

Mark Scheme (Results)

Summer 2013

GCSE Business

Unit 5: Introduction to Economic
Understanding

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Section A:

Question Number	Answer	Mark
1(a) AO1=1	B	(1)

Question Number	Answer	Mark
1(b) AO1=2	<p>1 mark for the identification of a method and 1 mark for some kind of appropriate development.</p> <ul style="list-style-type: none"> • Death rate • Infant mortality rate • Literacy rate • Life expectancy • GDP • Happiness <p>any other valid method</p> <p>E.g. Life expectancy (1 mark) tells you how long people live (1 mark).</p> <p>This answer would gain 2 marks since a <u>method</u> has been identified and a <u>measurement</u> indicated.</p>	(2)

Question Number	Answer	Mark
1(c) AO1=2	<p>Exchange rate is the market price at which one currency is sold in order to buy/exchange another currency.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that candidate has some understanding of the term. E.g. the price of a currency.</p> <p>An imperfect definition can be raised to 2 marks through the use of an example or some kind of accurate elaboration. E.g. one pound will buy \$1.50.</p>	(2)

Question Number	Answer	Mark
1(d) AO1=1 AO3=2	<p>For 3 marks, there will be one effect 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 effects include:</p> <ul style="list-style-type: none"> • Imports become cheaper • Exports become more expensive • Some businesses have lower costs. • Some businesses are less competitive. • UK consumers can travel abroad more cheaply. • Prices in UK shops may fall. <p>E.g. Imports become cheaper (1 mark) therefore some businesses have lower costs (1 mark). This will mean they can charge lower prices (1 mark).</p> <p>This answer would gain three marks since there are at least two relevant, linked points made, following the identification of a valid effect.</p>	(3)

Question Number	Answer	Mark
2(a) AO1=1	D	(1)

Question Number	Answer	Mark
2(b) AO2=2	<p>One mark for each relevant stakeholder group.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Shareholders • Employees/workers • Government • Pressure Groups • Suppliers • Customers • Local Community • Consumers <p>Any other valid stakeholder group.</p> <p>Do not accept examples, e.g. Stephen Hester or 'someone who saves money'.</p>	(2)

Question Number	Answer	Mark
<p>2(c)</p> <p>A02=3</p> <p>A03=1</p>	<p>For 4 marks, the description will make up to four relevant points associated with the opportunity cost to <i>RBS</i>. Four marks could also be achieved through focusing on two opportunity costs plus some development. One mark can be given for a definition of 'opportunity cost'.</p> <p>Possible opportunity costs include:</p> <ul style="list-style-type: none"> • Increased dividends to shareholders • Increased wages to employees • Higher interest rates to savers • Lower rates to borrowers • Extra spending on the marketing mix • Ability to reduce loss <p>E.g. Opportunity cost is what <i>RBS</i> could have done with the £963 000 if it had not been paid as a bonus (1 mark) If <i>RBS</i> chose not to pay the bonus they can increase the amount paid to shareholders (1 mark) via a dividend (1 mark). Alternatively they might choose to increase wages for all employees (1 mark).</p> <p>This answer would gain four marks since the candidate has developed one effect in context (through mentioning '<i>RBS</i>') and developed another.</p> <p>Do not award marks for the drawbacks of paying Stephen Hester.</p>	<p>(4)</p>

Question Number	Answer	Mark
2(d) AO2=2 AO3=1	<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. The explanation must be in the <i>Council workers/UK</i> context if it is to secure all three marks.</p> <p>Possible problems include:</p> <ul style="list-style-type: none"> • Less demand in the economy. • Decreased consumer spending. • Less spending on luxuries. • Less business investment. • Higher unemployment. • Less business/consumer confidence. <p>E.g. The level of demand in the UK economy will fall (1 mark). Having a pay freeze for the third year running with inflation at 4% means that council workers are worse off (1 mark). This means that less will be spent on goods and services such as holidays (1 mark).</p> <p>This answer would gain three marks since there are at least two linked strands that build the explanation, following the identification of a problem. The answer is also rooted in the context of the UK economy.</p>	(3)

Question Number	Answer	Mark
3(a) AO1=1	C	(1)

Question Number	Answer	Mark
3(b) AO1=1 AO2=1	<p>The combination of product, price, promotion and place that is designed by a business to achieve its aims.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that candidate has some understanding of the term. E.g. where the business has low prices.</p> <p>Award 1 mark for identifying the 4 Ps (price, product, promotion, place). The second mark will then come from some form of elaboration, e.g. 'to achieve the aims of a business'.</p>	(2)

