



# Examiners' Report Principal Examiner Feedback

November 2023

Pearson Edexcel International GCSE  
In Business 4BS1 02

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## PE REPORT ON GCSE INTERNATIONAL BUSINESS STUDIES 4BS1 02 – NOVEMBER 2023

### GENERAL COMMENTS

Candidates appeared to have found this paper accessible and were able to complete the paper in the given time. For the majority of the questions candidates were well prepared and were able to apply their knowledge, analyse and evaluate to answer the questions. However, a number of candidates are still struggling with the 'State' questions.

Many candidates had gained a great deal of business understanding from studying the course and this was apparent in the answers given. However, there are still candidates who are answering the questions detailing their knowledge of the topic without giving any application, analysis, or evaluative comments. This does restrict the candidates' access to the full range of marks. The scenario of *Kraft Heinz* a real-life business, perhaps interested the candidates which meant that they were able to relate their comments to the business.

The mark scheme includes the Assessment Objectives to help in the preparation of candidates for future examinations. Just to reiterate, that all four of the Assessment Objectives (AO's) are covered throughout the paper and the percentage breakdown of each AO can be seen on page 7 of the *Getting Started for Teacher's Guide* and page 22 in the *Specification*. Also, on page 32 of the *Teacher's Guide* and page 31 of the *Specification*, are examples of the command words used that indicate which of the AO's are being tested. For example, in question 2 (f) and 3 (e) the command word is 'Justify' and the Assessment Objectives being tested are AO2 - application, AO3 - analysis and AO4 - evaluation. Candidates are asked to write an extended answer, using information provided in the scenario and stems of question, to recommend one of the two options to a business.

It is important that candidates take into account the marks allocated for each question, giving them guidance on the amount of detail they need to answer the question.

It is also worth mentioning, that the examination paper is marked using the online 'ePen' system, therefore candidates must indicate if they have continued their answer somewhere else on the paper or have added additional sheets. Although many candidates did follow this information there were still a number who did not. The examiner may not realise that a candidate has continued writing somewhere else on the paper unless it is made clear. Also, candidate should only use the lines given in the question, continuing another line may also not be read by the examiner. For those candidates that used additional paper, their response to the questions must be clearly identified on the paper. Sufficient lines are given for candidates

to answer questions. It is also important that candidates clearly label the additional pages to show which question they are continuing with. Examiners are unable to guess if a candidate has continued the answer somewhere else. Candidates must clearly indicate by using 'continued', 'contd page ....' or 'see separate sheet'.

There are also some candidates who do not follow the instructions of the examination paper, for the first six multiple choice questions candidates are given the instruction to mark an 'X' in the box. There are some candidates who are using 'ticks'.

Questions can be taken from any part of the specification; therefore, centres should ensure that all sections are covered so that they do not disadvantage any candidates. From the work seen it appeared that some candidates had not covered the full specification.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Question 1

All the multiple choice questions were answered well by candidates with well over 60% of the candidates, showing a clear understanding of the topics covered.

In part 1 b - this question was not as well answered by the cohort with only two fifths of the cohort gaining the mark available, candidates should try and avoid using the term in their response. From samples seen some candidates only gave part of the definition by mentioning using labour. More detail is required to gain the mark available.

In part 1 c - another define question, candidates had to define, trade bloc. Less than a quarter of the candidates gained the mark for this question. Again, a number of candidates gave a very brief definition of the term, a group of countries, which is correct, but does not include why they join together.

In part 1 d - this is the first of the 'State' questions where candidates must relate their response to the business. Just over a tenth of the candidates gained the mark available. Although from the responses seen candidates gave a valid reason for training its employees using on-the-job but did not put it in context of *Kraft Heinz* and therefore did not gain the mark. Also, just using the scenario in the response will not gain a mark as *Kraft Heinz* is in the question.

In part 1 e - a calculation question where candidates had to calculate the total pay an employee would receive once the bonus is added. Over four fifths of the cohort gained the two marks available for the calculation and less than a tenth gained one mark. Candidates should be aware that if the question asks for two decimal places and their response has three decimal places they will not gain all the marks available for the question. It is worth reiterating to candidates to show their workings within the box, as they may have the correct formula, which would gain them a mark but then make a calculation error. Candidates should be reminded that there is a line at the bottom of the box for their response. This makes it clearer and easier for the examiner when marking. From the responses seen some candidates had their answer within their workings, which was not always easily identified. It is also worthy of note that if the question asks for a calculation to two decimal places, then marks will not be given for a response that only gives one decimal place. Also, candidates should take care with their writing of certain numbers e.g. the writing of the figure 4 sometimes looks like a 7.

In part 1 f - a question where candidates could have developed their answers more to gain the full 3 marks available. Nearly half of the candidates gained either two or three marks, showing some understanding of the purpose for a business of the

statement of financial position. The question asked for one advantage as opposed to two, and the response did not have to be in context. Some candidates did give more than one advantage and for some candidates there was confusion over what a statement of financial position is and a number of responses seen mentioned that it enables more money to be put into the business.

In part 1 g - this is the first question in the paper which is marked by levels. Candidates were asked to analyse the benefits to *Kraft Heinz* of using social media to collect market research data. To gain the marks available candidates needed to apply the information and then analyse. Unfortunately, a large number of candidates gave very detailed response of the benefits of using social media but not in the context of collecting market research data and therefore did not gain the marks available. Some candidates repeated the information from the stem which is also not worthy of a mark. Just 15% of the cohort gained a Level 3 marks and approximately half gained a Level 2 mark. It is important that candidates read the question several times to ensure that they know what they are answering.

