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Examiners' Report

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## 4330 / 1F - 2H: Written Paper (Foundation and Higher)

### General Comments

This was the second May series for these examinations. The overall performance of candidates in this examination was again good. The mean mark for paper 2H was very close to that from Summer 2005, although the mean mark for paper 1F fell slightly. Centres appear to be selecting and entering candidates for the appropriate Tier. Centres continue to cope well with the demands of the new Specification and the slightly different approach to that used in O Level examinations. Judging by examination performance, Centres had again entered their candidates for the correct Tier.

Candidates coped well with the use of the question paper as answer book. There were not many occasions where candidates used space in addition to the answer lines, in order to complete their answers. Centres are again encouraged to work with their candidates to ensure that (most) answers are limited to these answer lines, the number of lines being a good indicator of the expected length of answer. The standard of written communication was generally good, and sometimes excellent.

The Mark Scheme contains much information that is relevant to centres, as follows.

Each question indicates the level(s) at which it is based:

- AO 1 Demonstrate - this Assessment Objective tests candidates on their ability to demonstrate their knowledge and understanding of the business term, idea or concept featured in the question. For example, paper 1F Question 2 (a) asks candidates 'What is meant by productivity?' Command words such as 'Define', 'Describe', 'Name', 'List', 'State' and 'What is . . . ?' confirm the question is at this level.
- AO2 Apply - this Assessment Objective tests candidates' ability to relate their answer to the context. In this Series, candidates were required to use the information given about *FlyUs plc*. For example, Paper 1F Question 2 (b) required candidates to calculate gross profit and net profit figures: a question asking them to recall the relevant formulae would have been classed as AO1 Demonstrate. Command words such as 'Apply' and 'Give [an example in context]' confirm the question is at this level.
- AO3 Analyse - this Assessment Objective requires candidates to select, interpret or otherwise analyse some issue presented by the question. For example, Paper 2H Question 2 (b) asked candidates to analyse ways in which *FlyUs plc* might increase its market share and improve its profitability. Command words such as 'Analyse', 'Compare' and 'Select' confirm the question is at this level.
- AO4 Evaluate - this most demanding Assessment Objective tests candidates on their ability to formulate some judgements. For example, Paper 2H Question 2 (c) expected candidates to justify the use of leaflets in a given situation. Command words such as 'Evaluate', 'Explain why', 'Judge' and 'Justify' confirm the question is at this level.

Possible answers are provided as indicators of what is expected. It remains important for Centres to realise that the answers given in the Mark Scheme are **not** meant to be exhaustive. This is confirmed by the use of the statement 'Valid points **could** include', and by the use of the abbreviation 'eg'.

The possible answers are structured using dashes and obliques ('slashes'). It remains the practice in this examination to use a dash in order to separate points that are worth **additional** marks, and an oblique to indicate an **alternative** way of making the same point.

## 4330/1F - Foundation Paper

### Question 1

Part (a) was generally well answered. Many candidates achieved at least three of the five marks available, and some obtained maximum marks. Part (b) was also generally well answered. Candidates coped well with the unusual layout of the question, and often accurately matched the objectives to the given definitions.

Part (c) required candidates to describe productivity. Weaker candidates often confused this term with the term 'production', often simply mentioning 'output', and therefore gained one mark at best. The Specification contains the term 'productivity' (section 5.3) and Centres are strongly encouraged to ensure their candidates understand that productivity and production, though linked, have different meanings.

Most candidates obtained both marks for (d)(i): there was effective use of the context information, for example the reference to London's population (and therefore workforce) and its attraction for tourists. It was pleasing to read so many answers where candidates had clearly studied and used the context information effectively.

Part (e) was not well answered. Part (i) was set at AO1 (Demonstrate knowledge) level, and expected candidates to describe TQM. However, there was again confusion between this and other terms used in 'quality', particularly between TQM and 'quality control'. Following the advice given in (c) above, Centres are strongly encouraged to ensure their candidates understand the different meanings of - and relationship between - TQM and quality control. Answers to part (ii) were affected by the confusion shown in (i), although the stronger candidates made some analytical statements that clearly related to the work of *FlyUs plc* as an airline company.

