

Examiners' Report Summer 2009

IGCSE

IGCSE Business Studies (4330)

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IGCSE Business Studies - 4330/1F (Foundation) & 4330/2H (Higher)

General Comments

The overall performance of candidates in this examination was generally satisfactory. Many candidates showed a good content knowledge, with answers containing analysis and evaluation. Most Foundation and Higher Tier candidates were able to write answers in context, which often helped them gain marks.

Most candidates coped well with space on the question paper/answer book. There were one or two instances where candidates used space in addition to the answer lines, in order to complete their answers. Centres are therefore 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. Centres should also continue encouraging candidates to indicate (e.g. 'continued on page 9') where an answer is continued elsewhere.

The standard of written communication was satisfactory. Even so, centres are still encouraged to keep working with candidates to ensure incorrect phrases or figures are clearly deleted, with the replacement information or figure being positioned close by.

The mark scheme again contains information relevant to centres (past reports have confirmed that the answers given in the mark scheme are **not** meant to be exhaustive)

- Each question indicates the level(s) at which it is based:
 - AO1 Demonstrate - this Assessment Objective tests the ability to demonstrate knowledge and understanding of the business term, idea or concept featured in the question. Command words such as 'Define', 'Describe', 'Name', 'List' and 'State' confirm this level.
 - AO2 Apply - this Assessment Objective tests the ability to relate answers to the context. In this Series, candidates were required to use the information provided about a bookseller. Command words such as 'Apply' and 'Give [an example in context]' confirm this level.
 - AO3 Analyse - this Assessment Objective requires selecting, interpreting or analysing an issue presented by the question. Command words such as 'Analyse', 'Compare' and 'Select' confirm the question is at this level.
 - AO4 Evaluate - this tests the ability to formulate some judgements. Command words such as 'Evaluate', 'Explain why', 'Judge' and 'Justify' confirm this level.

- The possible answers are structured using dashes and obliques ('slashes'). It is 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.

IGCSE Business Studies - 4330/1F (Foundation)

Comments about Individual Questions

Question 1

Part (a) was well answered with no one item causing particular difficulty to candidates. Part (b) was also well answered: the most difficult section proved to be (iii), but in general candidates coped well with selecting and interpreting information on the chart.

There was good knowledge shown in (c), with profits and market share often being given as the ways in which success could be measured. Part (d) was again well answered, with many candidates commenting on either the advantage or disadvantage of being in sole control, and sole use of profits was another popular effect. For example, "...there would be no-one to share the profit...he would receive all the profit unlike being in a partnership when...Second, as there would be no partner to share paying any debts, Hari will be responsible for all debts...".

It was anticipated that most candidates would find (e) quite straightforward by outlining the benefit of limited liability, but fewer than expected selected this advantage. Some confused limited companies with partnerships and therefore failed to answer the question correctly. Those who selected limited liability were usually able to extend their answers to gain two or all three marks, though there was occasional confusion between the terms 'limited' and 'unlimited'.

Question 2

Part (a) was not badly answered although the first and last examples in particular were difficult for some candidates. Part (b) was not well answered, with some confusion shown regarding the market research methods. Stronger candidates compared the pros and cons of primary and secondary research and were able to support their comments with appropriate examples.

Part (c) required candidates to make two simple statements about the effects on the business of poor quality work. Some candidates gave quite extended answers, failing to follow the command to 'state'. Loss of customers to competitors, and resultant loss of sales were popular choices, and some candidates (correctly) referred to employee-based issues such as low morale and the possibility of dismissal. Answers to part (d) were generally weak, with only a limited understanding being shown of the nature of job production. Stronger candidates were able to make statements that, because the book repairs are unique or 'one-off', job production is an appropriate method (or batch and flow are inappropriate). An example of a good answer is "...as job production is produced for a single customer...it will suit Hari's business as most of the books will be unique...".

Part (e) was also not well answered. Whilst there was knowledge shown of both batch and flow production methods, few candidates applied this knowledge effectively to the given situation that a new catalogue is printed every month and will contain information that changes regularly (because it contains information on current books for sale). Comments such as "In batch production, limited amounts of the catalogue only are needed..." and "...the catalogue can be recreated each month because there will be new books for sale..." gained marks.

Question 3 (Question 1 on Paper 2H).

This question is common to both Foundation and Higher tier papers. It was well answered. Part (a) proved quite straightforward for most candidates, although answers to (iii) were often limited to the words 'loss' and 'profit', with the amounts being omitted.

