



## **Cambridge International AS & A Level**

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**BUSINESS**

**9609/21**

Paper 2 Data Response

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **20** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

### Social Science-Specific Marking Principles (for point-based marking)

#### 1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require  $n$  reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

#### 2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

#### 3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

**4 Annotation:**

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

**PREPARATION FOR MARKING**

- 1 Make sure that you have completed the relevant training and have access to the *RM Assessor Guide*.
- 2 Make sure that you have read and understand the question paper, which you can download from <https://support.rm.com/ca>
- 3 Log in to RM Assessor then mark and submit the required number of practice and standardisation scripts. You will need to mark the standardisation scripts to the required accuracy in order to be approved for marking live scripts. You may be asked to re-mark them, or to mark a second sample, if you do not meet the required accuracy on your first attempt.

**MARKING PROCESS**

- 1 Mark strictly to the FINAL mark scheme, applying the criteria consistently and the general marking principles outlined on the previous page.
- 2 If you are in doubt about applying the mark scheme, consult your Team Leader.
- 3 Mark at a steady rate through the marking period. Do not rush, and do not leave too much until the end. If you anticipate a problem in meeting the deadline, contact your Team Leader immediately and the Examiners' Helpdesk.
- 4 Examiners will prepare a brief report on the performance of candidates to send to their Team Leader via email by the end of the marking period. The Examiner should note strengths seen in answers and common errors or weaknesses. Constructive comments on the question paper, mark scheme or procedures are also appreciated.

**MARKING SPECIFICS****Crossed out work**

- 1 **All of a candidate's answers, *crossed out* or not, *optional* or not, must be marked.**
- 2 The only response not to be marked is one that has been crossed out and replaced by another response for that exact same question.
- 3 Consequently, if a candidate has crossed out their response to an optional question and gone on to answer a different optional question then both attempts must be marked. The higher mark will be awarded by the system according to the rubric.

**0 (zero) marks or NR (no response)**

- 1 Award **NR** if there is nothing at all written in answer to that question (often the case for optional questions).
- 2 Award **NR** if there is a comment which is not an attempt at the question (e.g. 'can't do it' or 'don't know' etc.)
- 3 Award **NR** if there is a symbol which is not an attempt at the question, such as a dash or question mark.
- 4 Award **0** (zero) if there is any attempt at the question which does not score marks. This includes copying the question onto an Answer Booklet.

**Annotation**

- 1 Every question must have at least one annotation e.g. <NAQ> if it is an NR and <X> or <seen> if 0 marks are awarded.
- 2 Every page of a script must have at least one annotation e.g. <BP> for a blank page.

| Question                                                      | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-----------|----------------------|---------------------------------------------------------------|------------------------------------------|---|-------------------------------------------------|-----------------------|---|--------------------------------------|---------------------------------------------------|---|------------------------------------------------|-----------------------------------------|---|-------------------------------------|------------------|---|--|
| 1(a)(i)                                                       | <b>Define the term ‘Computer Aided Design (CAD)’ (line 4).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2     |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | <table><tr><th>Knowledge</th><th>Marks</th></tr><tr><td>A correct definition</td><td>2</td></tr><tr><td>A partial, vague or unfocused definition</td><td>1</td></tr><tr><td>No credible content</td><td>0</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                           |       | Knowledge | Marks     | A correct definition | 2                                                             | A partial, vague or unfocused definition | 1 | No credible content                             | 0                     |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       | Marks     |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | A correct definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       | 2         |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | A partial, vague or unfocused definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       | 1         |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | No credible content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       | 0         |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | A correct definition should cover the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | <ul style="list-style-type: none"><li>• The use of technology/software/computer programmes</li><li>• To improve the design process/create 2D or 3D models</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               | <table><tr><th>Exemplar</th><th>Rationale</th><th>Marks</th></tr><tr><td>The use of technology makes designing a product more flexible</td><td>Both elements covered</td><td>2</td></tr><tr><td>Using technology to speed up the design process</td><td>Both elements covered</td><td>2</td></tr><tr><td>Using technology to design a product</td><td>An understanding of computer aided (no expansion)</td><td>1</td></tr><tr><td>Using computers to speed up the design process</td><td>Only one element of the flow identified</td><td>1</td></tr><tr><td>Using computers to design a product</td><td>A generic answer</td><td>0</td></tr></table> |       | Exemplar  | Rationale | Marks                | The use of technology makes designing a product more flexible | Both elements covered                    | 2 | Using technology to speed up the design process | Both elements covered | 2 | Using technology to design a product | An understanding of computer aided (no expansion) | 1 | Using computers to speed up the design process | Only one element of the flow identified | 1 | Using computers to design a product | A generic answer | 0 |  |
|                                                               | Exemplar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       | Rationale | Marks     |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
| The use of technology makes designing a product more flexible | Both elements covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
| Using technology to speed up the design process               | Both elements covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
| Using technology to design a product                          | An understanding of computer aided (no expansion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1     |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
| Using computers to speed up the design process                | Only one element of the flow identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1     |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
| Using computers to design a product                           | A generic answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 0     |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |           |           |                      |                                                               |                                          |   |                                                 |                       |   |                                      |                                                   |   |                                                |                                         |   |                                     |                  |   |  |