Question Number	Answer	Mark
<p>3(c)</p> <p>A02=2 A03=1</p>	<p>For 3 marks, there may be one change identified and two clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc. The explanation must be in the <i>Morrison/supermarket</i> context if it is to secure all three marks.</p> <p>Possible changes include:</p> <ul style="list-style-type: none"> • Changing price. • Introduce new products. • Start different promotions. • Open new outlets/sales channels. <p>E.g. If <i>Morrisons</i> makes its prices lower than <i>Sainsburys</i> (1 mark) then more food will be bought from <i>Morrisons</i> (1 mark). As a result they will sell more and increase their market share (1 mark).</p> <p>This answer would gain three marks since there are at least two linked strands that build the explanation, following the identification of a way. The answer is also rooted in the context of <i>Morrisons/supermarket</i> since reference is made to food and a rival competitor.</p>	<p>(3)</p>

Question Number	Answer	Mark
<p>3(d)</p> <p>A01=1 A02=1 A03=2</p>	<p>For 4 marks, the description will make up to four relevant points associated with the effect of increased interest rates on the growth of <i>Morrisons</i>. Four marks could also be achieved through focusing on two effects plus some development. One mark can be given for a definition of 'interest rates'.</p> <p>Possible effects of increased interest rates:</p> <ul style="list-style-type: none"> • Reduced borrowing • Borrowing is more expensive • Decrease in investment • Less/more disposable income <p>E.g. Interest rates are the price of borrowing money (1 mark) If interest rates rise then this could lead to a reduction in borrowing by <i>Morrisons</i> (1 mark) which would reduce their investment plans leading to less store openings (1 mark). It could also affect customers whose mortgage repayments may have risen (1 mark).</p> <p>This answer would gain four marks since the candidate has provided a definition and developed one effect in context (through mentioning '<i>store openings</i>') and identified another ('<i>mortgage repayments</i>').</p>	<p>(4)</p>

Question Number	Answer	Mark
4(a) AO1=1	A	(1)

Question Number	Answer	Mark
4(b) AO2=2	<ul style="list-style-type: none"> • Noise pollution • Air pollution • Depletion of non-renewable resources • Global warming • Increased CO₂ emissions • Falling house prices • Congestion around airports • Environmental problems <p>Any other valid response that is in the context of air-travel.</p> <p>Do not accept repetition of pollution, unless candidate distinguishes, e.g. air and noise.</p>	(2)

Question Number	Answer	Mark
4(c) AO2=2 AO3=1	<p>For 3 marks, one policy will be identified and there will be at least two clearly identifiable linked strands of explanation. These may contain connective words such as, 'this leads to...' 'because...' etc. The explanation must be in the context of <i>air travel</i> if it is to secure all three marks.</p> <p>Possible policies include:</p> <ul style="list-style-type: none"> • Taxes • Legislation • Regulation • Subsidies to other forms of transport • Awareness campaigns • Fiscal policy • Investment in greener fuels <p>E.g. The government could increase airport tax (1 mark) which would make travelling by air more expensive (1 mark). This could then reduce the number of passengers travelling by air (1 mark).</p> <p>This answer would gain three marks since there are at least two linked strands that build the explanation following the identification of the policy. The answer is also rooted in the context of 'air travel' since the answer refers to 'airport tax' and 'passengers travelling by air'. Without this use of context the answer can score a maximum of 1 mark.</p>	(3)

Question Number	Indicative content
<p>4(d)</p> <p>AO2=2</p> <p>AO3=4</p>	<p>The aim here is for candidates to make a judgement as to whether loss of productivity or increased competition is more likely to cause <i>Ryanair</i> to lose competitiveness. There is no right or wrong answer and the candidate can argue that either way will, depending on the circumstances. Candidates might consider the following possible ideas as part of their answer:</p> <p>Decreased productivity:</p> <ul style="list-style-type: none"> • Poor service on flight. • Delayed/late flights. • Difficulties in booking. • Poor management. • Higher unit costs/diseconomies of scale. • Fewer flights/routes/destinations. <p>Increased competition:</p> <ul style="list-style-type: none"> • More choice for passengers. • Lower prices. • Better service • Better aircraft. • More destinations offered. <p>To be evaluative and support the judgement made, the candidate might suggest (for example) that the level of competitiveness lost is dependent on the way that productivity is lost. Poor in-flight service might not make much difference as prices are so low.</p> <p>An alternate route to evaluation might come through the candidate examining the drawbacks of their chosen option. E.g. that the level of competitiveness lost is dependent on whether competition can compete. The airline industry has high fixed costs e.g. leasing/buying aircraft, reducing the level of competitiveness in the industry anyway.</p>