Part (b) was generally well answered although many candidates lost what should have been an easy two marks by not mentioning 'output' or 'production' (or similar) in their answers. Fixed costs do not 'stay the same', certainly over a period of time - they stay the same (in the short term) regardless of output. Similarly, candidates must explain that variable costs vary according to output (not to price). Clues were given in the stem to (c) - employing experts (therefore a wage or salary) and using leather to re-bind books. Many candidates used these as examples when answering the question. Rent was a popular alternative to employee salaries.

Part (d) was also well answered, with wages/salaries, bonuses and commission proving the most popular selections given. Many candidates struggled with part (e). Although they generally knew Maslow's hierarchy of needs, many were unable to explain why financial rewards are not fully motivational in themselves. The better answers referred to where pay is positioned in the hierarchy, with reference to the higher order needs and their importance.

Knowledge of budgeting in (f) varied widely. Not many candidates used budgeting-related terms such as 'plan', 'control', 'coordinate' or 'motivate' in their answers, although a number explained indirectly these features in the context of the business. An example of a good answer is "A budget is a financial plan...would help the business to control the money being spent...able to cut all the unnecessary wasted money and expenditure...get an idea of how much money needs to be invested and where it will come from...".

IGCSE Business Studies - 4330/2H (Higher)

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

Comments about Individual Questions

Question 2

Part (a) was generally quite well answered. Popular responses were to argue that loss of customers and loss of sales would occur, and some stronger candidates referred to the possible effects on employee morale and stability. Comments such as "Customers expect the quality of books to be high, and won't be impressed if the catalogue isn't of a high quality...they will think that is the catalogue is poor quality, the books will be the same..." illustrate how candidates gained marks in addition to the simple statements concerning loss of sales and customers.

Part (b) was not well answered. Many candidates failed to appreciate the nature of the catalogue, ignoring that it is printed every month. Stronger answers made points that recognised the unsuitability of the other methods. For example, "Because the catalogue's contents will change regularly, flow is not appropriate because...", "There is probably no high national demand for rare books, so flow isn't to be used..." and "Job production is not relevant because they will need to print quite a few catalogues that will be the same".

Part (c) also proved testing for many candidates. The less able candidates concentrated on describing each of the functions mentioned in the question, which did not of itself gain many if any marks. Better candidates gave illustrations by 'telling a story'. For example, "Misha will tell Doug what production has taken place so Doug can enter new books in the catalogue. Then Doug will advise Hari so he can update the website..." and "Because Hari is in charge of finance, he will work closely with Misha when checking the costs of production and telling Misha what can be spent on...".

Question 3

This question is designed to be the most challenging faced by candidates taking this paper, candidates being expected to use the skills of analysis and evaluation.

Part (a) was an easy start for most candidates. Use of profits was probably the more popular option, with candidates concentrating on sole use. Part (b) again referred to profits, together with customer satisfaction, as means of judging success. Most candidates outlined the importance of each, although only the stronger ones developed their answers to explain why each is an important measure of success. For example, "He can use profitability ratios, which are measured by...Because he is a sole trader, profits are Hari's income...the main objective of a sole trader is to make profit...It helps to have a good reputation...wins customers from competitors...a successful business must have enough customers and will try to increase their numbers so market share will increase".

Part (c) was often well answered. Most candidates showed an understanding of both primary and secondary methods of market research, with the stronger ones applying each to both the given situations (selling the maps; renting next door's shop): for example, "he can ask existing customers about whether they would be interested in buying the maps...an internet search for other map sellers...by being next door to the

shop for rent, Hari can observe...he can try to find out rent costs from checking the local paper...".

IGCSE Business Studies - 4330/03

General Comments

The general level of performance remained consistent this year as candidates appeared to consolidate their understanding of the four assessment objectives when responding to most questions. A satisfying number of candidates were scoring in the 20 plus area and in this series candidates performed better on question 2 than on question 1.

Out of an entry of just over 1,800 candidates there were approximately 375 scripts that included additional paper to complete their responses. It is accepted that there will be times when an attachment is necessary, e.g. when a candidate changes their whole response to a question, however the number of lines given to each question has been increased in recent series and will be sufficient in most cases.

As with previous series, the following table relates to the command words used in the questions. These command words are related to the Assessment Objectives - this list ties each command word back to its Assessment Objective with a brief explanation of its meaning and intent. It is satisfying to note that some candidates are now highlighting the command words on the paper and a few showed sound evidence of planning before beginning to write the response.

