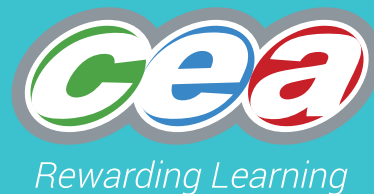


GCSE



Chief Examiner's Report Business Studies

Summer Series 2022



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 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 microsite on our website at www.ccea.org.uk.

Contents

Assessment Unit 1	Starting a Business	3
Assessment Unit 2	Developing a Business	4
Assessment Unit 3	Planning a Business	6
Contact details:		10

GCSE Business Studies

Chief Examiner's Report

Assessment Unit 1

Starting a Business

Overview

Performance was again comparable to that of the previous years. The paper proved to have very accessible language that allowed many candidates to show their knowledge and understanding of subject content. The timing of the paper seemed to be sufficient to allow candidates to attempt to complete all questions. Examination technique seems to be improving with evidence of many candidates taking time to underline command words and business terms.

Q1 Creating a Business

The first question was well answered with many candidates showing detailed subject knowledge. The initial parts of the question were all well answered with many scoring full marks. Knowledge of enterprise, characteristics of an entrepreneur, why government encourages business, unlimited liability and location were excellent and most candidates scored well in providing examples of business aims. Some marks were lost on the compare and contrast the public and private sectors question as candidates confused this with private and public limited companies. The majority of candidates were able to analyse how an aim might affect Tesco's business activity but struggled with analysing two ways in which business aims may cause conflict in Tesco's plc. Candidates confused the conflict between shareholders for how business aims may cause conflict and therefore, not addressing the question correctly which resulted in candidates not scoring very well.

Q2 Marketing

Many candidates scored well on the purpose of market research, market segmentation, how GardendotPot could use both primary and secondary research as well as evaluating a suitable pricing policy for GardendotPot. However, some candidates did not score successfully when explaining how the provisions of the Consumer Rights Act might affect GardendotPot. The final part of this question was answered very well by the candidates, when analysing the advantages and disadvantages of GardendotPot using e-business, obtaining a level 2/3 mark. Some candidates analysed the advantages and disadvantages of e-business to the customer which was not the question and therefore lost marks.

Q3 Business Operations

Some candidates found this area of the course more challenging. Many candidates were able to describe job manufacturing but struggled with describing process manufacturing. Some candidates also struggled to identify a business as a type of production. This was also the case for discussing the reasons for a changing trend across the types of production. The responsibilities of employers in the area of health and safety were discussed well by the candidates, as was their explanation and importance of quality assurance, resulting in good marks being awarded. Most candidates could attempt to define the Investors In People quality standard but found it difficult to analyse the reasons why a business would undertake the process of gaining this quality standard. The candidates confused this award with quality production of products/services and not to achieve better people management through employee empowerment and working towards continuous improvement of staff.

Assessment Unit 2**Developing a Business****Unit Overview**

Performance was again comparable to that of the previous year. The paper generally proved to have accessible language that allowed candidates to demonstrate their knowledge and understanding of subject content. The timing of the paper seemed to be sufficient to allow candidates to complete all questions. Examination technique seems to be improving with evidence of many candidates taking time to underline command words and business terms, although evaluation skills still need to be worked on.

Q1 Human Resources

The first question was reasonably well answered with many candidates showing detailed subject knowledge and understanding of the areas examined from the specification. Candidates used the space provided in the examination paper appropriately, providing necessary application to Fitness for All, in their answers. A number of candidates lacked the necessary detail for the top mark range in Questions 1(e) and 1(f).

Q2 Business Growth

Candidates provided excellent knowledge in their responses to Questions 2(a), (c), (d) and (f) in relation to signs of success, advantages and disadvantages of growth and the meaning of external growth. Question 2(e) was attempted by many candidates to explain the role of the Competition and Markets Authority (CMA) with some difficulty in expanding their answers and confusing it with other organisations. In Question 2(b) some candidates repeated the same answer when discussing their chosen factors that could limit growth of Fitness for All. A variety of answers were given for Question 2(g) in relation to the franchisee and not the advantages and disadvantages to the business, as stated in the question.

Q3 Finance

The majority of this question were completed to a good level. However, it remains evident that candidates continue to struggle with certain aspects, in particular the calculations. This was clear in the responses for Questions 3(e) and (g). There was also some confusion in Questions 3(a) and (b) as candidates mixed up hire purchase and leasing. In Question 3(f) candidates were able to explain fixed and variable costs with some finding it difficult to distinguish between the examples for each type of cost. Candidates made a very good attempt at analysing the Net Profit Percentage in Question 3(h) but lacked detail for the top end of the mark range.