### Question 2

This question started by asking candidates to identify how environmental matters affected the work of *FlyUs plc*. Relevant examples were supplied - usually related to noise and air pollution - although few candidates could then link the examples effectively to the work of the company (for example, how noise pollution might affect flying times).

Although many candidates found this an easy three marks, some ignored the requirement to avoid mentioning recruitment in their answers to (b)(i). Few candidates provided strong answers to part (ii), which required them to 'assess' a policy. Centres are encouraged to ensure their candidates develop the points they make - for example 'internal recruitment improves staff morale because the existing staff realise that they may get promotion if they work efficiently'.

The vast majority of candidates gained full marks for their gross profit and net profit calculations in (c). Workings were generally shown, although the percentage sign was sometimes omitted (without penalty).

Answers to (d) were much weaker, and there was evidence that ROCE was not a well understood term, with confusion between profit and profitability. As in question 1 there was, therefore, evidence that many candidates did not have a thorough foundation knowledge on which to base their answers to these AO1 questions.

Part (e) often generated some sound answers, with 'legal requirement' and 'to calculate profit' being popular choices.

### **Question 3 - Foundation Tier (4330/1F) / Question 1 - Higher Tier (4330/2H)**

Part (a) produced some confused answers because there was sometimes a misunderstanding between public and private limited companies: for example, some candidates believed that a plc was publicly (government) owned, and a private limited company had unlimited liability. The question was looking for 'differences' but only a few answers made these differences sufficiently clear to receive full marks.

There was some knowledge of the nature of public relations shown in answers to (b), although many candidates gave very generalised answers, referring to marketing issues rather than focusing on why public relations is important (the business is in a competitive market, and poor PR will have a negative effect on its sales).

Part (c) was often well answered. The stronger candidates linked the media with the new route, for example by referring to aspects of market segmentation. There was a good understanding shown of the two media, and of advertising issues in general.

Not all candidates were comfortable with the difference between the pricing options listed in part (d), the greatest confusion being between competition pricing and penetration pricing. Stronger answers contained some relevant references to *Airfair* (the competitor) and/or to *FlyUs plc* being a low-cost airline, and how this latter fact would influence pricing policy.



## 4330/2H - Higher Paper

For comments on Higher Question 1, see comments on Foundation Question 3 above.

### Question 2

Part (a) was often well answered, with many candidates basing their answers on the fact that one 'owns' and the other 'runs' a company. Answers did not have to be in the context of *FlyUs plc*, though many candidates found it easy to contextualise their points.

Both parts to (b) were not well answered. In (i) there was a tendency to confuse increasing market share with increasing company size, with references to selling more shares: although this would increase the capital of *FlyUs plc*, of itself it will not increase market share. Correct answers often focused on merger/takeover, and there were also some references to price-cutting. Part (ii) again showed a general lack of knowledge of the difference between profit and profitability: some candidates argued cost increases (eg more advertising) to little effect, and few commented on ways such as cost-cutting or increasing price.

Part (c) was also weakly answered by many. Only the stronger candidates decided to base their answers on the nature of leaflets (being quite cheap to produce or a relatively permanent form of communication) and use these factors in relation to customers at airports.

Candidates either knew Herzberg's two-factor theory or did not, and so most answers to part (d) were either very good or very weak. Some candidates resorted to trying to apply Maslow rather than Herzberg, while others wrote about motivation in general terms only. Although 'hygiene factors' is specific to Herzberg, the use of the word 'hygiene' confused some of the weaker candidates, who discussed issues of personal or work hygiene such as the need to wash hands regularly. Centres are therefore strongly advised to ensure as best they can that their candidates are able to identify and understand the meaning of a word when it is used in a specific context (such as 'hygiene' in the context of Herzberg's theory) and when it occurs in general, non-business, usage.

### Question 3

This question will always be designed to be the most challenging faced by candidates taking the Higher Paper. Candidates were expected to use the skills of analysis and evaluation - in this Paper when answering parts (b)(ii) and (c).

Part (a) was generally very well answered, with the calculation proving easy. However, even many of the stronger candidates either ignored the percentage sign or expressed their answer incorrectly (such as 'millions'). Centres are therefore encouraged to ensure not only that their candidates can calculate figures accurately, but also that they can describe the result using appropriate terms or symbols.