Advise (AO4)	Suggest ways of solving a problem; benefits and drawbacks for each suggestion supported by evidence
Analyse (AO3,AO4)	Break something down into its parts to show cause and effect
Apply (AO2)	Use knowledge and apply it to a commercial situation/problem
Assess (AO4)	Weigh up two or more arguments/possible solutions, state the pros and cons and draw a conclusion - another way of asking for <i>Evaluation</i>
Calculate (AO2)	Work out answers using arithmetic, working should always be shown.
Compare (AO3)	Note the similarities and differences drawing on your knowledge of business, may require a conclusion supported by the evidence.
Consider (AO4)	Think carefully about or take into account when making a judgement - not just a statement of knowledge.
Decide (AO4)	Make a choice between options available and support your choice with relevant evidence.
Define (AO1)	State the meaning of a term as clearly as possible and support with an example.
Demonstrate (AO2)	Either show your understanding of a business idea or how the idea can be applied to a problem.

Describe (AO1)	Use your own words to show what something is or how it works - paint a word picture.
Discuss (AO3, AO4)	State both sides of a problem and draw conclusions.
Evaluate (AO4)	Weigh up the pros and cons of a situation/problem and then draw conclusions (making judgements).
Examine (AO2)	Look at a situation/problem applying your knowledge and using appropriate information.
Explain (AO3, AO4)	Can be used at different levels - expand something clearly by providing detail.
Give (AO1)	Similar to <i>State, List, Identify</i> or <i>Name</i> , requires you to show your knowledge.
Give an example of (AO2)	From your knowledge, case study or other information.
How (AO2)	How something works or is applied to a situation/problem.
Identify (AO1)	See <i>Give</i> .
Justify (AO4)	Confirm a conclusion or judgement by reference to evidence/case study.
List (AO1)	See <i>Give</i> .
Name (AO1)	See <i>Give</i> .
Organise (AO3)	Arrange systematically or order.
Outline (AO1)	A brief description of a concept, problem or theory.
Select (AO3)	Choose from a number of options.
Show (AO1, AO3)	See <i>Explain</i> .
State (AO1)	See <i>Give</i> .
Suggest (AO4)	Put forward your ideas relating to a commercial problem.
What is (AO1)	See <i>Define</i>
What would be (AO2)	What would happen if something occurred
Why (AO2)	See <i>Explain</i>

There was no evidence that candidates had insufficient time to complete the paper and it is encouraging that many candidates made good use of the time available to think through their responses. The number of candidates not attempting any question remains 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, i.e. 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.

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

Candidates should be reminded that repetition of information in either the stem to the question or in the question itself will not be credited, irrespective of how well this information is disguised.

Comments about Individual Questions

Question 1 (a)

The most able candidates gained both marks from this question whilst others struggled. There were a number of incidents where candidates reversed their responses between parts (i) and (ii).

Question 1 (b)

There were many responses that gave detailed knowledge and description of the induction process but the question required them to **apply** that knowledge to Sereena and her employer. Whilst most candidates managed to apply this knowledge to Sereena too many candidates did only this and did not mention the employer. This limited the maximum number of marks they could obtain to three.

A typical one mark response was, *"...introduced into the working environment because before she was in a small company and is now in a much bigger one."*

In the next response there is material worthy of more than the three marks it was given, but it only applies to Sereena and not to the employer - "*...where they work and look around the company...tell her about company history and explain security procedures...what Sereena should do if there is a fire...all of this will make Sereena feel much more comfortable.*"

Another candidate wrote, "*Sereena is going to have more profit than some other employee but her employer aren't going to feel command because they are going to give her induction training, so it is going to give good benefits for both of them.*" This was not worthy of any marks and there were many responses that were of a similar nature.

There were a number of misconceptions that appeared in many responses. The first was that one benefit for Sereena would be that she would make friends with her colleagues who would then like her. Another was that Sereena would be taught how to use various items of office equipment as part of her induction training. Other candidates appeared not to be able to differentiate between induction and on-the-job training.

Question 1 (c)

Even the best candidates appeared to have problems with this question. The responses basically split into three distinct types. There were those candidates who attempted to answer the question, candidates who re-wrote the stem and the question as their response and finally candidates who attempted to analyse the information about the tourist trade in China that was given in the stem, e.g. that the income from the tourist trade would increase - the evidence appears to suggest that it was the latter group that made up about half of all responses.

Candidates who had knowledge of market segmentation tried hard to use it but often they ran out of steam and gave a general rather than a specific response with an inability to develop the basic point they first made. An example of this would be the candidate who wrote, "*Most visitors who go to Chine are middle age because China attraction most are historical so children are not interested.*" This was given one mark and could have been developed by a reference to that segment having a higher income or more disposable income.

One of the few responses to score all five marks follows with an indication of where the marks were given - "*Especially young people would visit china because of at this time the Olympic Games (1) are the greatest attraction (1). There would still be older visitors (1) because they are more interested in historical things like the Great Wall of China (1). Nearly only people with a high income (1) visit China because it is very expensive (for the flights alone) (1).*"

Question 1 (d)

This is an AO4 question and as such requires from candidates judgements and/or evaluations. The question did, however, discriminate well between the strongest and weakest candidates.