Principal Moderator's Report 2022

Assessment Unit 3

Planning a Business

Once again this year the team of moderators was very impressed with the high standard of work submitted for the GCSE Business Studies Controlled Assessment Task, Unit 3: Planning a Business. It was evident that candidates were provided with an appropriate and stimulating challenge.

Booklet A: Planning

Criteria 1: Aim and specialist business terms (Assessment of A01)

The vast majority of candidates had made excellent use of appropriate specialist business terms throughout their Controlled Assessment task and thus achieved the full 3 marks. Some candidates did not use the terms in the correct context and so were unable to access full marks. The aim should be clearly stated, ensuring that all areas of the specification identified on the cover of Booklet A have been clearly referenced in this section to support Jamie with his new business.

Criteria 2.1: Action Plan (Assessment of A02)

Detailed action plans, appropriate to the task were evident in many candidates' work, which included more than 3 specific actions relating to the aim of the task. Some candidates produced simple action plans which were brief and very limited in detail. In the 'Actions' column, some candidates referred to what they 'did' rather than what they were 'going to do'. The 'Actions' column should commence with "I" to indicate that this is the candidate's own work. As these are planned actions, they should be written in the future tense. Personal target dates were sometimes omitted or were not in chronological order. The 'working log of progress' should reflect what happened when these actions were carried out, and these should be written in the past tense if carried out correctly.

Criteria 2.2: Primary Research (Assessment of A02)

Full marks for this section were awarded to those candidates where there was excellent evidence of well-designed primary research carried out by candidates with good consideration of the research aim. However, it must be clearly emphasised that candidates should not be provided with the same photocopied set of results (collated answers and graphs) and interview responses to questions. In many centres, business representatives who were interviewed provided photocopied pages of questions and answers and these were inserted into the candidates' task without any analysis of these answers being provided by the candidates themselves. Candidates are required to re-write the photocopied material in their own individual style and subsequently write up their own set of results. If designing a questionnaire or interview questions, it is expected that candidates would follow the following process:

- 1 Initially candidates should produce evidence of their own set of questions.
- 2 After sharing and class discussion, a decision can be made on the actual questions to be included (collaborative work).
- 3 Having completed the questionnaire/interview, the candidates would then create a collated set of results (individually).

All candidates should have documented clear application to Jamie's Joinery business in this section

All of the above steps should be appended to Booklet A. When a candidate is presenting their results from their primary research, they should include a brief explanation of their meaning/relevance, as this will be helpful to them when completing Booklet B.

Criteria 2.3: Secondary Research (Assessment of A02)

The majority of candidates carried out thorough and relevant secondary research with good consideration of the research aim and thus were awarded full marks for this criteria. However, it must be pointed out that many teachers provided their candidates with photocopied material from which the candidates answered their questions in Booklet B. This can be regarded as over-direction by the teacher and is against the criteria set for carrying out the Controlled Assessment. It is important that teachers encourage all candidates to independently carry out their own secondary research and not provide them with pre-printed material in order to gain research evidence. Under Section 5 in Booklet A, candidates must include evidence of research from a range of sources, ensuring that all sources are clearly documented. A number of candidates did not record the sources for the dust masks and power drill.

This section should summarise information sourced from any relevant sources; and for example may include any of the following: the internet (world wide web), social media, textbooks, class notes, newspapers, television/radio programmes, etc

It must be emphasised that three different sources must be used for each of the aims and one source provided for the finance section.

All of the above should be appended to Booklet A. When a candidate is presenting their results from the research, they should include a brief explanation of their meaning/relevance, as this will be helpful to them when completing Booklet B.

Criteria 3: Research Findings (Assessment of A03)

This section provides a record of information that candidates will need to complete their research. The candidates should document each of these sources. They need to ensure that website addresses are clearly documented if using web site sources. The majority of candidates demonstrated an ability to present their findings in a highly effective way. The research was appended at the back of Booklet A and a range of presentation methods were used which were appropriate to the aim of the task, thus gaining full marks for this criteria. Those candidates who merely presented some results of their research findings in a very basic way were credited with a Band 1 mark.

All of the above should be appended to Booklet A. When a candidate is presenting their results from the research, they should include a brief explanation of their meaning/relevance, as this will be helpful to them when completing Booklet B.

It is worth noting that the research for both primary and secondary sources could be placed together for each aim if possible.

Booklet B: Communicate Findings

This was approached in a very positive manner by the majority of candidates, with many of them providing high quality responses to the questions asked.

Q1 The majority of candidates demonstrated an excellent understanding of the three factors that will influence location with excellent application to Jamie's business. Candidates were not required to use their research material for this question.