| Question                                                                                                                                     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|-------|---|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------|---|----------|-----------|-------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---|-----------------------------------------------------------------------------------------------|--------------------|---|----------------------------------------------|---------|---|---------------------------------------|--------|---|------------------------|-----|---|---|
| 1(a)(ii)                                                                                                                                     | <p><b>Explain the term ‘primary research’ (line 15).</b></p> <p>Award one mark for each point of explanation</p> <table border="1"> <thead> <tr> <th>Point</th><th>Explanation</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>C</td><td>Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary.</td><td>1</td></tr> <tr> <td>B</td><td>Carried out to produce information directly related to the business.</td><td>1</td></tr> <tr> <td>A</td><td>Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.).</td><td>1</td></tr> </tbody> </table> <p><b>Content</b><br/>Primary research is research conducted by the business itself (or commissions it to be done). It involves going directly to a source – usually customers and prospective customers in a target market – to ask questions and gather information.</p> <table border="1"> <thead> <tr> <th>Exemplar</th><th>Rationale</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>It means a business can get new information about likely sales relevant to the business, unlike secondary research which is second hand data</td><td>All three elements</td><td>3</td></tr> <tr> <td>Carried out to gather new information, first hand, about customer tastes using questionnaires</td><td>All three elements</td><td>3</td></tr> <tr> <td>Provides first hand data about market trends</td><td>A and B</td><td>2</td></tr> <tr> <td>Produces information for the business</td><td>B only</td><td>1</td></tr> <tr> <td>Researching the market</td><td>NAQ</td><td>0</td></tr> </tbody> </table> | Point | Explanation | Marks | C | Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary. | 1 | B | Carried out to produce information directly related to the business. | 1 | A | Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.). | 1 | Exemplar | Rationale | Marks | It means a business can get new information about likely sales relevant to the business, unlike secondary research which is second hand data | All three elements | 3 | Carried out to gather new information, first hand, about customer tastes using questionnaires | All three elements | 3 | Provides first hand data about market trends | A and B | 2 | Produces information for the business | B only | 1 | Researching the market | NAQ | 0 | 3 |
| Point                                                                                                                                        | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| C                                                                                                                                            | Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| B                                                                                                                                            | Carried out to produce information directly related to the business.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| A                                                                                                                                            | Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| Exemplar                                                                                                                                     | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| It means a business can get new information about likely sales relevant to the business, unlike secondary research which is second hand data | All three elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| Carried out to gather new information, first hand, about customer tastes using questionnaires                                                | All three elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| Provides first hand data about market trends                                                                                                 | A and B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| Produces information for the business                                                                                                        | B only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |
| Researching the market                                                                                                                       | NAQ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0     |             |       |   |                                                                                                                                             |   |   |                                                                      |   |   |                                                                                                                           |   |          |           |       |                                                                                                                                              |                    |   |                                                                                               |                    |   |                                              |         |   |                                       |        |   |                        |     |   |   |

| Question                                                   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks                                 |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------|------------------------------------------------------------|---|-----------------------------------------------------------|---|-----------------------------------------------------------|---|---------------------|---|--------|------|-----------|--------|---|----------------|----|---|------------------------------|-----|---|----------------|-------|---|-----------------------|-------------------------------------|---|--------------|-------|---|----------------------------|--------------|---|---------------------------------------|---|
| 1(b)(i)                                                    | <p><b>Refer to Table 1.1. Calculate the total percentage of consumers who stated that ‘ease of use’ is either important or quite important.</b></p> <table><tr><th>Rationale</th><th>Mark</th></tr><tr><td>Correct answer (<b>with or without working and/or %</b>)</td><td>3</td></tr><tr><td>Correct answer for important only or quite important only</td><td>2</td></tr><tr><td>Correct formula/identifies correct figures (ie 20 and 30)</td><td>1</td></tr><tr><td>No credible content</td><td>0</td></tr></table> <p>Number stated ease of use important + quite important = 20</p> <p><math display="block">\frac{\text{Number think ease of use important + unimportant}}{\text{Total respondents}} \times 100</math></p> <p>=</p> <p><math display="block">\frac{20}{30} \times 100</math></p> <p>= 66.67% (Or 66.6 or 66.7 or 67) Note: % not required for full marks</p> <p>Note: full marks if two correct answers for each of ‘important’ (60%), ‘quite important’ (6.67% (Or 6.6 or 6.7 or 7))</p> <p>Common answers</p> <table><tr><th>Answer</th><th>Mark</th><th>Rationale</th></tr><tr><td>66.67%</td><td>3</td><td>Correct answer</td></tr><tr><td>67</td><td>3</td><td>Correct answer without the %</td></tr><tr><td>60%</td><td>2</td><td>Important only</td></tr><tr><td>6.67%</td><td>2</td><td>Quite important’ only</td></tr><tr><td>Unimportant/total respondents × 100</td><td>1</td><td>Formula only</td></tr><tr><td>20/30</td><td>1</td><td>Correct figures identified</td></tr><tr><td>20/150 × 100</td><td>1</td><td>Wrong denominator but formula implied</td></tr></table> | Rationale                             | Mark | Correct answer ( <b>with or without working and/or %</b> ) | 3 | Correct answer for important only or quite important only | 2 | Correct formula/identifies correct figures (ie 20 and 30) | 1 | No credible content | 0 | Answer | Mark | Rationale | 66.67% | 3 | Correct answer | 67 | 3 | Correct answer without the % | 60% | 2 | Important only | 6.67% | 2 | Quite important’ only | Unimportant/total respondents × 100 | 1 | Formula only | 20/30 | 1 | Correct figures identified | 20/150 × 100 | 1 | Wrong denominator but formula implied | 3 |
| Rationale                                                  | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                       |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| Correct answer ( <b>with or without working and/or %</b> ) | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| Correct answer for important only or quite important only  | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| Correct formula/identifies correct figures (ie 20 and 30)  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| No credible content                                        | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| Answer                                                     | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Rationale                             |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| 66.67%                                                     | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Correct answer                        |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| 67                                                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Correct answer without the %          |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| 60%                                                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Important only                        |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| 6.67%                                                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Quite important’ only                 |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| Unimportant/total respondents × 100                        | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formula only                          |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| 20/30                                                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Correct figures identified            |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |
| 20/150 × 100                                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Wrong denominator but formula implied |      |                                                            |   |                                                           |   |                                                           |   |                     |   |        |      |           |        |   |                |    |   |                              |     |   |                |       |   |                       |                                     |   |              |       |   |                            |              |   |                                       |   |

