

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE A Level in Business (9EB0) Paper 03 The economic environment and business

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.edexcel.com, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2019
Publications Code 9EB0_03_1906_MS
All the material in this publication is copyright
© Pearson Education Ltd 2019

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded.
 Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Indicative content	Mark
1(a)	Knowledge/understanding 2, Application 2, Analysis 2, Evaluation 2	
	 Migration is the movement of people from one place to another for various reasons such as economic, political and social Migration can be internal as in Chinese moving from the countryside to the cities or external as in eastern Europeans moving to western European states Skills shortages are when the particular skills required are not available in the people looking for work Migrants are often young and of working age They will be looking for work and therefore add to the labour force This helps to fill vacancies and provide the skills needed by the employers such as nurses, plumbers and carers However, migrants may not always have the skills needed by the employer Even if they do then other issues may be a problem such as language 	(8)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are developed. Judgements may be attempted.
Level 3	6-8	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen. Arguments are developed, using logical, coherent chains of reasoning. A balanced awareness of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content	Mark
1(b)	 Knowledge/understanding 2, Application 2, Analysis 3, Evaluation 3 Productivity measures the amount produced from a given amount of inputs Labour productivity measures output per person in a given time period If productivity increases then fewer resources are used and the average cost of production falls This enables prices to be cut and a competitive advantage gained which increases sales Or, price can be maintained and profit per unit increased Either way the labour becomes more valuable to the employer and is rewarded by increased pay Extract D shows both productivity and wages increasing in Sweden over the same time period With less productive labour pay is likely to be lower However, productivity is not just increased by labour alone Technology and innovation have greatly increased productivity They have also replaced labour in terms of both quantity needed and skills needed thus decreasing wages in some cases Wages are also dependent on other factors such as demand and supply and imperfections in the labour market such as unions or professional bodies 	(10)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-4	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	5-7	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	8-10	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content	Mark
-	 Knowledge/Understanding 2, Application 2, Analysis	Mark
	 require new skills may find it hard to recruit Output is restricted and may lag behind other countries which can be crucial in establishing a 	
	 in some countries but make it worse in others Extract C shows that despite skills shortages both the US and Sweden are in the top 10 for global competitiveness suggesting that it may not be an overwhelming problem 	(12)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	6-9	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	10-12	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

with the highest unemployment rates such as Gävleborg and Södermanland

- While these policies might work, they take time to implement and to produce results which does not alleviate the current problem
- Extract A also comments on the strict regulation of non-EU workers, if this was relaxed that might be a shortterm solution while the long-term supply side policies take effect.

(20)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-4	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted, but fail to connect causes and consequences. Limited attempt to address the question.
Level 2	5-9	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented, but connections between causes and consequences are incomplete. Limited attempt to address the question. Comparisons, judgements or conclusions may be attempted, but are unsupported or generic.
Level 3	10-15	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, developed chains of reasoning, showing understanding of connections between causes and consequences. Arguments are well developed and competing arguments are present although this may lack balance. A conclusion may be attempted but may not show awareness of the significance of competing arguments.
Level 4	16-20	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen and fully integrated to support the argument, well developed and logical, coherent chains of reasoning, showing full understanding of the questions. Arguments are fully developed and evaluated. A full awareness of the validity and significance of competing arguments, leading to nuanced and balanced comparisons, judgements or conclusions.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content		
2(a)	 Knowledge/understanding 2, Application 2, Analysis 2, Evaluation 2 The division of labour involves employees specialising in one part of the production process such as shaping, bonding and sewing the shoes As they become quicker and more proficient at this task so output increases This increases productivity and lowers average costs enabling the price of the trainer to be reduced This is important for Adidas as they operate in a competitive leisure market with rivals such as Nike Less time is spent on training the employees However, this repetitive work is boring and workers 		
	 may become demotivated or make mistakes Labour is less flexible and absence or illness is more difficult to cover meaning production can slow or halt altogether 	(8)	

