Cambridge International AS & A Level

BUSINESS **9609/11**

Paper 1 Short Answer/Essay **October/November 2025**

MARK SCHEME

Maximum Mark: 40

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **32** 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 descriptions 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.	

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standard isation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✓	Indicates a point which is relevant and rewardable.
✗	Indicates a point which is inaccurate/irrelevant and not rewardable.
K	Indicates knowledge and understanding of the concepts and issues relating to the question.
APP	Indicates where application is made to an appropriate business context.
AN	Indicates where the answer has demonstrated analysis – **questions 4**, **5(a)**, **5(b)**, **6(a)** and **6(b)**.
EVAL	Indicates where the answer has demonstrated evaluation – (Section B Part (b) questions only).
BOD	Used when the benefit of the doubt is given in order to reward a response.
NAQ	Used when the answer or parts of the answer are not answering the question asked.
TV	Used when parts of the answer are considered to be too vague
SEEN	Indicates that content has been recognised but not rewarded.

Annotation	Meaning
REP	Indicates where content has been repeated.
L1	Indicates a Level 1 point is made.
L2	Indicates a Level 2 point is made.
L3	Indicates a Level 3 point is made.
Off page comment	**Used to view PE comments on practice scripts only** – displayed at the bottom of the screen when clicking the comments button/toggle.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.
- L1, L2 etc. must be clearly annotated on the response at the point where the level is achieved.

Assessment objectives

AO1 Knowledge and understanding

Demonstrate knowledge and understanding of business concepts, terms and theories.

AO2 Application
Apply knowledge and understanding of business concepts, terms and theories to problems and issues in a variety of familiar and unfamiliar business situations and contexts.

AO3 Analysis
Analyse business problems, issues and situations by:

- using appropriate methods and techniques to make sense of qualitative and quantitative business information
- searching for causes, impact and consequences
- distinguishing between factual evidence and opinion or value judgement
- drawing valid inferences and making valid generalisations.

AO4 Evaluation
Evaluate evidence in order to make reasoned judgements, present substantiated conclusions and, where appropriate, make recommendations for action and implementation.

Mark Grids for Section A

Used for Q1(a), Q2(a) and Q3(a)

Two marks in total can be awarded for these questions. Ticks (✓) are used to show where the candidate has been given these marks.

AO1 Knowledge and understanding	Marks	
Knowledge of the term that demonstrates a clear understanding of the term.	**2**	Indicated by 2✓ ✓ where appropriate in the answer
Knowledge of the term that demonstrates a partial understanding of the term.	**1**	Indicated by 1✓ where appropriate in the answer
No creditable response.	**0**	

Used for Q1(b), Q2(b) and Q3(b)

Three marks in total can be awarded for these questions. Ticks (✓) are used to show where the candidate has been given these marks.

AO1 Knowledge and understanding **1 mark**	**AO2 Application** **2 marks**
	2 marks Developed application of **one** relevant point to a business context. Indicated by a further✓ where appropriate in the answer
1 mark Knowledge of **one** relevant point is used to answer the question. Indicated by 1✓ where appropriate in the answer	**1 mark** Limited application of **one** relevant point to a business context. Indicated by 1✓ where appropriate in the answer
0 marks No creditable response.	**0 marks** No creditable response.

Question	Answer	Marks
1(a)	**Define the term *public sector*.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **CLEAR UNDERSTANDING (2 marks)** • organisations accountable to and run/owned/controlled by central or local government (the state) (2) • the part of the economy composed of both public services and public enterprises; may be supported by examples e.g. police or medical services (2) • the sector in which goods and services are provided by the state/government (2) Clear understanding of the term *public sector* is worth 2 marks. This is indicated by 2 ticks ✓✓. **PARTIAL UNDERSTANDING (1 mark)** • businesses which are not controlled by private individuals/not in the private sector (1) Partial understanding of the term *public sector* is worth 1 mark. This is indicated by 1 tick ✓. Accept all valid responses.	**2**