Level	Mark	Descriptor
No mark	0	Non-rewardable material.
Level 1	1-2	A judgement or point is given as to which method is more likely to allow <i>Ryanair</i> to lose competitiveness. 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.
Level 2	3-4	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.
Level 3	5-6	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. <u>and includes some balance.</u> At the top of this level there will be a <u>conclusion</u> drawn from the analysis and the answer will be in the <i>Ryanair</i> <u>context.</u>

Section B:

Question Number	Answer	Mark
<p>5</p> <p>A01=2 A02=4 A03=2</p>	<p>This question has a 2 x 4 mark split. There is one mark for identifying a benefit and one mark for identifying a cost. The remaining three marks are for the explanation which will show how international trade can be a benefit/cost to <i>Zambia</i>. Within the answer there will be at least three clearly identifiable strands of explanation <u>and reference to the context</u> for each benefit/cost considered. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Possible benefits include:</p> <ul style="list-style-type: none"> • Allows Zambia to sell to other countries e.g. copper. • Opportunity to specialise. • More choice for Zambian people. • Allows business greater economies of scale. • Rising living standards/engine for growth • Employment • GDP rise <p>Possible costs include:</p> <ul style="list-style-type: none"> • Over reliance on certain industries e.g. copper/tourism • Unemployment. • Infant industry argument. • Dumping. • More competition for Zambian businesses. • Pollution (negative externalities). • Import tax. <p>E.g. Cost: Over reliance on certain industries (1 mark).</p> <p>If the world price of copper falls (1 mark), then Zambia will receive less export revenue (1 mark). This will mean less profit for copper companies (1 mark).</p> <p>This answer would gain four marks since a cost has clearly been identified and there are at least <u>three</u> linked strands that build the explanation, with reference to the <i>Zambia</i> context. Without the use of this context this answer would only be worth 3 marks.</p> <p>Marks can be awarded in the explanation even if the cost/benefit is incorrect.</p>	<p style="text-align: right;">(8)</p>

Question Number	Answer	Mark
6(a) AO2=1	<p>1 mark for the identification of a factor that causes GDP to rise in an economy such as Zambia.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Education • Training • Infrastructure • Spending on machinery • Physical capital investment . • Human capital investment. • Government spending 	(1)

Question Number	Answer	Mark
6(b) AO2=1 AO3=2	<p>For 3 marks, the explanation will show how this factor causes economic growth in Zambia. Within the answer there will be at least 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>The points will clearly show the how this factor causes economic growth in Zambia.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Increased spending on training of workers will improve skill levels. • Increased government spending on roads will reduce travel time. • Increased business spending on machinery will increase output. <p>E.g. With increased government spending on infrastructure such as a new airport, more tourists will be able to visit Zambia (1 mark). They will spend money in the Safari parks and restaurants (1 mark) which may lead to an increase in employment for Zambian people (1 mark).</p>	(3)

Question Number	Answer	Mark
<p>*7</p> <p>QWC Strands (i), (ii) and (iii)</p> <p>AO1=2 AO2=2 AO3=4</p>	<p>The aim here is for candidates to make a judgement as to whether imposing tariffs or imposing non-tariff barriers is more likely to help Zambia's economy. There is no right or wrong answer and the candidate can argue that either way will, depending on the circumstances. Candidates might consider the following possible ideas as part of their answer:</p> <p>Imposing tariffs:</p> <ul style="list-style-type: none"> • Acts as a tax on imports which makes them more expensive for businesses/ customers in LEDCs such as Zambia to buy. • LEDCs such as Zambia tend to have lower GDP and thus spending power and so can be affected more heavily by a tariff. • Discourages domestic consumers from purchasing imports and instead switching to domestically produced products. <p>Imposing non-tariff barriers:</p> <ul style="list-style-type: none"> • Harder for imports to be sold in an LEDC such as Zambia. • Creates more 'red tape'. • Imposes quality standards. • Imposes safety standards. • Quotas. <p>Whilst both ways offered are ways to restrict free trade and help Zambia's economy, the aim is to try and get candidates to make an evaluative judgement and support the judgement made. The candidate might suggest (for example) that the tariff might provide revenue to the government which can then be spent on education. Non-tariff barriers might make it harder for foreign companies to sell/set up in Zambia and thus protect infant/established industries.</p> <p>An alternate route to evaluation might come through the candidate examining the drawbacks of their chosen option. E.g. that despite the tariff raising revenue for the government, they might not spend it wisely e.g. on military equipment and, thus, there would not be growth.</p> <p>Do not award marks where candidates have assumed non-tariff barriers are free trade policies.</p>	<p style="text-align: right;">(8)</p>