| Question                                       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks                                                                                    |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------|-------|---------|--------------------------------------------------------|---|---------|--------------------------------------|---|--------|-----------------------------------------|---|---|-----------------------|---|----------|------|-----------|------------------------------------|---|-----------------------|------------------------------------------------|---|------------------------------------------------------------------------------------------|-------------------------------------------|---|---------------------|----------------|---|-------------------------------|---|
| 1(b)(ii)                                       | <p><b>Explain <u>one</u> possible limitation of the Marketing Director's primary research</b></p> <table border="1"> <tr> <th>Level</th><th>Knowledge and Application</th><th>Marks</th></tr> <tr> <td>2 (APP)</td><td>Explanation of <b>one</b> limitation <i>in context</i></td><td>3</td></tr> <tr> <td>1b (KK)</td><td>Explanation of <b>one</b> limitation</td><td>2</td></tr> <tr> <td>1a (K)</td><td>Identification of <b>one</b> limitation</td><td>1</td></tr> <tr> <td>0</td><td>No creditable content</td><td>0</td></tr> </table> <p>Note: only award limitations NOT disadvantages</p> <p>Content could come from:</p> <ul style="list-style-type: none"> <li>• Small sample size (only 30 asked)</li> <li>• May be other features important to customers such as the quality of the photographs or does it have video capability</li> <li>• Doesn't say who was asked – are they a sample from the target market?</li> <li>• How the research was conducted e.g. questionnaires, focus group?<br/>Could bias answers depending on this</li> <li>• Doesn't consider existing competition in the market, price an important feature can DD compete in the market?</li> </ul> <p><b>ARA</b></p> <table border="1"> <tr> <th>Exemplar</th><th>Mark</th><th>Rationale</th></tr> <tr> <td>Small sample size of 30 unreliable</td><td>3</td><td>Limitation in context</td></tr> <tr> <td>Sample chosen may not have knowledge of drones</td><td>2</td><td>Limitation explained but not in context (referring to drones not sufficient for context)</td></tr> <tr> <td>Doesn't look at competition in the market</td><td>1</td><td>Identification only</td></tr> <tr> <td>Time consuming</td><td>0</td><td>Disadvantage not a limitation</td></tr> </table> | Level                                                                                    | Knowledge and Application | Marks | 2 (APP) | Explanation of <b>one</b> limitation <i>in context</i> | 3 | 1b (KK) | Explanation of <b>one</b> limitation | 2 | 1a (K) | Identification of <b>one</b> limitation | 1 | 0 | No creditable content | 0 | Exemplar | Mark | Rationale | Small sample size of 30 unreliable | 3 | Limitation in context | Sample chosen may not have knowledge of drones | 2 | Limitation explained but not in context (referring to drones not sufficient for context) | Doesn't look at competition in the market | 1 | Identification only | Time consuming | 0 | Disadvantage not a limitation | 3 |
| Level                                          | Knowledge and Application                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks                                                                                    |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| 2 (APP)                                        | Explanation of <b>one</b> limitation <i>in context</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3                                                                                        |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| 1b (KK)                                        | Explanation of <b>one</b> limitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2                                                                                        |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| 1a (K)                                         | Identification of <b>one</b> limitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1                                                                                        |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| 0                                              | No creditable content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0                                                                                        |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| Exemplar                                       | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rationale                                                                                |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| Small sample size of 30 unreliable             | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Limitation in context                                                                    |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| Sample chosen may not have knowledge of drones | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Limitation explained but not in context (referring to drones not sufficient for context) |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| Doesn't look at competition in the market      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Identification only                                                                      |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |
| Time consuming                                 | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Disadvantage not a limitation                                                            |                           |       |         |                                                        |   |         |                                      |   |        |                                         |   |   |                       |   |          |      |           |                                    |   |                       |                                                |   |                                                                                          |                                           |   |                     |                |   |                               |   |

