

Examiners' Report/
Principal Examiner Feedback

January 2013

GCE Economics and Business (6EB04)
Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2013

Publications Code UA034392

All the material in this publication is copyright

© Pearson Education Ltd 2013

GCE Economics and Business 6EB04/01 January 2013

General comments - Section A

The Railway topic proved accessible for the vast majority of candidates and a similar mark distribution was seen to January last year.

Many candidates brought useful newsworthy evidence in from outside the pre-release as HS2 was prominent in the news immediately prior to the examination. Where used in conjunction with the evidence provided, full marks were awarded.

Candidates who relied on pre-prepared answers generally fared much less well than those making full use of the wide range of pre-release material to directly answer the questions we asked.

Most candidates completed the paper in the time allotted. It was clear that many centres had made excellent use of the pre-release materials in the classroom, but it was evident that a minority had not. A number of candidates attempted to evaluate without analysis on Section B of the paper, simply quoting the evidence directly without development which was a concern. It is vitally important to ensure that reasoning is both explicit and in context in order to access the upper ranges of the marking scheme.

Specific comments

Question 1

Most candidates were able to clearly define environmental costs, usually extending this to give the example of emissions from motor vehicles or damage to the environment caused by the construction of HS2 to gain both available marks.

Question 2

Most candidates were unable to give a full definition of inflation, often missing the sustained/annual aspect of the increase in the price level. Examples, where given, were rarely sufficient to confirm a full understanding.

Question 3

Very few candidates gained full marks. Definitions were often quite sound, but application was often thin and analysis usually missing. Most candidates gained either two or three marks.

Question 4

Most candidates gained three of the four available marks for this question with sound use of the evidence. The best candidates analysed the consequences of government failing to subsidise for the fourth mark.

Question 5

The focus of this question was on the possible reasons why UK train fares were higher than in other European countries. Most candidates were able to identify two valid reasons and select appropriate evidence to back these up. However, many were content to leave it at that without explanation and so gained only five or six marks.

Question 6

Ten percent didn't attempt this question, possibly due to time management issues. A minority wrote about reasons for the cap rather than for raising it. Most candidates gave two reasons with supporting analysis for six marks, but evaluative comment was either thin or completely missing from most answers.

General comments - Section B

Quality of written communication was generally much better than in previous series, though centres are reminded that examiners have to be able to reliably interpret what a candidate is trying to say to award marks. It is crucial that arguments are supported by sound analysis and the underlying concepts are briefly explained. Although politics and sociology have some validity in government policy arguments, candidates must remember that we are examining Economics & Business concepts.

Question 7a

Too many candidates, either accidentally or deliberately, ignored the word 'construction' in the question, often writing irrelevantly about the West Coast franchise fiasco. Some candidates gave a generic answer based on government failure. Another group of candidates uncritically quoted sections of evidence verbatim without further explanation or development. One generic argument centred on Hayek vs Keynes, but the arguments were all attributed to the wrong economist. What we expected was that candidates would focus on the award of the Siemens/Bombardier contract and develop the likely economic impacts of intervention and non-intervention before reaching a conclusion. Around one third of the candidates did so to enter Level 4.

Question 7b

This question was generally very well answered with around three quarters of the candidates obtaining seventeen marks or more. Candidates often focused on components of the circular flow in terms of consumption, investment and government expenditure as positives and environmental damage and other externalities as negatives. Many candidates also considered the outflows preceding inflows, opportunity costs, reliability or otherwise of government evidence and a few, who had clearly studied the topic independently, wrote about recent changes to the multiplier and cost assumptions. Evaluation was often detailed.

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>

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 UA034392 January 2013

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