There were surprisingly many weak answers to part (b)(i), which should have been an easy two marks for most. Answers to (ii) were often quite good, with the

stronger candidates appreciating that the identical net profit figures did not mean an identical financial performance when percentage comparisons (ie profitability ratios) were made. This was pleasing given the relative difficulty of this question (being targeted at AO4 Evaluation).

Part (c) was also targeted at AO4 Evaluation, confirmed by the use of the opening statement 'To what extent . . .' made in the question. The difference in achievement on this question was often down to whether the candidate read and answered the question as set - ie, 'To what extent is TQM likely to be important to FlyUs plc?' - or whether the candidate ignored the application to this company. The stronger answers therefore referred to issues to do with this airline business, such as the fact that it operates in a competitive market and that it is growing as a business, whereas the weaker ones simply described and explained TQM in what was a 'textbook'-type answer. It is important for candidates to realise that they must apply their answers when asked to do so.

## 4330 / 03 - Written Alternative

### General Comments

The general performance of candidates remains encouraging although there was evidence, in this series, of poor basic knowledge for some candidates that had an impact on their performance across the paper. There was no evidence that candidates had insufficient time and it was encouraging to note that the majority of candidates made good use of the time available to think through their responses. Some candidates benefited from planning their responses and an increasing number of papers were seen with this well evidenced. Fewer candidates made use of additional sheets of paper and Centres are reminded that candidates should be encouraged, wherever possible, to match their responses to the space available on the answer book.

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, ie 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 hence matches the balance of Assessment Objectives as applied to coursework. The Examiner's Report for Papers 1F and 2H gives further details on these Assessment Objectives and these also apply to Paper 03 as does the commentary on how the mark scheme format works.

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 the Assessment Objectives as this should enable candidates to work towards their full potential.

It was again disappointing to see too many candidates simply re-arranging the words of the stem and the question as their response. This strategy will never be credited. Other candidates used the question as an introduction to their response. This does not present a problem but it remains an avoidable misuse of the available time.

## Question 1

Part (a) was well answered. Many candidates gained full marks. The most common errors were where telephone interviews and product testing were categorised as secondary research. Weaker candidates had a tendency to adopt a 'scatter-gun' approach that clearly demonstrated their lack of basic knowledge in this area.

In part (b)(i), the majority of candidates were able to apply their knowledge and correctly identify the three months with a negative closing balance. Some candidates correctly responded with two of the correct months but did not add the third month. A few candidates gave no response to this question.

Part (b)(ii) differentiated well. The best candidates had references to planning, monitoring and liquidity as benefits of using a cash flow forecast. Such a response was, 'A cash flow forecast shows the estimated cash in and outflows (1) on a monthly basis. This will help Ben decide when he will be short of cash (1) which will enable him to talk to his bank manager about organising an overdraft (1) or using another short-term method of finance. It will also show Ben if he has too much cash (1) which could be put to better use. Ben will know approx when he will have lots of expenses and this will allow him to plan ahead (1)'. This candidate has also answered the question using the context well.

Most candidates did recognise that cash flow relates to money flowing in and out of a business. Weaker candidates had responses that addressed, incorrectly, the issue of profit. Such responses did not do well and this appeared to be a major misconception for those candidates.

In part (c), this was the first time that this style of question has been used and although it did not perform as well as had been hoped there were few candidates that did not achieve at least one mark. The marketing terms that were consistently misunderstood and therefore were not correctly analysed from the case study were market segment and market share.

Part (d) was generally well answered. Where it was not it was due to candidates:

- (i) stating benefits to employee and employers or concentrating just on employers when the question clearly required candidates to state the benefits to employees only,
- (ii) ignoring the reference to off-the-job training and introducing either or both induction and on-the-job training into the response,
- (iii) demonstrating knowledge but not using that knowledge to assess the benefits.

A poor answer was, 'Off-the job training is when employees are trained away from the actual job or place. The benefits are that it is less expensive than work and practising with real things like machines. On-the-job training can also be dangerous if the employee is doing it wrongly he can hurt himself or hurt others'. In this response basic knowledge of off-the-job training is present but there are no marks for knowledge in this question. The cost argument will relate to the employer not the employee and the final sentence relating to on-the-job training is not required by the question. This response gained no marks.