| Question                                                                                                                                                                                                                                                                                | Answer                                                                                                                                                                                                                |                                                                                      |       |           |                                                                                         |       | Marks |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|-----------|-----------------------------------------------------------------------------------------|-------|-------|-----------|
| 1(c)                                                                                                                                                                                                                                                                                    | <b>Analyse <u>two</u> factors that could influence the leadership style used as DD moves into the production of Robodz.</b>                                                                                           |                                                                                      |       |           |                                                                                         |       | 8     |           |
|                                                                                                                                                                                                                                                                                         | Level                                                                                                                                                                                                                 | Knowledge and Application (4 marks)                                                  | Marks |           | Analysis (4 marks)                                                                      | Marks |       |           |
|                                                                                                                                                                                                                                                                                         | 2b                                                                                                                                                                                                                    | Shows knowledge of <b>two</b> factors influencing leadership style <i>in context</i> | 4     | APP + APP | Developed analysis of <b>two</b> factors influencing leadership style <i>in context</i> | 4     |       | DEV + DEV |
|                                                                                                                                                                                                                                                                                         | 2a                                                                                                                                                                                                                    | Shows knowledge of <b>one</b> factor influencing leadership style <i>in context</i>  | 3     | APP       | Developed analysis of <b>one</b> factor influencing leadership style <i>in context</i>  | 3     |       | DEV       |
|                                                                                                                                                                                                                                                                                         | 1b                                                                                                                                                                                                                    | Shows knowledge of <b>two</b> factors influencing leadership style                   | 2     | K + K     | Limited analysis of <b>two</b> factors influencing leadership style                     | 2     |       | AN + AN   |
|                                                                                                                                                                                                                                                                                         | 1a                                                                                                                                                                                                                    | Shows knowledge of <b>one</b> factor influencing leadership style                    | 1     | K         | Limited analysis of <b>one</b> factor influencing leadership style                      | 1     |       | AN        |
|                                                                                                                                                                                                                                                                                         | 0                                                                                                                                                                                                                     | No creditable content                                                                |       |           |                                                                                         |       |       |           |
|                                                                                                                                                                                                                                                                                         | <b>Indicative content</b>                                                                                                                                                                                             |                                                                                      |       |           |                                                                                         |       |       |           |
|                                                                                                                                                                                                                                                                                         | <b>AO1 Knowledge and understanding</b>                                                                                                                                                                                |                                                                                      |       |           |                                                                                         |       |       |           |
|                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Depends on skills required</li><li>• Organisation</li><li>• Situation</li><li>• Individual leader/preference of the leader</li><li>• The team</li><li>• Environment</li></ul> |                                                                                      |       |           |                                                                                         |       |       |           |
| <b>AO2 Application</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                       |                                                                                      |       |           |                                                                                         |       |       |           |
| <ul style="list-style-type: none"><li>• Current style laissez faire</li><li>• Highly skilled workforce</li><li>• Already very motivated</li><li>• Greater cooperation between departments required</li><li>• Less opportunity for individual design</li><li>• More automation</li></ul> |                                                                                                                                                                                                                       |                                                                                      |       |           |                                                                                         |       |       |           |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"><li>• New situation requires new skill. Less scope for individuality. Therefore, more direction/control needed?</li><li>• Currently laissez faire. OK since workforce is highly skilled and motivated <i>and will lead to better motivation</i></li><li>• Greater integration of different areas required (drones/photography) which means that needs more direct control</li><li>• To ensure smooth workflow between departments.</li><li>• Some kind of democratic management would suit skills/attitude of work force but there needs to be strong guidance/coordination</li></ul> <p><b>ARA</b></p> |       |

| Question | Answer                                                                                 |              |                   |                                                                                                      |              | Marks             |
|----------|----------------------------------------------------------------------------------------|--------------|-------------------|------------------------------------------------------------------------------------------------------|--------------|-------------------|
| 1(d)     | <b>Recommend a suitable marketing mix for the Robodz. Justify your recommendation.</b> |              |                   |                                                                                                      |              | <b>11</b>         |
|          | <b>Knowledge and Application (4 marks)</b>                                             | <b>Marks</b> | <b>Annotation</b> | <b>Analysis and Evaluation (7 marks)</b>                                                             | <b>Marks</b> | <b>Annotation</b> |
|          |                                                                                        |              |                   | Justified judgement(s) that follows on from a discussion based on an integrated marketing mix for DD | 7            | EVAL + EVAL +     |
|          |                                                                                        |              |                   | Recommendation(s) that follows on from a balanced argument relevant to DD                            | 6            | EVAL + EVAL       |
|          |                                                                                        |              |                   | A simple recommendation based on a balanced argument relevant to DD                                  | 5            | EVAL              |
|          | Shows knowledge of <b>two</b> elements of the marketing mix <i>in context</i>          | 4            | APP + APP         | A balanced argument based on analysis of more than one element of the marketing mix with context     | 4            | DEV + DEV         |
|          | Shows knowledge of <b>one</b> element of the marketing mix <i>in context</i>           | 3            | APP               | Argument based on analysis of <b>one</b> element of the marketing mix with context                   | 3            | DEV               |
|          | Shows knowledge of <b>two</b> elements of the marketing mix                            | 2            | K + K             | Limited analysis of <b>two</b> elements of the marketing mix                                         | 2            | AN + AN           |
|          | Shows knowledge of <b>one</b> element of the marketing mix                             | 1            | K                 | Limited analysis of <b>one</b> element of the marketing mix                                          | 1            | AN                |
|          | No creditable content                                                                  |              |                   |                                                                                                      | 0            |                   |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(d)     | <p>Note: marketing mix could be 4Ps or 4Cs</p> <p><b>Indicative content</b></p> <p><b>AO1 Knowledge and understanding</b></p> <p>4Ps</p> <ul style="list-style-type: none"> <li>• Price</li> <li>• Product</li> <li>• Place</li> <li>• Promotion</li> </ul> <p>4Cs</p> <ul style="list-style-type: none"> <li>• Consumer wants</li> <li>• Cost</li> <li>• Convenience</li> <li>• Communication</li> </ul> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• Niche market? Used for sport events and area photography, mainly in the 30–45 year age group</li> <li>• Competition? Few competitors in a growing market.</li> <li>• Performance and ease of use more important than price – price skimming?</li> <li>• Innovative product, innovative price?</li> <li>• Internet or shop sales. Direct selling? Special events e.g. at sport venues.</li> <li>• Promotion issues e.g. Media - specialist sport or photography magazines.</li> <li>• Target market? Sport enthusiasts in 30–45 year age group. Property owners trying to sell (aerial photography).</li> <li>• Reference to Table 1.1/answer to <b>1(b)(i)</b></li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Pricing strategy to maximise revenue e.g. price skimming at launch of a new product</li> <li>• Promotion needs to be cost effective</li> <li>• Consider target markets</li> <li>• Niche markets so need to consider distribution so convenient to the customer</li> <li>• New product so important to communicate features clearly</li> <li>• Product should be suitable for customer wants/needs</li> <li>• Quality important in a product like this – must be reliable</li> </ul> <p><b>AO4 Evaluation</b></p> <p>Evaluation will come from justified recommendations on two or more elements of the marketing mix applied to the product</p> |       |