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are developed. Judgements may be attempted.
Level 3	6-8	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen. Arguments are developed, using logical, coherent chains of reasoning. A balanced awareness of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content	Mark
2(b)	Knowledge/Understanding 2, Application 2, Analysis 3, Evaluation 3	
	 Intel is moving part of its production to Vietnam This is FDI and will have both short and long-term impacts on the local labour force To begin with, construction work of all kinds will be needed. Local firms may be used for building, electricians and other specialist trades will be needed Once built the factories will need employees thus providing work and income for the local labour force The income from these jobs will be spent on local businesses which may prosper and create more employment in turn New skills may be acquired from Intel via technology transfer, local managers and executives may be recruited Investment by Intel may include infrastructure projects or CSR policies which will benefit local people However, as extract H suggests, this can be a short-lived benefit. In Malaysia 600 local workers have just lost their jobs This could happen in Vietnam as Intel, Samsung, LG and Microsoft all compete for workers, this may lead to higher wages and costs causing them to look elsewhere for cheaper labour in years to come Although all the firms mentioned in Extract H are reputable some MNCs have exploited the local labour force with low pay and/or poor working conditions 	(10)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-4	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	5-7	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	8-10	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content	Mark
-	 Knowledge/understanding 2, Application 2, Analysis 4, Evaluation 4 The supply chain consists of all the stages from raw materials to finished product. Much of this may be global and undertaken by independent firms beyond the direct control of a firm such as Adidas or Intel Behaving ethically is following a moral code or doing the 'right thing' with all stakeholders Adidas and Intel have won in the stop slavery awards 	Mark
	 Adidas and Intel both have a strong track record of ethical behaviour Firms behave ethically for a number of reasons It may be a simple matter of altruism, the owners/directors believe they have a moral duty to behave ethically It may be part of their marketing campaign and increase sales because of their positive image Adidas sells sportswear to the public and particularly young people many of whom are 'ethical shoppers' Behaving unethically might cause negative publicity and have an adverse effect on sales. Nike still suffers from accusations in the past of using sweatshops and exploiting labour 	
	 It may be a combination of all these reasons However, putting ethical systems into place will be time consuming and costly and will need monitoring and updating Costs may be lower if the firm is less than scrupulous Increased costs may reduce profitability causing stakeholder conflict It is likely that for firms such as <i>Adidas</i> and <i>Intel</i> the long-term benefits of ethical supply chain considerations far outweigh any extra costs incurred in maintaining an ethical supply chain 	(12)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3–5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	6-9	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	10-12	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question	Indicative content	Mark
Number		
2(d)	Knowledge/understanding 4, Application 4, Analysis 6, Evaluation 6	
	 For many businesses, the labour force is a large part of their operating costs and many businesses will seek to minimise this cost Outsourcing or offshoring to a low wage economy such as China or Vietnam has been a popular option as with Adidas Extract F This enables a price reduction which can be an important source of competitive advantage Labour in overseas markets may be willing to accept working terms unacceptable to home markets such as the 60-hour working week in Apple's factories Many businesses that outsourced production to China are now moving out to locations such as Vietnam as the cost of labour in China rises thus showing the importance of cheap labour Intel is moving from Malaysia to Vietnam for this reason Skills may be just as important or more important than the cost of the labour, that is why Dyson chose Malaysia rather than somewhere with a slightly cheaper labour force The need for skilled and cheap labour combined, has led many businesses to outsource their IT and software needs to India, or their accountancy needs to Argentina despite the availability of qualified personnel in the home market However, there are many other factors that influence production location besides labour Adidas is building its Speedfactories close to its main consumer markets to cut down the time taken to get the shoes from China With all the high-tech equipment Adidas is using in its Speedfactories less labour is needed and so the cost is less important Mexico is undergoing a large increase in FDI because it is within the free trade area of NAFTA which enables cheaper and easier access to the lucrative North American markets (also Nissan and EU) Cheap labour is available in many African countries but political instability and corruption mean they are often avoided 	
	Reliable infrastructure can be important if the nature	
	of the business requires it, one of the factors that	

- influenced *Nissan's* choice of Sunderland was nearby access to deep water ports.
- FDI in India has sometimes been constrained by lack of a reliable power supply
- The ease of doing business and government attitudes may also play a part such as Poland and *Dell* computers
- The reality is that a business will not choose a location based solely on one factor. It will be based on a combination of factors the importance of which will depend upon the product or service.

(20)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-4	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted, but fail to connect causes and consequences. Limited attempt to address the question.
Level 2	5-9	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented, but connections between causes and consequences are incomplete. Limited attempt to address the question. Comparisons, judgements or conclusions may be attempted, but are unsupported or generic.
Level 3	10-15	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, developed chains of reasoning, showing understanding of connections between causes and consequences. Arguments are well developed and competing arguments are present although this may lack balance. A conclusion may be attempted but may not show awareness of the significance of competing arguments.
Level 4	16-20	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen and fully integrated to support the argument, well developed and logical, coherent chains of reasoning, showing full understanding of the questions. Arguments are fully developed and evaluated. A full awareness of the validity and significance of competing arguments, leading to nuanced and balanced comparisons, judgements or conclusions.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.