Level	Mark	Descriptor
No mark	0	Non-rewardable material. No mark is to be awarded if the candidate just re-states the question, e.g. Tariffs can restrict free trade in Zambia.
Level 1	1-2	<p>Candidate will consider one factor related to tariffs or non-tariff barriers <u>with no development</u> - bottom of level.</p> <p>Candidate will consider one factor related to tariffs or non-tariff barriers <u>with simple development</u> – top of level.</p> <p>Candidate will consider two factors relating to tariffs or non-tariff barriers <u>with no development</u> – top of 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>Candidate will consider one factor relating to tariffs or non-tariff barriers <u>with more detailed development</u> – bottom of level.</p> <p>Candidate will further develop their responses with a reason/cause/consequence – middle of level. Answers at the middle of the level will assume that tariffs/non-tariff barriers will help Zambia's economy.</p> <p>Candidate will have <u>some evidence of balance</u> – top of level.</p> <p>At the top of the level there will be some evidence of balance to the point/judgement in the form of advantage/disadvantage, cost/benefit, pro/con or some counterbalancing factor. At the top of the level, candidates may attach some value/importance to one of the factors.</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>Candidate will consider factor(s) relating to tariffs and/or non-tariff barriers with development which includes <u>two</u> reasons/causes/consequences, balance with unsupported conclusion/judgement(s) all of which is in the context of the business – bottom of level.</p> <p>Candidate will consider factor(s) relating to tariffs and/or non-tariff barriers with development which includes <u>two</u> reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the business – middle of level.</p> <p>Candidate will consider factor(s) relating to tariffs and/or non-tariff barriers with development which includes <u>two</u> reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the business and using the 'it depends' rule or something similar – top of the level.</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) AO1=1 AO2=1	<p>Opportunity cost (1 mark) <i>Microsoft</i> shareholders receive lower dividends because of the \$9billion spent on R & D. (1 mark)</p> <p>For one mark there will be a simple disadvantage e.g. less profit.</p> <p>For two marks answer must be in context of <i>Microsoft</i>.</p>	(2)

Question Number	Answer	Mark
*8(b) AO2=4 AO3=4 QWC (i)-(iii)	<p>The aim here is for candidates to consider the extent to which monopolies are advantageous to society. The question asks the candidate to 'assess', so the candidate must develop some evidence of balance within their answer. This could take the form of considering the disadvantages to society of monopolies. Assessment could also be developed by identifying the advantages of monopoly to society and then putting some weighting on each.</p> <p>Possible benefits of monopolies to society:</p> <ul style="list-style-type: none"> • Large employer/jobs. • New products/services developed. • Value for money (benefits of economies of scale). • Natural monopolies e.g. gas and water supply. • Low prices. <p>Counterbalancing factors:</p> <ul style="list-style-type: none"> • Higher prices. • Less choice. • Poor quality. • Lower output. • Monopolies can exert political pressure. • Exploitation 	(8)

Level	Mark	Descriptor
No mark	0	Non-rewardable material. No mark is to be awarded if the candidate just re-states the question, e.g. Monopolies are a benefit to society.
Level 1	1-2	<p>Candidate will consider one factor related to the benefit of monopolies to society with no development - bottom of level.</p> <p>Candidate will consider one factor related to the benefit of monopolies to society with simple development – top of level.</p> <p>Candidate will consider two factors relating to the benefit of monopolies to society with no development – top of 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>Candidate will consider one factor relating to the benefit of monopolies to society <u>with more detailed development</u> – bottom of level.</p> <p>Candidate will further develop their responses with a reason/cause/consequence – middle of level.</p> <p>Candidate will have <u>some evidence of balance</u> – top of level.</p> <p>At the top of the level there will be some evidence of balance to the point/judgement in the form of advantage/disadvantage, cost/benefit, pro/con or some counterbalancing factor. At the top of the level, candidates may attach some value/importance to one of the factors.</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>Candidate will consider factor(s) relating to the benefit of monopolies to society with development which includes two reasons/causes/consequences, balance with unsupported conclusion/judgement(s) all of which is in the context of the business – bottom of level.</p> <p>Candidate will consider factor(s) relating to the benefit of monopolies to society with development which includes two reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the business – middle of level.</p> <p>Candidate will consider factor(s) relating to the benefit of monopolies to society with development which includes two reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the business and using the 'it depends' rule or something similar – top of the level.</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
<p>9</p> <p>AO1=2</p>	<p>Unemployment occurs when a person who is actively searching for employment(1 mark) but unable to find work (1 mark).</p> <p>2 marks for an accurate definition (one that includes the word 'searching for employment/work' and the fact that they are unable to find it). 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. someone who has no job.</p> <p>An imperfect definition can be raised to 2 marks through the use of an example or some kind of accurate elaboration.</p> <p>Examples of appropriate development to outline 'unemployment':</p> <ul style="list-style-type: none"> • measures the standard of living • people on jobseekers allowance 	<p>(2)</p>