A good response was, ' . . . carried out by specialist trainers not only in the job but in training (1) . . . likely therefore to receive better training than on-the-job (1) . . . It can be very motivating for an employee (1) . . . The training should make them more efficient at their job which could result in an increase in pay/monetary reward (1) . . . The training may also result in a better job or the employee may receive more delegated tasks from the manager due to their increased capability . . . (1)'.

## Question 2

Part (a)(i) was generally well answered. It did, however, indicate a deficiency in knowledge for some candidates who confused the four factors of production with the four Ps. Many candidates gave all four factors of production. This was not necessary and candidates who did this were not penalised.

Part (a)(ii) was poorly answered either because the candidates did not have the knowledge or they did not complete both parts of the question. The usual mark for this question was one mark where a correct example had been stated. The meaning of the term was usually missing. A good response was, 'An activity or business who uses a greater proportion of machinery than of manual labour (1), for example a factory which builds toys using robots rather than people (1)'. The most common example given was the manufacture of cars.

In part (b) most candidates gained three marks for this question because they were able to apply their knowledge of the three sectors to the context of the question. Only a few candidates were capable of more than basic application. In the following response the candidate goes beyond basic application to gain four marks. 'In the primary sector lumberjacks cut down trees (1) and these are made into planks (1) . . . In the secondary sector the wood is assembled into the chairs (1) . . . In the tertiary sector the chairs will be sent over to the shops where they will be sold (1). If this candidate had replaced 'sent over' with a specific reference to transport/distribution then all five marks would have been available.

Part (c) was not well answered and many candidates did not have knowledge of tariffs to respond effectively. Many candidates missed the emboldened phrase in the question ' . . . a country that sets them.' and demonstrated a limited knowledge of tariffs that did not gain any marks. A number of candidates wrote responses that referred to currency exchange.

There were, however some good responses and one follows. ' . . . By setting tariffs, the government or country is protecting its own businesses from multinational competition (1) eg if Spain puts a 50% tariff on all imported goods Spanish businesses would do well because people would find it cheaper to buy their product in Spain (1) . . . if Spanish business did well, this would encourage employment and benefit the Spanish economy (1). However this lack of competition may take away business motivation to be efficient (1) and other countries could also set tariffs which would reduce the trading possibilities (1).'

In part (d) the best candidates concentrated on the use of retained profits and gave accurate and realistic justifications for their use. Typically their responses would only address the use of retained profits and there would be no reference to bank loans as that decision had been made. It was pleasing to see how many

candidates picked up the fact that the business had been trading for ten years. Such candidates demonstrated the importance of a careful reading of the stem to improve and enhance their response to the question.

Weaker candidates gave a mixed response that compared the use of retained profits and a bank loan. Whilst such a response would gain some marks it could not gain full marks. One candidate responded, 'It is a good decision because when they take loan from the bank they will have to pay with interest and the amount they need may be the bank will not give (1). Using retained profit this means the business has grown with its own strength (1)'.

The weakest candidates only demonstrated knowledge of retained profits or bank loans and as the question had to meet Assessment Objective 4 no marks could be given.

## 4330/04 - Coursework Option

In the May 2006 series one centre entered candidates for this option. In this series five Centres entered candidates. Each of these Centres has received a report that is specific to them.

As for May 2005 the intention of this report is to give further guidance on the application of the coursework criteria to assist other Centres in deciding whether to enter candidates for coursework or for the 03 paper. The format will be similar to that used in the May 2005 report with this addition of *italicised comments* that relate specifically to the work seen in this series.

The criteria are not hierarchical and can be awarded as and when they are found within the coursework.