| Question                                         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks    |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|---|--------------------------------------------------|----------------------|---|---------------------------|--------------------|---|---------------|--------------------------------|---|------|--------------------------------------|---|--|
| 2(a)(i)                                          | <b>Define the term ‘corporate objectives’ (line 3).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>2</b> |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | <table><tr><th>Knowledge</th><th>Marks</th></tr><tr><td>Reference to long term goals/over a period of time <b>or</b> focus/direction <b>or</b> helps form strategic business plan / should be SMART</td><td>2</td></tr><tr><td>Reference to goals/aims/targets</td><td>1</td></tr><tr><td>No credible content</td><td>0</td></tr></table>                                                                                                                                                                                |          | Knowledge | Marks     | Reference to long term goals/over a period of time <b>or</b> focus/direction <b>or</b> helps form strategic business plan / should be SMART | 2                                | Reference to goals/aims/targets | 1 | No credible content                              | 0                    |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | Marks     |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | Reference to long term goals/over a period of time <b>or</b> focus/direction <b>or</b> helps form strategic business plan / should be SMART                                                                                                                                                                                                                                                                                                                                                                              |          | 2         |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | Reference to goals/aims/targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | 1         |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | No credible content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | 0         |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | A correct definition could cover the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | <ul style="list-style-type: none"><li>• The (long term) goals of a company</li><li>• Give focus and direction to the business.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                 |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  | <table><tr><th>Exemplar</th><th>Rationale</th><th>Marks</th></tr><tr><td>The long-term goals of a company</td><td>Two elements covered</td><td>2</td></tr><tr><td>Goals of a company giving direction to employees</td><td>Two elements covered</td><td>2</td></tr><tr><td>Gives focus to a business</td><td>A simple statement</td><td>1</td></tr><tr><td>Company goals</td><td>An understanding but too vague</td><td>1</td></tr><tr><td>Aims</td><td>Vague but alternative for objectives</td><td>1</td></tr></table> |          | Exemplar  | Rationale | Marks                                                                                                                                       | The long-term goals of a company | Two elements covered            | 2 | Goals of a company giving direction to employees | Two elements covered | 2 | Gives focus to a business | A simple statement | 1 | Company goals | An understanding but too vague | 1 | Aims | Vague but alternative for objectives | 1 |  |
|                                                  | Exemplar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          | Rationale | Marks     |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
| The long-term goals of a company                 | Two elements covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2        |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
| Goals of a company giving direction to employees | Two elements covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2        |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
| Gives focus to a business                        | A simple statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1        |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
| Company goals                                    | An understanding but too vague                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1        |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
| Aims                                             | Vague but alternative for objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1        |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |           |                                                                                                                                             |                                  |                                 |   |                                                  |                      |   |                           |                    |   |               |                                |   |      |                                      |   |  |

| Question                                                                                                    | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------|---|---|-------------------------------|---|----------|-----------|-------|------------------------------------------------------------------------------------------------------------|--------------------|---|-------------------------------------------------------------------------------------------------------------|--------------------|---|--------------------------------------------------------------------------------------|--------------------|---|------------------------------------------------------------------------------------------|---------|---|----------------------------|--------|---|-------------------------|---------------------------------------------------|---|---------------------------------|-----------------------------------------------------------------------------------------------------------|---|---|
| 2(a)(ii)                                                                                                    | <p><b>Explain the term ‘internal growth’ (line 3).</b></p> <p>Award one mark for each point of explanation</p> <table border="1"> <thead> <tr> <th>Point</th><th>Knowledge</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>C</td><td><b>Example</b> or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.)</td><td>1</td></tr> <tr> <td>B</td><td>From within – organic</td><td>1</td></tr> <tr> <td>A</td><td>Expansion of a firm/business.</td><td>1</td></tr> </tbody> </table> <p><b>Content:</b><br/>Internal/organic growth is when a business uses its own funds to reinvest in itself and increase the capital.</p> <table border="1"> <thead> <tr> <th>Exemplar</th><th>Rationale</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C)</td><td>All three elements</td><td>3</td></tr> <tr> <td>Expansion of a business, from within, which can be slow when compared with external growth through a merger</td><td>All three elements</td><td>3</td></tr> <tr> <td>Expansion of a business, from within, which requires investment to open new branches</td><td>All three elements</td><td>3</td></tr> <tr> <td>Expansion of a business, from within, which can take a long time and requires investment</td><td>A and B</td><td>2</td></tr> <tr> <td>Slow growth of a business.</td><td>B only</td><td>1</td></tr> <tr> <td>Expansion of a business</td><td>Identified key themes only, no real understanding</td><td>1</td></tr> <tr> <td>Increase market share/employees</td><td>Not necessarily growth as e.g. market share could increase because of successful promotion without growth</td><td>0</td></tr> </tbody> </table> | Point | Knowledge | Marks | C | <b>Example</b> or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.) | 1 | B | From within – organic | 1 | A | Expansion of a firm/business. | 1 | Exemplar | Rationale | Marks | Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C) | All three elements | 3 | Expansion of a business, from within, which can be slow when compared with external growth through a merger | All three elements | 3 | Expansion of a business, from within, which requires investment to open new branches | All three elements | 3 | Expansion of a business, from within, which can take a long time and requires investment | A and B | 2 | Slow growth of a business. | B only | 1 | Expansion of a business | Identified key themes only, no real understanding | 1 | Increase market share/employees | Not necessarily growth as e.g. market share could increase because of successful promotion without growth | 0 | 3 |
| Point                                                                                                       | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| C                                                                                                           | <b>Example</b> or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| B                                                                                                           | From within – organic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| A                                                                                                           | Expansion of a firm/business.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Exemplar                                                                                                    | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C)  | All three elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Expansion of a business, from within, which can be slow when compared with external growth through a merger | All three elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Expansion of a business, from within, which requires investment to open new branches                        | All three elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Expansion of a business, from within, which can take a long time and requires investment                    | A and B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Slow growth of a business.                                                                                  | B only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Expansion of a business                                                                                     | Identified key themes only, no real understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |
| Increase market share/employees                                                                             | Not necessarily growth as e.g. market share could increase because of successful promotion without growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0     |           |       |   |                                                                                                                                                                        |   |   |                       |   |   |                               |   |          |           |       |                                                                                                            |                    |   |                                                                                                             |                    |   |                                                                                      |                    |   |                                                                                          |         |   |                            |        |   |                         |                                                   |   |                                 |                                                                                                           |   |   |

