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# **GCSE EXAMINERS' REPORTS**

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**BUSINESS  
GCSE**

**AUTUMN 2020**

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### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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# **BUSINESS**

## **GCSE**

**November 2020**

### **Component 1: Business Dynamics**

#### **General Comments**

This exam paper followed a similar structure to the previous GCSE qualification. Candidates demonstrated good knowledge and understanding of the vast majority of questions throughout the paper. The candidates' ability to apply their knowledge and understanding to given case studies where appropriate showed evidence of improvement when compared to the previous paper. However, there were still some candidates who gave generic responses to questions that required application and hence were unable to be awarded the AO2 marks.

Candidates showed the ability to explain in most cases, but occasionally candidate responses became a little repetitive and superficial. Very few questions were not attempted.

Early questions were answered well, with the exception of question 3 where candidates were asked to outline two features of an unlimited liability business, which caused confusion for some candidates. The best answers were produced by candidates who carefully read the questions and information, so they were able to make accurate points relating to the given case study, earning application marks.

Questions that required extended answers from candidates expected candidates to cover a range of points in their response. However, it seemed that many candidates did not fully read the questions, or read them too quickly, resulting in responses that did not answer the question in full and loss of marks for candidates. An example of this was question 8 (d) where candidates were asked to discuss the advantages and disadvantages to Bespoke Ltd and its customers of using new technology, some candidates failed to consider both customers and the business thus losing marks. Another example of this is question 11 (e) where some candidates did not answer the question, not considering any functions and received no marks.

Other questions where candidates misread the question included 9 (a) where some candidates stated the characteristics of the entrepreneur rather than the motives. It is important that candidates take time to read the questions and think about what the question is asking before they put pen to paper.

Questions requiring candidates to demonstrate quantitative skills were generally answered well with most candidates able to recall formulae and apply them to questions. The quality of written communication continues to be good, with accurate spelling observed and nearly all answers were legible and well written.

# **BUSINESS**

## **GCSE**

**November 2020**

### **Component 2: Business Considerations**

#### **General Comments**

Candidates demonstrated good knowledge and understanding of most questions throughout the paper. The candidates' ability to use the case studies provided showed some improvement compared to the previous series.

Most questions with lower mark tariffs were answered well, with a few exceptions:

Question 2 (b) (i), some candidates mixed up customer service and the sales process. Some candidates confused ethical with environmental for question 1 (a) (i). Question 1 (d) showed some misconceptions about industrial action with very few candidates able to show enough knowledge and understanding of industrial action to answer the question.

Very few questions were not attempted.

The focus for this paper is the use of the data provided in the case studies when answering many of the questions. It was clear candidates had been taught to use the information they were provided with, although the entry was small for this series, this was a positive move in the right direction. Occasionally, candidates use of the information was superficial, they need to do more than regurgitate information from the case study. Candidates must use the information to help them develop their answers further. All the information in the case studies is there for a reason and should be used to help candidates frame their response.

The extended writing questions 1 (e) and 2 (e) were questions where candidates were not always able to access all the marks due to lack of application to the case study. Knowledge and understanding marks were usually awarded, but the lack of application also prevented the candidates from achieving all the analysis and evaluation marks as the AO3 marks were focused on answers in the context given.

Questions requiring quantitative skills were generally answered well with most candidates able to recall formulae and apply to the questions. The quality of written communication continues to be good, with accurate spelling and nearly all answers were legible and well written.



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