The criteria that were often inaccurately applied were:

**Assessment Objective 1** - 1.2, 1.6, 1.8 and 1.9;

**Assessment Objective 2** - 2.4 and 2.7;

**Assessment Objective 3** - 3.6, 3.7 and 3.9;

**Assessment Objective 4** - 4.5, 4.7, 4.8 and 4.9.

The criteria that were often not applied when they should have been were:

**Assessment Objective 3** - 3.4 and 3.5

**Assessment Objective 4** - 4.1, 4.2, 4.3 and 4.4

Candidates can raise their achievement by always:

- presenting their action or business plans in the future tense (2.3, 2.6, 2.9);
- identifying actual sources **used by name** (1.2, 3.4, 3.7);
- presenting reports in a recognised report format (3.9);
- doing more than **just** describe (1.6, 1.7, 1.9, 2.8, 3.5, 3.8, 4.7, 4.8)
- presenting original work and not work copied from textbooks, photocopies or downloads from CD-ROMs or the Internet;
- being concise and keeping volume of erroneous material to the minimum (eg only material which is capable of being given criteria).

Centres should note that where the marketing coursework is set it is not necessary for candidates to include a copy of every questionnaire they have completed. It is sufficient to include a copy of either an uncompleted questionnaire or one completed questionnaire. What is important is the use that candidates have made of the data they have collected from their questionnaire and this will be evidenced in the report.

## ASSESSMENT OBJECTIVE 1

### Demonstrate knowledge and understanding of the specified subject content

- 1.1 Candidates are expected to have a basic knowledge of the subject content so they could mention, for example, profit, revenue, costs in a given context and gain this criterion. Obviously knowledge from any section of the Specification is equally acceptable.
- 1.2 Candidates are expected to identify their sources of knowledge. This criterion is linked to 3.4 and 3.7. The plural should be noted and to gain this criterion candidates would have to have somewhere in their coursework something along the following lines, 'In doing this coursework I used a textbook called Business Studies by Karen Borrington and Peter Stimson and received help from my teacher Mr A. N. Other'. In this case the candidate has identified from the text and people group.

For the latter group the person must be named and a candidate who wrote my business studies teacher would not be identifying the person. For the other two groups relevant references would be for organisations, Tesco plc and for electronic a full web address such as [www.bized.ac.uk](http://www.bized.ac.uk). In a well designed piece of coursework this criterion would normally be found either in the action plan or in an information log kept by the candidate.

*In this series this criterion was often incorrectly awarded when (i) there was only one source given or (ii) the identification was incomplete, eg the title of a textbook had been given but not the author(s).*

- 1.3 Candidates have to identify a minimum of **two** business aims or objectives. These must not be personal aims of the candidate. The business aims should be in the context of the problem or issue that the coursework is addressing. For most candidates they are likely to be from the following, profit, profitability, survival, expansion, market share.

*In this series this criterion were too often incorrectly given for candidates personal aims. In most cases the aims given were generic in the sense that they were survival, profit and expansion. This is acceptable but obviously aims that relate to the actual business being used have the benefit of greater realism.*

- 1.4 Candidates have to recognise a minimum of **two** constraints. It is sufficient that candidates recognise the constraint. Examples of constraints could be location, capital or communication.
- 1.5 Candidates have to recognise differences or check availability. If it is differences (the most usual reason for this criterion to be given) then **two** differences must be mentioned. Financial differences could refer to sources of finance; in marketing it could be primary and secondary research, in production job and batch, in Human Resources on-the-job and off-the-job training. The availability option in this criterion is rarely seen. To gain it candidates might for sources of finance, look at the availability of different sources in the context of the problem or issue.



- 1.6 Candidates have to consider influences. The word 'consider' appears in a number of criteria, specifically 1.7, 2.4, 3.6, 4.4 and 4.6. In each of these criteria consider means that the candidate has to do more than just state facts. Candidates have to be taught to deliberate and to think about, in this case the content of the Specification. It is at this point that the 'understand' part of this Assessment Objective really comes into play. A candidate who just lists points relating to location will not have met the criterion whereas the candidate who looks at location within a context and shows evidence of thought and deliberation will have met the criterion.

*Candidates' work where this criterion was incorrectly given did not demonstrate the 'consider' aspect as required. Generally only knowledge was present with no understanding.*

- 1.7 Candidates have to consider alternatives from a knowledge and understanding perspective. Taking as an example measuring success, then a successful candidate will be able to show their clear understanding of how the different ways of measuring success can be used within in the context of the problem they are dealing with.