- Q2** Again, this question was very well answered by a large number of candidates who demonstrated an excellent understanding of two rewards of risk taking for Jamie with reference to their research from Booklet A. These candidates were able to make full and clear analysis of the two rewards and thus were awarded with marks within the third Level of Response. However, it was noted that some candidates only demonstrated a limited understanding of the rewards of risk taking for Jamie and merely provided a basic explanation but failed to relate these factors to Jamie's business. These candidates were awarded marks within the first Level of Response.
- Q3 (a)** A large majority of candidates accurately calculated ratios for Jamie and were awarded the full 10 marks for this part of the question. Centres need to ensure the correct application of Own Figure Rule (OFR), as there appeared to be a misunderstanding in some centres as to how this should be correctly applied and marks awarded appropriately by the teacher. It was noted that some candidates were provided with incorrect marks by the teacher for their percentages answers when the candidates distinctively did not record the percentage sign.
- All candidates were awarded 2 marks for Question 3(a) (iii) inventory turnover, regardless of what their response was.
- (b)** This question was answered very well as many candidates were well able to fully discuss two advantages of specialisation for Jamie's Joinery with excellent reference to their research from Booklet A and thus were awarded full marks for this question. Some other candidates were unable to achieve marks outside of Level 1.
- Q4** The majority of candidates answered this question very well and achieved full marks for their evaluation of one advantage and one disadvantage to Jamie's Joinery of using on-the-job training and made excellent reference to their research from Booklet A. Some candidates only evaluated an advantage and omitted to evaluate a disadvantage so therefore unable to gain access to the higher level marks. It is important to note that an evaluation question requires the candidate to provide a conclusion to their answer as stated in the mark scheme, which was not included by many candidates.

The moderators noted that there were instances when responses to questions in Booklet B made little or no reference to the research material gathered in Booklet A. Candidates must be aware that this referencing is important if high levels of responses are to be awarded and teachers must emphasise this for future submissions so that their candidates can improve on their performance and thus achieve the highest mark possible.

Moderators also made reference to the fact that some centres are sending in work where Booklet A is not submitted in the same folder as Booklet B. By submitting both booklets in the same folder it thus leads to an ease of cross-referencing, with Booklet A appearing before Booklet B. It is important that all teachers ensure that they are fully aware of the requirements set out in the Guidance on Controlled Assessment Section of the Specification (Section 6).

Annotation still remains without doubt, a very important aspect of the moderation process. Assessment decisions were supported by annotation throughout the booklets, which undoubtedly was of great benefit to the moderation process. Some centres submitted samples of work with absolutely no annotation whatsoever, either in the form of written comments throughout the work or identification in various paragraphs where assessment objectives had been met by candidates. Constructive meaningful comments for each candidate made by teachers on the eCandidate Record Sheet certainly help to justify why marks are being awarded. It is a pleasure to moderate work where it is evident that teachers had given of their time to provide constructive comments throughout the work of the candidates, thus allowing the moderation process to function smoothly.

The moderating team noted the importance of attending or listening to the pre rerecorded Agreement Trials that are available in the Autumn term. It is also important to note that teachers pay particular attention to all guidelines provided in the 'Instructions to Teachers' booklet regarding the submission of the candidates' work. The samples requested should be placed in order of merit, starting with the candidate with the highest mark, ensuring that the top and bottom candidates are included. Samples of work should be submitted in a clear covered report file. Use of plastic multi-punched poly-pockets or loose pages stapled together are not acceptable. It is of paramount importance that all administrative tasks are carried out in a diligent manner by all teachers.

Internal standardisation continues to play a very important role in the marking of the Controlled Assessment Task. This procedure ensures that all candidates in a centre are marked fairly and consistently, especially if there are a number of teachers involved in the marking of the work.

The Sample Cover Sheet (available on the CCEA website) must be placed at the front of each candidate's work with the combined marks for Booklets A and B. It is also of the utmost importance that this cover sheet is signed by each candidate. Moderators noted that was not the case for many centres this year.

Teachers are to be highly congratulated for the professional manner in which they managed this Controlled Assessment Task for GCSE Business Studies this year especially throughout the difficult times caused by the pandemic. Teachers are also reminded that they are cordially invited at all times to avail of the advice, assistance and continued support from CCEA with regard to any aspect of the internally assessed component. Centres requesting such assistance should make formal contact with the Education Manager for GCSE Business Studies.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Arlene Ashfield**
(telephone: (028) 9026 1200, extension: 2291, email: aashfield@ccea.org.uk)
- **Officer with Subject Responsibility: Jill Armer**
(telephone: (028) 9026 1200, extension: 2426, email: jarmer@ccea.org.uk)



INVESTORS
IN PEOPLE