The best responses came from candidates who **briefly** stated what the 4Ps were and then proceeded to make appropriate judgements about their use in the two stages they had selected.

Many candidates described the product life cycle and did not answer the question about how marketing mix decisions would be affected by the stage of the cycle. Some candidates made it more difficult for themselves by not identifying the stage they were referring to. Some candidates gave long descriptions of the 4Ps – this was not required. One candidate had four pages of description of the four Ps as an attachment without gaining a single mark. There follows a typical response that was not worthy of a single mark – *“ Saturation and decline are the two stages of the product life cycle that could be used to make decision about the marketing mix because it is the term where the product stops being consumer so seller need more new idea to make profit.”* All of this is taken either from the stem, the diagram or the question.

Very few candidates scored all five marks but this response was given four marks – *“ Development stage is where the product is being developed and market research is carried out to check the trends for this product and to find out what customers want...in the decline stage decisions will have to be made about what will replace the product now being sold.”*.

Question 2 (a)

The majority of candidates scored three or more marks on this question. The knowledge of economies and diseconomies of scale appears to have been well taught and well learnt.

Question 2 (b)

Candidates applied their knowledge better to this question than they did to 1 (b).

The most common error was to compare paper-based methods with electronic methods and this was not what the question asked. Other candidates talked in general terms about barriers to good communication; again, this was not what was required by the question. It has to be repeated - candidates must answer the question that is asked not the one they think or hope has been asked.

Many candidates gave responses that basically said it was ‘quicker and easier’. This report has stated before that such responses will not score marks but will score marks if candidates say *why* or *how* it is quicker and easier.

The most common reasons given for the continuation of paper-based methods were to do with security, delivered to the recipient, used for legal purposes (contracts), a formal method, can be filed, not all business will have the equipment for electronic communication and it is hard copy. There were, however, few candidates who scored the full five marks.

The following response was given three marks – *“...is real evidence for a business and can be kept for a long time . . . can stop misunderstandings . . . some business documents require a real signature and this is found on paper such as letters...”*.

Question 2 (c)

This question was generally well answered by all candidates and discriminated well. The most common groups selected were shareholders, government and employees. Some candidates did themselves a disservice by only giving a response relating to one

group even though the question clearly asked for two groups thus limiting themselves to a maximum of three marks.

The following gained four marks and is typical of responses that used shareholders and employees - *"Shareholders would be very interested in those final accounts to see how high their dividend would be and whether they should sell the shares they have or buy more shares . . . Employees would be interested to see if the company could continue to pay their salary and whether they would have to worry about their jobs or not."* An additional piece of analysis for either the shareholders or the employees would have given this candidate the full five marks. For shareholders this could have been that the final accounts would give them information on the financial strength of the company and for employees the likely chances of the company surviving.

Few candidates scored no marks on this question.

Question 2 (d)

Some candidates did not begin the question by stating what type of business organisation they were talking about. It was a surprise that most candidates did not select a private limited company from the information they were given. Some candidates appeared to confuse private limited with public limited. By choosing the latter they seriously affected their ability to gain marks although most who did choose this option managed to gain at least one mark through an appropriate reference to limited liability.

The best responses were those where candidates, having selected a private limited company, then used the information in the stem to structure their own response by evaluating why a private limited company would help with the requirements that Samantha and Robert had.

IGCSE Business Studies - 4330/04 (Coursework)

In this series only two centres entered candidates for this option. Both these Centres have received detailed reports.

As in the previous series', the intention of this report continues to be to give guidance on the application of the coursework criteria to assist any centre in its decision whether to enter candidates for coursework instead of the 03 paper.

Centres should note that where the marketing coursework is undertaken it is not necessary for candidates to include a copy of every questionnaire they have administered. 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.

As with previous series, the following information relates to the assessment of coursework.

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. 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.
- 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.
- 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.
- 1.7 Candidates have to consider alternatives from a knowledge and understanding perspective. Taking as an example measuring success, 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, but 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.
- 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 - they must show how this legislation will impact upon their issue or problem.
- 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.
- 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.
- 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.
- 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.
- 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 effects. 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.'
- 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 or 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.

Grade Boundaries - June 2009

Option	A*	A	B	C	D	E	F	G	U
1 (03 & 1F)	-	-	-	49	44	40	36	32	-
2 (04 & 1F)	-	-	-	51	46	41	36	31	-
3 (03 & 2H)	82	69	56	44	35	30	-	-	-
4 (04 & 2H)	83	70	57	45	37	33	-	-	-

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