- 1.8 This is often seen as a difficult criterion to give. It is not. Teachers will instinctively know when a candidate is showing their own sound knowledge and are not just repeating what they have found in a textbook or a download from the internet. A candidate looking at the way businesses organise themselves would be expected to demonstrate and understand well two forms of organisation, say partnerships and franchises. This would go beyond simple statements about partnerships and franchises and would demonstrate clear understanding by the candidate.

The recognition of relationships could be between revenue and costs, employer and employee.

*Candidates who had been given this criterion generally did not demonstrate sound knowledge and it was usually difficult to find evidence of their understanding of what they had presented.*

- 1.9 Candidates would be expected to make critical comments on the subject content or to make comparisons making use of their own knowledge and understanding.

## ASSESSMENT OBJECTIVE 2

Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issue.

- 2.1 Candidates are expected to be able to state the basic terms, concepts or theories that relate to business, for example they might mention that a sole trader takes all the risks and has to do everything themselves if the context and problem were so related.
- 2.2 Candidates are expected to apply basic methods to the problem or issue they are considering. This could be a graph, chart, tally or table.
- 2.3 Candidates will prepare a basic action plan. This could be as simple as a few sentences stating what the candidate intends to do. It must be in the future tense. Candidates should be encouraged to draw up an appropriate action plan that sets out what they are going to do, how they are going to do it and what they need to carry out their plan.
- 2.4 Candidates will need to consider issues or legislation. Most candidates tend to go for the legislation option. If this is so candidates must be told that this is the 'Apply' Assessment Objective and it is not sufficient just to list details of legislation but that they must show how this legislation will impact upon their issue or problem.  
*Candidates who give just the details of a piece of legislation cannot be given this criterion. They have to apply the legislation to the business or problem that they are dealing with and often this was not done. In a number of instances this criterion had been indicated against just a list of legislation titles that may or may not have been relevant to the business/problem under consideration.*
- 2.5 Candidates will be given this criterion where the methods being applied are relevant to the topic being studied or the issue or problem being considered.
- 2.6 Candidates will have already met 2.3 and will now further develop their action plan by adding deadlines for completion and indicating if such deadlines have been met and if not why not.
- 2.7 Candidates have to undertake three distinct activities; (i) recognise strengths of ideas they have used, (ii) recognise limitations of ideas they have used and then (iii) make decisions. In many cases this could be achieved through a SWOT analysis if relevant to the issue or problem being addressed. It does not have to be a SWOT analysis as long as there are a minimum of two strengths, two limitations and two decisions.

*Often given incorrectly where candidates had no evidence of the three elements of this criterion. The element that was usually missing related to a decision. There were SWOT analyses seen but there was no evidence of how the information had led to any decisions, if such were present, and usually they were not.*

- 2.8 The candidate will have effectively addressed the issue or problem that has been set through the use of their knowledge and understanding and application of appropriate business terms, concepts, theories and methods.
- 2.9 Candidates will present their action plans, probably as a table, which will include full references to the sources used, the value of these sources, dates and deadlines and an indication of changes to the original plan with reasoning.

### ASSESSMENT OBJECTIVE 3

Select, organise, analyse and interpret information from various sources to analyse problems and issues.

- 3.1 Candidates will gather basic information from the sources that they have indicated in 1.2. A typical response could be: 'I went to see the bank manager and the local building society to get my information on borrowing money for a business'. This would then be followed by an indication of the relevant information gathered from that source.
- 3.2 Candidates can record information, be it textual, numerical or graphical, in a number of formats. These could include candidate's own notes, tables, charts, graphs and diagrams as appropriate.
- 3.3 Candidates can collate information in a number of ways. Examples could include a tally chart that relates to a questionnaire, a pie chart for the purpose of comparison, a spreadsheet showing cash flow or reports from a database.
- 3.4 Candidates will either gain this through evidence of having used three sources or, and this is more likely, through demonstrating their ability to organise and use the information they have gathered.

*Under applied in many cases. Although many candidate will not gain this through the use of three sources it is rare that a candidate cannot gain it for organising and using the information they have gathered.*

- 3.5 Candidates will be able to interpret and analyse the evidence they have gathered, recorded and collated. They might, for example, comment on a graph relating to profit or responses to parts of a questionnaire they have carried out.

