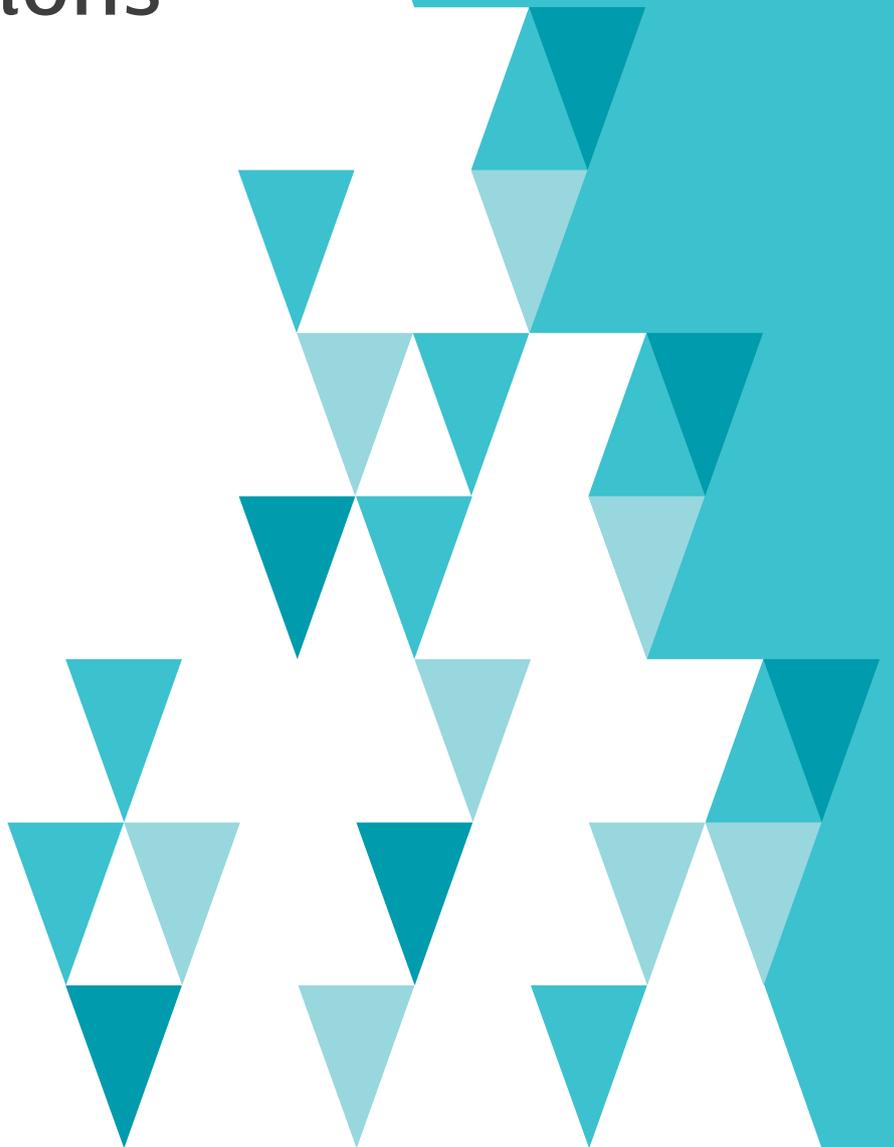# GCSE

Chief Examiner's and Principal Moderator's Report

Business Communications Systems

Summer Series 2019

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's section on our website at www.ccea.org.uk.

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GCSE BUSINESS AND COMMUNICATION SYSTEMS

Chief Examiner's Report

In Summer 2019 candidates sat the first series of examinations for the new revised GCSE Business and Communication Systems. A very pleasing outcome was achieved from candidates, addressing various aspects of the specification, allowing them the opportunity to demonstrate knowledge and understanding, application of knowledge and understanding, analysis and evaluation of findings.

The examining team were pleased with the quality of answers from the majority of candidates. A positive approach was taken at all times by the examining team when assessing the answers provided by candidates, including those with poor and illegible handwriting. The candidates are to be congratulated on their use of subject specific terminology in this year's examination papers.

Assessment Unit 1　　Software Applications for Business

The examination for Unit 1 is based around tasks carried out using the pre-release data files.

Many candidates appeared to understand the tasks and what was required of them. Candidates seemed to be familiar with the terminology used throughout the examination paper. Printouts were generally presented in the correct order and clearly labelled, however, this was not always the case and centres should ensure that this is done to aid the marking process.

Question 1 (Using Word Processing/Desktop Publishing Software)

This task required candidates to create a flyer and most candidates successfully completed each part of the task and were able to access the majority of the marks available. However, some candidates lost marks for not having included all the information, which was required. Others lost marks for spelling and capitalisation, design of the flyer and not using effective fonts or styles.

Question 2 (Using Spreadsheet Software)

This activity asked the candidates to develop a spreadsheet and to create a graph.

Part A

The majority of candidates managed this task well and were able to correctly use formula correctly. Most candidates could successfully enter text, figures and formulae and carry out formatting, while others failed to copy the text and numbers correctly from the paper and placed all figures in currency and not just those identified in Part (d).