Question Number	Indicative content	Mark
<p>10</p> <p>AO2=4</p> <p>AO3=4</p>	<p>This question has a 2 x 4 mark split. There is one mark for identifying one cost to society of unemployment and one mark for identifying another. The remaining three marks are for the explanation which will show why this is a cost to society. Within the answer there will be at least three clearly identifiable strands of explanation <u>and reference to the context</u> for each cost considered. These may contain connective words such as, 'this leads to...' 'because...' etc.</p> <p>Costs include:</p> <ul style="list-style-type: none"> • Higher taxes • Lower spending on other services – opportunity costs • Increased crime • Lower economic growth • Health issues • Less consumer spending – lower average income • Social problems (binge drinking/drug abuse) • Decrease in living standards <p>E.g. Higher taxes(1 mark):</p> <p>If there is high youth unemployment the government will have to spend more on unemployment benefit (1 mark). This may mean that they have less money to spend on other services (1 mark) the quality of other services may suffer so the government may have to raise taxes again (1 mark).</p> <p>This answer would gain four marks since a cost has clearly been identified and there are at least three linked strands that build the explanation, with reference to youth unemployment. Without the use of this context this answer would only be worth 3 marks.</p>	<p>(8)</p>

Question Number	Indicative content
<p>*11</p> <p>QWC Strands (i), (ii) and (iii)</p> <p>A02=5</p> <p>A03=5</p>	<p>The aim here is for candidates to make a judgement as to whether revenue is the most important measure of a business' success. To demonstrate the evaluative skill, candidates could consider the role and importance of revenue as a measure of success. For instance they may look at how Jobsite relies on revenue to pay its bills. Revenue may be important because it shows people are advertising on the site.</p> <p>Some candidates might argue that there are other factors that are better measures of success or note that revenue might not be important if they are making profit in the long term.</p> <p>There is no right or wrong answer to this question, but candidates should aim to make a judgement which is supported.</p> <p>Candidates may consider the following ideas as part of their answer:</p> <ul style="list-style-type: none"> • Social responsibility may not be an important measure of success for an online recruitment agency because of the nature of its service. • Profit may be more important than revenue, certainly in the longer term. • Market share is an indicator of how it is performing against other online recruitment companies. • Environmental responsibility could be important since <i>Jobsite</i> uses less resources. • Brand awareness is important since without this jobseekers may not visit its site. <p>Other routes to evaluation could come from the consideration of the relative importance of other measures of business success and what the measure of success depends upon – state of the economy, level of unemployment, amount of competition, time period under consideration.</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. revenue is the most important measure of business success.
Level 1	1-4	<p>Candidates will consider one point with no statement – bottom of level.</p> <p>Candidate will consider one point with basic statement – middle of level.</p> <p>Candidate statements are supported - top of level.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>
Level 2	5-7	<p>Candidate will consider two reasons/causes/consequences to support point(s) – bottom of level.</p> <p>Candidate will develop their reasons/causes/consequences – middle of level.</p> <p>Candidate will have some evidence of balance – top of level.</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>Candidate will consider point(s) with development which includes two reasons/causes/consequences, balance with an unsupported conclusion or judgement(s) all of which is in the context of the importance of revenue as a measure of business success.</p> <p>Responses which demonstrate all of the above with clear evaluation, but have no conclusion, should be awarded 8 marks.</p> <p>Candidate will consider point(s) with development which includes two reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the importance of revenue as a measure of business success – middle of level.</p> <p>Candidate will consider point(s) with development which includes two reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the importance of revenue as a measure of business success and using the 'it depends' rule or something similar – top of the level.</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>

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