*This was generally under applied by some Centres and it was usual to find the necessary evidence for it in most pieces of coursework.*

- 3.6 Candidates are expected to consider alternative ways of selecting, organising and interpreting. This could be evidenced through the use of different types of graphs so the most suitable is chosen to match the purpose or through a consideration of types of questions in a questionnaire.
- 3.7 Candidates must have made use of all four sources and must then further demonstrate clearly the system they have used to ensure that the information they have gathered does what they have planned for it to do. This criterion cannot be given just for the use of four different sources. It is possible that a very good action plan as explained in 2.9 might enable a candidate to achieve this criterion.

*When this was given it was usually possible to find the four sources that had been used but it was not possible to find evidence of the systematic approach that the candidate had used.*

- 3.8 Candidates are expected to use their information with specific reference to the issue or problem they have been set and that the use of this information is both effective and valid in addressing that issue or problem.
- 3.9 Candidates should note the two key words; these are **logical** and **comprehensive**. Logical implies that there is a recognisable format to the report or presentation and comprehensive implies that all that has to be covered has been covered.

#### ASSESSMENT OBJECTIVE 4

Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

4.1 Candidates are required to make at least two basic comments that have an implied sense of either judgement or evaluation. A typical response might say: 'The figures show The Body Shop has not got a very high net profit margin, which could mean that the firm is not very good at controlling costs'.

4.2 Candidates are required to draw a minimum of two conclusions that relate to the issue or problem they have been set and that are supported by what has already been written. Again, a typical response might be: 'When new employees were trained in the factory they kept getting interrupted so it was agreed that in future all training would take place at a College'. For the criterion to be given another conclusion, related to the task, would still be required.

4.3 Candidates can make reference to either social, financial or environmental effects, but they must be effect. So there could be two financial effects or one social and one environmental effect, but there must be two. A typical social effect might be: 'By engaging the employees I will be helping Cairo and the wider Egyptian economy in a small way by reducing unemployment'.

*Generally applied with some harshness by Centres. In most pieces of coursework sampled there was sufficient evidence to warrant the application of this criteria.*

4.4 Candidates are expected to consider any results they have indicated in their work or make a limited attempt at analysis and conclusion. It should be noted here that a full conclusion is not required but there should be evidence of an attempt at making a conclusion from the analysis.

4.5 Candidates can gain this criterion through the statement of a hypothesis and then either proving or disproving it. When using a questionnaire a candidate can state what they think the opinion will be and then compare that with the facts gathered from the questionnaire. Limited conclusions are required. The following example gives an indication of what is being looked for. 'The cash flow gave an estimate of the amount likely to be made and spent in the first 12 months. However the actual income and expenditure showed that £40,000 and not £30,000 had to be invested. This improved overall cash-flow.'

4.6 Candidates would develop the basic references given in 4.3 and would show that they had thought about the effects and not just described them. Again such considerations can be for the same area of different areas.

4.7 Candidates need to note that a minimum of two outcomes need to be evaluated and that there must be an indication of at least two improvements.

- 4.8 Candidates need to present a detailed evaluation based on what they have researched and written and the suggested improvements (a minimum of two) have to be justified in the light of their own findings.
- 4.9 Whilst 4.3 and 4.6 can be of a more general nature this criterion requires candidates to link the financial, social or economic effects to the suggestions they have made.

## 4330 Statistics

### Option 1 : Written Paper 1F with Written Alternative (Paper 03)

	A*	A	B	C	D	E	F	G
Foundation Tier				43	38	33	29	25

### Option 2 : Written Paper 1F with Coursework (Paper 04)

	A*	A	B	C	D	E	F	G
Foundation Tier				44	38	33	28	23

### Option 3 : Written Paper 2H with Written Alternative (Paper 03)

	A*	A	B	C	D	E	F	G
Higher Tier	80	66	52	39	28	22		

### Option 4 : Written Paper 2H with Coursework (Paper 04)

	A*	A	B	C	D	E	F	G
Higher Tier	79	66	53	40	29	23		

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.



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