| Question                                      | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks                         |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------|-----------------------------------------------|---|-------------------------------|---|-----------------|---|---------------------|---|--------|------|-----------|-------|---|----------------|-------------|---|-------------------------------|--------|---|-------------------------------|----------------------------|---|-----------------|----------------------|---|------------------------------|---|
| 2(b)(i)                                       | <p><b>Refer to Table 2.1. Calculate the forecast profit margin for year one.</b></p> <table><tr><th>Rationale</th><th>Marks</th></tr><tr><td>Correct answer (with or without formula or %)</td><td>3</td></tr><tr><td>Correct calculation of profit</td><td>2</td></tr><tr><td>Correct formula</td><td>1</td></tr><tr><td>No credible content</td><td>0</td></tr></table> <p><math display="block">\frac{\text{profit}}{\text{sales revenue}} \times 100</math></p> <p>Profit = 110 – (50+20)<br/>= 40</p> <p><math display="block">\frac{40}{110}</math><br/>= 36.36% <b>allow</b> 36, 36.3, 36.4 <b>(3)</b></p> <p>Common answers</p> <table><tr><th>Answer</th><th>Mark</th><th>Rationale</th></tr><tr><td>36.3%</td><td>3</td><td>Correct answer</td></tr><tr><td>110-70 = 40</td><td>2</td><td>Correct calculation of profit</td></tr><tr><td>40/110</td><td>2</td><td>Correct calculation of profit</td></tr><tr><td>Profit/sales revenue × 100</td><td>1</td><td>Correct formula</td></tr><tr><td>Profit/sales revenue</td><td>0</td><td>Incorrect formula (no × 100)</td></tr></table> | Rationale                     | Marks | Correct answer (with or without formula or %) | 3 | Correct calculation of profit | 2 | Correct formula | 1 | No credible content | 0 | Answer | Mark | Rationale | 36.3% | 3 | Correct answer | 110-70 = 40 | 2 | Correct calculation of profit | 40/110 | 2 | Correct calculation of profit | Profit/sales revenue × 100 | 1 | Correct formula | Profit/sales revenue | 0 | Incorrect formula (no × 100) | 3 |
| Rationale                                     | Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| Correct answer (with or without formula or %) | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| Correct calculation of profit                 | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| Correct formula                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| No credible content                           | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| Answer                                        | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rationale                     |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| 36.3%                                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Correct answer                |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| 110-70 = 40                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Correct calculation of profit |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| 40/110                                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Correct calculation of profit |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| Profit/sales revenue × 100                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Correct formula               |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |
| Profit/sales revenue                          | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Incorrect formula (no × 100)  |       |                                               |   |                               |   |                 |   |                     |   |        |      |           |       |   |                |             |   |                               |        |   |                               |                            |   |                 |                      |   |                              |   |

| Question                                                         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks                  |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-------|---------|-------------------------------------------------------------------------|---|----------|-------------------------------------------------------|---|--------|---------------------------------------------------|---|---|-----------------------|---|----------|------|-----------|------------------------------------------------------------------|---|------------------------|--------------------------------------------|---|-----------------------|----------------------|---|---------------------|----------|
| 2(b)(ii)                                                         | <p><b>Explain <u>one</u> method MW could use to improve its cash flow.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Knowledge and Application</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2 (APP)</td><td>Explanation of <b>one</b> method to improve cash flow <i>in context</i></td><td>3</td></tr> <tr> <td>1b (K+K)</td><td>Explanation of <b>one</b> method to improve cash flow</td><td>2</td></tr> <tr> <td>1a (K)</td><td>Identification of one method to improve cash flow</td><td>1</td></tr> <tr> <td>0</td><td>No creditable content</td><td>0</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>Reducing costs – to reduce outflow</li> <li>Increasing revenue – to increase inflow</li> <li>Bank overdraft</li> <li>Debt factoring</li> </ul> <p>Context is likely to come from:</p> <ul style="list-style-type: none"> <li>The time between booking and receiving revenue</li> <li>Higher costs due to inefficiency in systems</li> <li>Take a deposit at the time of booking</li> </ul> <p><b>ARA</b></p> <table border="1"> <thead> <tr> <th>Exemplar</th><th>Mark</th><th>Rationale</th></tr> </thead> <tbody> <tr> <td>Take a deposit at the time of booking a move to increase revenue</td><td>3</td><td>Explanation in context</td></tr> <tr> <td>Reduce costs by finding a cheaper supplier</td><td>2</td><td>Explanation of method</td></tr> <tr> <td>Get a bank overdraft</td><td>1</td><td>Identification only</td></tr> </tbody> </table> | Level                  | Knowledge and Application | Marks | 2 (APP) | Explanation of <b>one</b> method to improve cash flow <i>in context</i> | 3 | 1b (K+K) | Explanation of <b>one</b> method to improve cash flow | 2 | 1a (K) | Identification of one method to improve cash flow | 1 | 0 | No creditable content | 0 | Exemplar | Mark | Rationale | Take a deposit at the time of booking a move to increase revenue | 3 | Explanation in context | Reduce costs by finding a cheaper supplier | 2 | Explanation of method | Get a bank overdraft | 1 | Identification only | <b>3</b> |
| Level                                                            | Knowledge and Application                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks                  |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| 2 (APP)                                                          | Explanation of <b>one</b> method to improve cash flow <i>in context</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3                      |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| 1b (K+K)                                                         | Explanation of <b>one</b> method to improve cash flow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                      |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| 1a (K)                                                           | Identification of one method to improve cash flow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1                      |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| 0                                                                | No creditable content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0                      |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| Exemplar                                                         | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rationale              |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| Take a deposit at the time of booking a move to increase revenue | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Explanation in context |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| Reduce costs by finding a cheaper supplier                       | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Explanation of method  |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |
| Get a bank overdraft                                             | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Identification only    |                           |       |         |                                                                         |   |          |                                                       |   |        |                                                   |   |   |                       |   |          |      |           |                                                                  |   |                        |                                            |   |                       |                      |   |                     |          |