## Question 2

In part 2 a - another 'State' question where candidates were asked to state one task that the human resources would carry out at *Kraft Heinz*. Again, as mentioned previously candidates were able to state one task that the human resources would carry out but not relate it to *Kraft Heinz* and therefore did not gain the mark available. Less than a tenth of the cohort gained the mark available.

In part 2 b - a 'State' question, candidates were asked to state one financial objective *Kraft Heinz* might have. Candidates were able to give some valid reasons but again did not relate it to *Kraft Heinz*, with just over ten per cent gaining the mark available. On these type of questions candidates should be encouraged to ensure that it is related to the scenario of the paper, to enable them to gain the marks available and avoid using the name of the business.

In part 2 c - the question is 'explain' question and therefore candidates do not need to put it in context. The concept of why some businesses use crowdfunding as a source of finance was understood by most of the candidates with just over a quarter of the cohort not gaining a mark, and just under a fifth of candidates gaining the full three marks available.

In part 2 d - Another 'explain' question, so candidates did not have to put it in context. From the responses seen some candidates confused why a business would use retained profits to purchase goods and services. Nearly a third of the cohort did not gain a mark and a fifth gaining the full three marks. A number of candidates referred to shareholders would not be happy which is not relevant to using retained profit.

In part 2 e - most candidates had an understanding of the reason why the quality of goods manufactured by a business is important and were able to develop their answer to gain the marks available. Well over half of the cohort gained the three marks available, showing sound knowledge of why the quality of goods is important.

In part 2 f - the first question where candidates had to choose between the two methods of promoting its sales. Most candidates understood that they had to justify why they had chosen one option as opposed to another. However, a large number of candidates gave very detailed descriptions of the two options, which was knowledge and therefore they did not gain any marks. Most candidates were able to justify one of the options. Less than five percent of the candidates did not gain a mark on this question with most candidates gaining a Level 2 mark.

### Question 3

In part 3 a - a definition question where candidates had to define the term public limited company. This question was not as well answered as expected, with nearly three quarters of the cohort not gaining the mark available. Again, as mentioned candidates must be clear and give a full definition of the term to gain the mark. Most mentioned that public bought shares.

In part 3 b - this question seemed to challenge candidates with nearly three quarters of the cohort not gaining a mark. Candidates had to outline one impact that would come from *Kraft Heinz* of using robotic technology. A number of candidates described what robotics was, this is knowledge and therefore did not gain them any marks, even though the description was accurate. The response needed to include the scenario as the marks allocated are for Assessment Objective 2, application. Over three quarters of the cohort gained one mark for this question.

In part 3 c - candidates should be encouraged to show their workings as advised in the question, as they could gain a mark for the formula, even if the actual answer is wrong. Nearly three quarters of the candidates were able to calculate the decrease in Waste to Landfill in metric tons. It is also worth reiterating to candidates that they should take care to ensure that their figures are easily recognisable, in some cases the writing of candidate's number 4 and number 9 could be confused by the examiner.

In part 3 d - this question asked candidates to analyse how *Kraft Heinz* could benefit from reducing its waste. Nearly half of the cohort gained a Level 2 mark. Some candidates referred to how customers could reduce their waste. Candidates should be encouraged to read carefully the question so that they fully understand what is being asked.

In part 3 e - again another option question where candidates have to justify which one of the two options would be more suitable for *Kraft Heinz*. As in question 2 many candidates described both methods of recruiting new managers giving the advantages and disadvantages. As mentioned earlier, there are no knowledge marks available for this type of question. Again, from the responses seen a number of candidates gave detailed descriptions of the two methods, which was a great pity. Candidates should be encouraged to analyse and evaluate the two options to enable them to gain the higher marks, or they could just analyse and evaluate one of the options. Just over half of the candidates gained a Level 2 mark, with nearly a fifth of the cohort gaining a Level 3 mark. It may help some candidates gain the higher level if they actually gave evaluative comments as to which option would be more suitable.

#### Question 4

In part 4 a - the final calculation question of the paper nearly four fifths of the cohort gained the full two marks for this question. Again, candidates should be encouraged to include their workings, so that if the final answer is incorrect, they could get one mark for the calculation. As mentioned earlier, some candidates may have lost marks due to the examiner being unable to read their figures.

In part 4 b - most candidates were able to gain some marks on this question, with a third of the cohort gaining a Level 2 mark. However, nearly a third did not gain a mark on this question, this may be because again the question was not read correctly, and they gave benefits to *Kraft Heinz* of being located in a particular country. The question asked for the benefits to the country not to *Kraft Heinz*. As, previously mentioned, and indicated in the 'Getting Started Booklet', page 32 an analyse question is looking for application and analysis of the benefits to the country. Some candidates made relevant points about bringing down unemployment figures as one benefit, another one was that *Kraft Heinz* would be paying various taxes which would help the finance of that country.

In part 4 c - It is worth pointing out to candidates that this question does carry the most marks and they should allow sufficient time to answer it with all four of the Assessment Objectives being covered. A number of candidates only completed a few lines and therefore did not gain many of the marks available. Some candidates are using bullet points or numbered format, this will not allow them to gain the higher level marks because they may not have analysed or evaluated the points made.

Candidates were asked to evaluate the importance to *Kraft Heinz* of using a variety of different methods to advertise to its customers. A variety of valid comments were made by candidates, different methods attract different types of people. However, they then failed to develop these points and justify their decisions to enable them to gain the higher level marks. Nearly four fifths of the cohort gained a Level 2 mark and just over a tenth of the cohort gaining a Level 3 mark.



Some candidates continued on additional paper, which is acceptable, but if there is no indication on the examination paper that they have done so, valuable marks could be lost. As mentioned at the beginning candidates must let the examiner know that they have continued their answer, simply by adding the word 'continued', or 'contd' or something similar is acceptable.