It was pleasing to see that the use of the IF statement was correctly applied by a significant number of candidates. The application of absolute cell referencing was also well done by a significant number of candidates but a significant number of candidates did not attempt this. Unfortunately, not all candidates printed out both the data and formulae sheets, and whilst the data sheet appeared correct the absence of the formulae sheet resulted in formulae marks being lost. Candidates should ensure that both printouts are presented on one A4 page each. Some candidates lost a mark for not including 'Northern Ireland Properties Task 2 Part A' in the footer as asked in Part (j).

Part B

Most candidates successfully created a Bar Chart and included a title, logo, appropriate axis labels and data values, however a few candidates failed to place the chart on one A4 sheet as required.

Question 3 (Using Database/Word Processing Software)

This task asked candidates to modify the structure and contents of a database, carry out two searches, create a relationship and complete a report. Candidates should be aware that the modifications to the database must be completed accurately. Spelling mistakes and incorrect use of capitalisation resulted in a loss of marks. Some candidates failed to carry out all the criteria for the searches and also failed to print the correct field names. When asked to create a "one to many" relationship it was to be printed as a relationship report, some candidates failed to do this which lost them a mark. The report was well handled by most candidates but some lost marks for not showing the field names fully, inserting the correct title for the report and some did not created a report which was professional in appearance or did not print the report landscape.

Parts (i), (j) and (k): Marks were awarded for knowledge of letter design. Not all candidates included the date in an appropriate format or in the correct position in the letter and therefore lost a mark. Most candidates used appropriate features in their letter e.g. salutation and closure; spacing for a signature and paragraphing. Some candidates were unable to demonstrate an ability to carry out all stages in the mail merge. Often the standard letter showing the merged fields was not printed.

Quality of Written Communication (QWC) for candidates was assessed in Part (j). Most candidates failed to gain maximum marks for QWC mainly due to spelling mistakes and poor letter layout. Centres should note that exemplar letter layouts are available on the relevant CCEA website.

Task 4 (Using Multimedia Presentation Software)

This task asked candidates to create a short presentation consisting of three slides. Candidates were able to use appropriate multimedia presentation software to successfully create their presentation. Some of the candidates were able to access some of the marks for explaining the meaning of 'Primary Key', 'Foreign Key' and 'Boolean Data Type' but a lack of knowledge of these terms was present throughout. Some candidates lost marks for spelling and capitalisation of the titles. Printing two slides in handout mode and one in full size was completed successfully by the majority of candidates, however, a few candidates did not print the correct slides.

Assessment Unit 2   The Business Environment

The examination for Unit 2 is based on structured questions. Overall, performance was mixed with some candidates achieving a high standard showing an excellent command of the knowledge required. To achieve maximum marks candidates need to explain points – many candidates lost marks in 4 or 6 mark questions because they did not explain or analyse. There appeared to be a small proportion of candidates who did not complete various sections of the examination paper. It is important to note that candidates need to prepare for this examination in advance, manage their time effectively and improve their 'explanation', 'analysis' and 'evaluation' skills, in order to enter into the top mark band.

There was no evidence of candidates having insufficient time to complete the exam. Marks were awarded for quality of written communication in Question 2(d) and Question 3(b) but unfortunately, too many candidates lost marks through the making of very basic errors in spelling, punctuation and grammar.

Task 1

(a) Most candidates answered this correctly. Some candidates lost the mark by only stating 'Limited Company'.

(b) This was well answered with candidates explaining two advantages of this type of business ownership. Some candidates lost a mark by not fully explaining the advantage.

(c) Quite a few candidates could not name the two legal documents. Some candidates only got 1 legal document correct.

(d) Most candidates answered this correctly.

(e) Most candidates were able to name and explain two methods of recruitment methods. Some candidates were not able to analyse the two methods and so therefore lost 1 or 2 marks.

(f) Most candidates were able to name and explain two methods of selection methods. Some candidates were not able to analyse the two methods and so therefore lost 1 or 2 marks.

(g) This question was answered well by candidates. They were able to explain one advantage and one disadvantage to Quality Cars Ltd of using a website for its business. Candidates lost marks by not fully explaining the advantage and disadvantage.

Task 2

(a) This was very well attempted, though quite a few candidates could not correctly give two reasons why staff training is important.

(b) This was very well attempted, though quite a few candidates could not   correctly explain two benefits to Molly of providing staff training. Some candidates lost a mark by not fully explaining the benefit to gain the second mark.

(c) This was well answered with the majority of candidates gaining full marks. Define what is meant by off-the-job training and give one example of how Molly could do this.

(d) Most candidates were able to attempt and answer this question. It caused problems for many candidates as it was obvious that they had not read the question correctly. As a consequence, they were then unable to get full marks as some candidates thought that it was Molly doing the training and not Molly providing the training which the question asked. This resulted in few getting more than 50% of marks allocated to the question. Quality of Written Communication (QWC) for these candidates was in this question. Most candidates failed to pick up maximum marks for QWC. Spelling mistakes, along with poor punctuation and grammar were very common.

(e) Most candidates answered this correctly and received full marks. Some candidates confused this with shareholders.