| Question                                                                                                                                                                                                                                                   | Answer                                                                                                        |                                                                              |            |       |                                                                                   |       | Marks |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------|-------|-----------------------------------------------------------------------------------|-------|-------|-----------|
| 2(c)                                                                                                                                                                                                                                                       | <b>Analyse <u>two</u> benefits to MW of introducing process innovation to update its information systems.</b> |                                                                              |            |       |                                                                                   |       | 8     |           |
|                                                                                                                                                                                                                                                            | Level                                                                                                         | Knowledge and application                                                    | Annotation | Marks | Analysis                                                                          | Marks |       |           |
|                                                                                                                                                                                                                                                            | 2                                                                                                             | Understanding of <b>two</b> benefits of process innovation <i>in context</i> | APP + APP  | 4     | Developed analysis of <b>two</b> benefits of process innovation <i>in context</i> | 4     |       | DEV + DEV |
|                                                                                                                                                                                                                                                            |                                                                                                               | Understanding of <b>one</b> benefit of process innovation <i>in context</i>  | APP        | 3     | Developed analysis of <b>one</b> benefit of process innovation <i>in context</i>  | 3     |       | DEV       |
|                                                                                                                                                                                                                                                            | 1                                                                                                             | Knowledge of <b>two</b> benefits of process innovation                       | K + K      | 2     | Limited analysis of <b>two</b> benefits of process innovation                     | 2     |       | AN + AN   |
|                                                                                                                                                                                                                                                            |                                                                                                               | Knowledge of <b>one</b> benefit of process innovation                        | K          | 1     | Limited analysis of <b>one</b> benefit of process innovation                      | 1     |       | AN        |
|                                                                                                                                                                                                                                                            | 0                                                                                                             | No creditable content                                                        |            |       |                                                                                   | 0     |       |           |
|                                                                                                                                                                                                                                                            | <b>ARA</b>                                                                                                    |                                                                              |            |       |                                                                                   |       |       |           |
|                                                                                                                                                                                                                                                            | <b>Indicative content</b>                                                                                     |                                                                              |            |       |                                                                                   |       |       |           |
|                                                                                                                                                                                                                                                            | <b>AO1 Knowledge and understanding</b>                                                                        |                                                                              |            |       |                                                                                   |       |       |           |
| <ul style="list-style-type: none"><li>• Information – keep up-to-date,</li><li>• Time saved</li><li>• Increase cash flow</li><li>• Reduce costs</li><li>• Increase quality</li><li>• Increase efficiency</li><li>• Ease of access to information</li></ul> |                                                                                                               |                                                                              |            |       |                                                                                   |       |       |           |
| <b>AO2 Application</b>                                                                                                                                                                                                                                     |                                                                                                               |                                                                              |            |       |                                                                                   |       |       |           |
| <ul style="list-style-type: none"><li>• Wants to achieve internal growth</li><li>• Many locations in country Q</li><li>• Successful business</li><li>• Growth affecting cash flow</li></ul>                                                                |                                                                                                               |                                                                              |            |       |                                                                                   |       |       |           |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(c)     | <ul style="list-style-type: none"><li>• Want to locate to other countries</li><li>• Want to achieve cost savings</li><li>• Current system uncoordinated</li><li>• Use paper customer records</li><li>• 3 different computer-based systems</li><li>• Records not kept up to date</li><li>• Need to improve cash flow</li></ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"><li>• Information – keep up-to-date, easier to co-ordinate</li><li>• Time saved – quickly find the correct information</li><li>• Increase cash flow – Decrease the time between booking and receiving revenue</li><li>• Reduce costs – improve profit/help fund expansion</li></ul> |       |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Answer                                                                                         |       |                                                                          |       |                          | Marks                               |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------|-------|--------------------------|-------------------------------------|------------|-------|-----------------------------------|-------|------------|--|--|--|--------------------------------------------------------|---|--------------------------|--|--|--|----------------------------------------------|---|----------------|--|--|--|--------------------------------------------------------------------------|---|------|------------------------------------------------|--------------|---|------------------------------------------------------|---|--------------|-----------------------------------------------|-----|---|---------------------------------------------|---|-----|--------------------------|----------|---|---------------------------------|---|------------|-------------------------|---|---|--------------------------------|---|----|-----------------------|--|--|--|---|--|
