, SRM, which was needed for the second mark.





This response scored one mark and was typical of many answers. A clear reason is given but it is not applied to the business and it is an important reason for any business. Application is needed for the second mark.

AS SAM is a leading company in the UK
and known for the production of many
well known buildings such as the ot
Arera: he business must are a profesional ste
approach to client. A sompre prelling mutance
would imply they show utill attention to detail
and would be copable of (Total for Question 8 = 2 marks)
making Mistales, and "potentially damage
they repotation.



This response shows how to develop an answer by applying it to the business in the question. By including 'leading company known for the production of many well known buildings' the candidate's answer is clearly about SRM. Therefore the full two marks can be awarded.

The level of knowledge and analysis shown in Question 9 was very good. Many candidates had a clear understanding of the appraisal process and could analyse why it helped to retain employees. However, candidates struggled to include evaluation in this particular question. To get into Level 3 candidates had to consider why appraisal may not be the best way to retain employees. This could be done by including possible disadvantages of the process or alternatively by considering that other processes may be more important than appraisal. This could include the level of pay or other motivation techniques used within the business.

to opposed with her sen end its employees to ascuss see if the one co because her sem recom a good sorera ceretionship with us best eaployes because It was here then to excess on problems hove and how to solve and it will also give the eep we employees yeth vo ten I chere you become they have ceretionship usion were end have no problems counce met. ere robets to be (Total for Question 9 = 6 marks)



This example highlights the issue of a candidate having both good knowledge and supporting this with good analysis but not offering any evaluation. This means the answer stays at the top of Level 2 and is awarded four marks.

System hacuina



This answer has been developed a little further in that an evaluative comment has been included at the end of the answer. The candidate has commented that if appraisals just focused on praise then there may be no targets for improvement. Although slightly unrealistic, it does show the candidate has considered there are possible issues with just relying on appraisal to retain employees.

This response scored five marks. The answer does not score full marks as there is no context within the answer and it could be supported by a conclusion.



Always check that answers to levelled questions have both evaluation and context.

Question 10 is the longest question on the paper and is worth 10 marks. However, the same principles apply when assessing this question in that the question is assessed using levels. As mentioned earlier, both context and balance are therefore vital in writing good answers.

One further point is the amount candidates wrote in this question. In previous reports it has been highlighted that candidates were often writing too much in answers. Instead of adding detail to answers this often increased the vagueness and led to answers losing structure and moving away from answering the question. In this paper it was good to see that this advice had been followed and there were shorter, structured answers. The space provided in the paper is an indication of the necessary detail required for a high level answer.

regular meetings between them and their clients are aburously going to be important as customers are easily able to outline are Issues they are having which could then be rock on board and changed by SRM it also increases 9000 communication JEM can know if the Communication has been successful and the clients have understood the message if also encubies SRM to ensure they have the right building moderical and a plan or what therire going to do if also allows clients to see if they're happy with the design - this is any meetings are important as it the crient was not happy with the design ne wouldn't be alone to express his usew bettere it's too lake this would lead to denetruction of Start, whereas because both sen and clients each what's gaing on it will increase efficiently and motivation union could lead to brand awareness Indeasing which may increase profit it revenue remains the same however requirer

meetings can also evente loid problems

Such as communication borriers, this would

be bad as either party may be include to

Voice their loss which may lead to the

Wrong thing being made union would decrease

Matriation and Increase Staff thenough however

they are important as it ensures the Pich is a

90. also

(Total for Question 10 = 10 marks)



As mentioned, evaluation and context are key concepts that need to be included in candidates' answers. However, the ability to write meaningful conclusions also helps to give structure to an answer.

This is a good answer which considers why meetings are both important and could also cause problems. However, there is little conclusion to the answer which either summarises the candidate's discussion or highlights if some points of the discussion have more influence than others. Eight marks were awarded for this response.



Candidates should try not to write conclusions which simply repeat points made earlier in the answer. A conclusion should draw out what is the most important factor in the discussion that has allowed an opinion to be formed. This is a difficult thing for candidates to grasp but when they do it brings a clear structure to the answer and helps with extended writing.

Paper Summary

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

- use context in your answers when required in order to maximise marks
- do not give definitions of key terms in questions where they are not needed
- develop your knowledge of key terms from the specification
- only give one reason or method in explanation questions and develop this with two linked points rather than give other reasons or methods
- always give balance to judgements in "evaluation" or "justify" questions which involves including disadvantages of the method chosen as well as reasons to support the judgement
- write a conclusion for levelled questions as this helps to summarise the key points used in making judgements or giving opinions.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link: http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx





