

Examiners' Report/ Principal Examiner Feedback

Summer 2010

IGCSE

IGCSE Business Studies (4330) Paper 03

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PE Report on Examination Paper 4330/03

General Comments

The general level of performance remained consistent this year as candidates continue to consolidate their understanding of the four assessment objectives when responding to questions. A satisfying number of candidates were scoring in the 20 plus area and in this series candidates generally performed consistently on both questions.

All candidates appear to have had sufficient time to complete the paper made good use of the time available to think through their responses. The number of candidates not attempting any question remains very low.

This paper is taken by those candidates who have chosen not to submit coursework and therefore, unlike Papers 1F and 2H, covers the complete range of awards, from A*-G. There are two questions with each being sub-divided in exactly the same fashion, as set out below.

- **Questions 1 (a) and 2 (a)** address Assessment Objective 1 that requires candidates to demonstrate their knowledge and understanding of the specified subject content.
- **Questions 1 (b) and 2 (b)** address Assessment Objective 2 that requires candidate to apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues.
- **Questions 1 (c) and 2 (c)** address Assessment Objective 3 that requires candidates to select, organise, analyse and interpret information from various sources to analyse problems and issues.
- **Questions 1 (d) and 2 (d)** address Assessment Objective 4 that requires candidates to evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

Each question is worth five marks and matches the balance of Assessment Objectives as applied to coursework. The Principal Examiner's Report for Papers 1F and 2H gives further details on these Assessment Objectives and how they are applied to the marking process.

Centres are encouraged to work with their candidates to ensure that they have a clear understanding, not only of the structure of this paper but also of command words and how they link to the Assessment Objectives as this should enable candidates to achieve their full potential.

Candidates still need to be reminded that if they are given information in either the stem to the question or in the question itself there will be no marks available for repetition of that information no matter how well it is disguised. In this paper this was particularly noted in questions 1 (d) and 2 (b).

Comments on Individual Questions

Question 1 (a)

The most able candidates gained all marks available. Few candidates score no marks. The most common error was stating that bread was made using flow production.

Question 1 (b)

Few candidates gained all the marks for this question. The main reason for this was that candidates did not apply their knowledge to the situation the newspaper could find itself in and therefore did not make the point that any newspaper publishing such an advertisement could find itself in court and fined a large sum of money. Application of legislation relating to discrimination was good and usually included sex, race and age.

Question 1 (c)

Candidates appeared to enjoy responding to this question and many had good analysis such as the response below.

E-commerce will most likely decrease costs as less sales staff are required. (1) . . . E-commerce can serve as a source of advertising for Dell computers (1) . . . sales can be taken 24/7 (1) . . . They can gather data from sales purchases which can then help them target future potential customers and products. (1)

Where candidates did not perform as well it was because they did not give a response that gave benefits to the **business**. Instead they looked at the benefits to the customer. In doing this they did not answer the question. It is always worth repeating that candidates will reach their potential if they answer the question asked. To do this, candidates should be constantly reminded that the stem is there to help them with their responses.

Question 1 (d)

This question required candidates to make judgements on why a bank loan was the best decision. Some candidates spent much of their time discussing overdrafts. It was pleasing to see the number of candidates who picked up the fact that this was a small business and from that made appropriate judgements relating to the possible inability to raise such a large sum from other sources. However, too many candidates did little more than repeat the information that appeared in the stem or simply answered with all that they knew about bank loans with no judgements or evaluations such as the response below that scored no marks at all.

A small business have to purchase new machinery but it cost too much for them. Their advantage is that they have a very good relationship with its bank, so they can take out a bank loan which allows them to take money but they should give them back in 5 years with small percentage. It means 60,000 £ a year. This machine should be reliable to take bank loan.

Question 2 (a) (i)

Candidates either did well (generally scoring two of the three marks available) on this question or scored no marks at all as in the response below.

Primary research is when you re-search on a market that has just begun.

This is not a definition of primary research whereas the following response was worth two marks.

Primary research involves meeting face-to-face with consumers (1) . . . to receive data on their opinion . . . it involves original work, (1) e.g. surveys and questionnaires and is unique to the business.

Question 2 (a) (ii)

Candidates generally did well on this question. Those that did not had not read the question and gave methods of primary research. Some candidates did not give methods as required.

Question 2 (b) (i)

Most candidates were capable of gaining both marks for this question although it remains a mystery that some candidates scored no marks even though they had been given the formula. Candidates who scored no marks either did not attempt the question (very few) or did not simplify their calculation at least once.

Question 2 (b) (ii)

Few candidates scored all three marks on this question. The most common mark was two, for a statement that the liquidity was sufficient to enable the repayment of short-term debts. Few candidates used their calculation to make the point that for every £2 of debt there would be £3 of cash.

Question 2 (c)

This question was not well answered as candidates tended to state what they knew about on-the-job training rather than analysing why this type of training was used by this company. In this question the information provided in the stem was important and it had been hoped that candidates would have picked up key phrase such as 'specialist . . . software to order.' and '. . . employs people with a degree in Information technology.' as they have in similar questions from previous papers. This did not happen and the most common mark was two.

Question 2 (d)

Responses were often of a general nature and as such did not score as many marks as a more specific response that related to the objective of survival. Surprisingly few candidates mentioned that survival is a key/vital objective for a business. It was a pleasure to note that a number of candidates had an up to date awareness of the present economic situation and built into their answers references to recession and hence increased pressures on surviving as a business. It is good practice when studying business to make candidates aware of what is current and use that in teaching and learning.

Grade Boundaries - June 2010

Statistics

Option 1 - Paper 03;1F

Grade	C	D	E	F	G
Grade Boundaries	46	41	36	32	28

Option 3 - Paper 03;2H

Grade	A*	A	B	C	D	E
Grade Boundaries	81	68	55	42	34	30

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