| 2(d)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluate the factors that John needs to consider before opening the new location in country P. |       |                                                                          |       |                          | 11                                  |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| <table><tr><th>Knowledge and Application (4 marks)</th><th>Annotation</th><th>Marks</th><th>Analysis and Evaluation (7 marks)</th><th>Marks</th><th>Annotation</th></tr><tr><td></td><td></td><td></td><td>A justified judgement on the importance of each factor</td><td>7</td><td>EVAL +<br/>EVAL +<br/>EVAL</td></tr><tr><td></td><td></td><td></td><td>A judgement on the importance of each factor</td><td>6</td><td>EVAL +<br/>EVAL</td></tr><tr><td></td><td></td><td></td><td>An evaluation statement of the given arguments of two factors in context</td><td>5</td><td>EVAL</td></tr><tr><td>Understanding of two factors <i>in context</i></td><td>APP +<br/>APP</td><td>4</td><td>Developed analysis of two or more factors in context</td><td>4</td><td>DEV +<br/>DEV</td></tr><tr><td>Understanding of one factor <i>in context</i></td><td>APP</td><td>3</td><td>Developed analysis of one factor in context</td><td>3</td><td>DEV</td></tr><tr><td>Knowledge of two factors</td><td>K +<br/>K</td><td>2</td><td>Limited analysis of two factors</td><td>2</td><td>AN +<br/>AN</td></tr><tr><td>Knowledge of one factor</td><td>K</td><td>1</td><td>Limited analysis of one factor</td><td>1</td><td>AN</td></tr><tr><td colspan="4">No creditable comment</td><td colspan="2">0</td></tr></table> |                                                                                                |       |                                                                          |       |                          | Knowledge and Application (4 marks) | Annotation | Marks | Analysis and Evaluation (7 marks) | Marks | Annotation |  |  |  | A justified judgement on the importance of each factor | 7 | EVAL +<br>EVAL +<br>EVAL |  |  |  | A judgement on the importance of each factor | 6 | EVAL +<br>EVAL |  |  |  | An evaluation statement of the given arguments of two factors in context | 5 | EVAL | Understanding of two factors <i>in context</i> | APP +<br>APP | 4 | Developed analysis of two or more factors in context | 4 | DEV +<br>DEV | Understanding of one factor <i>in context</i> | APP | 3 | Developed analysis of one factor in context | 3 | DEV | Knowledge of two factors | K +<br>K | 2 | Limited analysis of two factors | 2 | AN +<br>AN | Knowledge of one factor | K | 1 | Limited analysis of one factor | 1 | AN | No creditable comment |  |  |  | 0 |  |
| Knowledge and Application (4 marks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Annotation                                                                                     | Marks | Analysis and Evaluation (7 marks)                                        | Marks | Annotation               |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                |       | A justified judgement on the importance of each factor                   | 7     | EVAL +<br>EVAL +<br>EVAL |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                |       | A judgement on the importance of each factor                             | 6     | EVAL +<br>EVAL           |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                |       | An evaluation statement of the given arguments of two factors in context | 5     | EVAL                     |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| Understanding of two factors <i>in context</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | APP +<br>APP                                                                                   | 4     | Developed analysis of two or more factors in context                     | 4     | DEV +<br>DEV             |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| Understanding of one factor <i>in context</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | APP                                                                                            | 3     | Developed analysis of one factor in context                              | 3     | DEV                      |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| Knowledge of two factors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | K +<br>K                                                                                       | 2     | Limited analysis of two factors                                          | 2     | AN +<br>AN               |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| Knowledge of one factor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | K                                                                                              | 1     | Limited analysis of one factor                                           | 1     | AN                       |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| No creditable comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                |       |                                                                          | 0     |                          |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| <b>Indicative content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                |       |                                                                          |       |                          |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| <b>AO1 Knowledge and understanding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                |       |                                                                          |       |                          |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |
| <ul style="list-style-type: none"><li>• Language barriers,</li><li>• Costs,</li><li>• Opportunities,</li><li>• Competition,</li><li>• Available resources</li><li>• Infrastructure</li><li>• Communication</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                |       |                                                                          |       |                          |                                     |            |       |                                   |       |            |  |  |  |                                                        |   |                          |  |  |  |                                              |   |                |  |  |  |                                                                          |   |      |                                                |              |   |                                                      |   |              |                                               |     |   |                                             |   |     |                          |          |   |                                 |   |            |                         |   |   |                                |   |    |                       |  |  |  |   |  |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(d)     | <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• Growth in housing demand in other countries.</li> <li>• Business successful in the past</li> <li>• Decline in sales in country Q</li> <li>• Fewer people moving in country Q</li> <li>• Each city location made a loss last year</li> <li>• Requires good transport infrastructure</li> <li>• Tracking vehicles requires a good communication system</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Expensive to set up operations in another country, can MW afford it?</li> <li>• Might be a competitive market so hard to break into</li> <li>• Might be legal barriers such as licence requirements</li> <li>• Will require employees in the new country adding to expense</li> <li>• Important to consider culture of new country – will it be a good fit for MW?</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Inefficient operation – should they expand internationally if own business inefficient</li> <li>• Will need to spend a lot on infrastructure in another country, can they afford it if made losses last year</li> <li>• Inefficient systems could be a major issue when trying to coordinate internationally</li> <li>• But declining market in country Q</li> <li>• Need to research carefully before making a decision</li> <li>• Will take a long time to establish</li> </ul> <p><b>ARA</b></p> |       |