(f) This was fairly well answered. Most candidates could identify and describe two stakeholders who would have an interest in Legoshapes Summer Scheme. Some of these candidates lost a mark by not fully describing the stakeholders to gain the second mark.

Task 3

(a) **(i)** The majority of candidates could explain one advantage and one disadvantage of primary research to Maltida.

 (ii) The majority of candidates could explain one advantage and one disadvantage of primary research to Maltida.

(b) Most candidates were able to attempt and answer this question, analyse the impact digital technology could have on the market research process for Teacake Delights. It caused problems for some candidates as it was obvious that they had not read the question correctly. As a consequence, they were then unable to get full marks. This resulted in few getting more than 50% of marks allocated to the question. Quality of Written Communication (QWC) for these candidates was in this question. Most candidates failed to pick up maximum marks for QWC. Spelling mistakes, along with poor punctuation and grammar were very common.

(c) The majority of candidates were able to define 'Advertising' and 'Sales Promotion'. Some candidates lost a mark by not fully giving a full definition.

(d) This was fairly well explained what is meant by contactless payment and describe two benefits to Teacake Delights of using this method of payment. Some of these candidates lost a mark by not fully describing the two benefits to Teacake Delights to gain the second mark.

Principal Moderator's Report

Assessment Unit 3   Developing Digital Solutions

The first submission of the new revised controlled assessment for BCS was completed to a high standard and the team was encouraged by the standard of work produced by many candidates. The scenario was well embraced by most and the majority of centres approached this piece of controlled assessment with confidence. However there were a few centres who didn't fully understand the scenario, it stated that this was Sam's only form of sales so he had no shop. This meant that there should have been a means to buy from the website. Candidates were meant to create an e-commerce website and not an e-business website. It was also noted that some tasks had been completed in the legacy structure; this must be immediately addressed by these centres.

A few administrative points need to be addressed by some centres:-

- The work submitted should be in rank order according to candidate total score and not by candidate number.

- It is essential for centres to include the CCEA Cover Sheet for Samples, which is available on the CCEA website. The Cover Sheet for Samples must clearly identify the centre number and candidate number with the mark awarded for each piece of controlled assessment submitted.

- It is essential that marks recorded on the cover sheet match the marks that have been electronically submitted. This was not the case for some centres. Totalling the marks was also incorrect in some samples by the assessors which in many cases was to the disadvantage of the candidates.

- It is vital that the top and the bottom candidate are included in the sample.

- It is essential that the work is submitted in task order.

The moderation team saw some excellent annotated work and this really helped with the moderation process, however there was a few occasions were this was not completed and this does hinder the moderation process, especially in Task 2(c), as it becomes difficult to see what exact features the candidate has completed. Annotation on Task 2(c) can be completed by either the candidate or the assessor but it MUST be completed by someone to identify the features which have been used.

Overall this year most centred marked within tolerance and work was of a high standard. While the quality of the work produced was excellent, centres are required to implement the following points for future submissions.

Task 1

(a) Gantt Chart: was completed well by the majority of candidates. However, some candidates failed to include an individual Gantt Chart and others failed to show and explain the amendments made to it. This task should have two Gantt Charts and an explanation of the changes made on the second Chart.

(b) Research: was completed extremely well by the majority of candidates but a few failed to include research on the costs of creating a website and didn't look at the correct number of sources required.

(c) Bibliography: this was addressed well but if the candidate is using websites they must list the dates that they accessed the site. For some candidates the Bibliography was very limited, at the bare minimum the six websites necessary to complete Task 1(b) should be identified.

Task 2

(a) Digital Storyboard: was completed well by the majority of candidates but in some cases they were limited in detail and others did not match the actual website created. If there has been a major change to the plan this needs to be identified in the evaluation task.

(b) Navigation Structure: this task was completed extremely well but a few candidates failed to identity their external linked in the structure.

(c) Website: this task was completed very well by the candidates and some very professional looking website have been created, however, a few candidates work was leniently marked and some did not have the correct features for mark awarded. Candidates should be encourages to consider the professional finish of their website and fit for purpose based on the Unit 3 Scenario provided.

(d) Costs Associated: this task was the one which was most leniently marked. For the full marks the candidates need to consider all costing associated with the website and a good explanation what the costs are for, a list should not be awarded full marks. It should also not exceed the two A4 pages limit.

Task 3

Evaluation: was completed mostly to a good standard, however, this task was too generously marked generally, were Centres are awarding mark band 3 but still have limited detail and not comprehensive as required for this mark band, this needs to be addressed. It also needs to include evaluation of their design choices, as well as their website and their own performance. It is also the task were spelling and punctuation are awarded, if there are too many mistakes throughout their completed controlled assessment they should not be awarded full marks for this task.

The teachers and their candidates should be congratulated for the professional way they have managed the controlled assessment task for this year. Overall the quality of the work submitted was very good and it was obvious that the candidates had completed a lot of research to complete the well-prepared tasks.

It is important that all Centres attend the Agreement Trial for this unit to ensure the standard and should take advantage of ongoing support available from CCEA throughout the year.

Contact details

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