Question	Answer	Marks
1(b)	**Explain <u>one</u> benefit to a business of having a business plan.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **1 mark for identifying ONE BENEFIT of having a business plan** • provides a clear plan/goal/guidance for the future • forces critical consideration of business • encourages market research • helps obtain finance • increases motivation • minimises risk of uncertainty • helps to measure success of the business against targets **AO2 Application** **2 marks for DEVELOPED application/explanation of the benefit given** **1 mark for LIMITED application/explanation of the benefit given** • increases chances of success/reduces risk of failure by anticipating problems e.g. financial/supply/staffing • includes a detailed view of the potential customers, competitors and external environment • sets objectives and co-ordinates all parts/departments of the business to meet them • gives investors/banks the confidence that the business can repay the money/make profit • helps the employees stay focussed on the objectives and see progress Accept all valid responses	3

Question	Answer	Marks
2(a)	**Define the term *liquidation*.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **CLEAR UNDERSTANDING (2 marks)** • process of selling off assets to repay debts/creditors (2) • selling assets to settle liabilities (2) • when a business ceases trading and its assets are sold for cash to pay suppliers and other creditors (2) Clear understanding of the term *liquidation* is worth 2 marks. This is indicated by 2 ticks ✓✓. **PARTIAL UNDERSTANDING (1 mark)** • selling assets (1) • dissolution of a business (1) **NOTE**: *do not accept bankruptcy.* Partial understanding of the term *liquidation* is worth 1 mark. This is indicated by 1 tick ✓. Accept all valid responses.	**2**

Question	Answer	Marks
2(b)	**Explain <u>one</u> external source of finance for a business.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **1 mark for identifying ONE external source of finance for a business.** • bank loans • share capital • debentures • new partners • venture capital/private investment • bank overdrafts • leasing • hire purchase • mortgages • debt factoring • trade credit • micro-finance • crowd funding • government grant	**3**

Question	Answer	Marks
2(b)	**AO2 Application** **2 marks for DEVELOPED application/explanation of ONE source of finance.** **1 mark for LIMITED application/explanation of ONE source of finance.** • borrowing money from a bank and paying it back in instalments, including interest, over an agreed period of time • raising money by selling a share of the business to investors who then have voting rights and receive a dividend • a long-term loan with a fixed interest rate where investors do not have voting rights but do receive the interest payment • allowing new partners to buy into the business, providing more money and expertise; will require a share of the profit • investors provide a mix of loan and share capital to a business which has a high risk of failure; want a return of partial ownership and control plus dividend on profits • short term finance allowing a business to borrow up to an agreed limit for as long as it wishes but interest must be paid • renting non-current assets for an agreed period of time, without owning them • buying non-current assets in instalments over an agreed period of time, owning the asset once the final payment is made • long term loans for the purchase of land and buildings, with the land or building used as collateral (security) • selling unpaid invoices to financial institutions to gain immediate cash; there is a fee to be paid for this service • short term finance – interest free loan from suppliers, with agreement to pay for goods/services within agreed time period after receiving invoice • transfer of money from high income earners (individuals/countries) to low-income earners to develop business activities • collecting a small amount of money from a large number of supporters, which may be a donation or a loan • money from government to support business activity which benefits the country – jobs, production, R and D, competitiveness Accept all valid responses.	

Question	Answer	Marks
3(a)	**Define the term *labour productivity*.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **CLEAR UNDERSTANDING (2 marks)** • the ratio of outputs to labour input during production (2) • output per worker (2) • $= \frac{\text{Total output}}{\text{Number of employees}}$ (2) Clear understanding of the term *labour productivity* is worth 2 marks. This is indicated by 2 ticks ✓✓. **PARTIAL UNDERSTANDING (1 mark)** Partial understanding of the term *labour productivity* is worth 1 mark. This is indicated by 1 tick ✓. • output of labour/workforce (1) • how much employees are able to do/how productive workers are (1) Accept all valid responses.	**2**

Question	Answer	Marks
3(b)	**Explain <u>one</u> way that a business can improve labour productivity.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **1 mark for identifying ONE WAY that a business can improve labour productivity.** • motivate employees • train employees • employ experienced workers • increase hours worked • change way work is done • invest in equipment and technology **AO2 Application** **2 marks for DEVELOPED application/explanation of ONE way** **1 mark for LIMITED application/explanation of ONE way** • effort and productivity may increase if employees are offered financial or non-financial rewards – they may feel more valued and work harder e.g. piece rate pay • training/experience increases employee output by helping them to gain more skills and learn new and better ways of doing things • working more hours may mean an individual employee could produce more products i.e. increase their own total output • team working, altering the layout of the workplace, implementing employee recommendations on how they could work more effectively could improve the speed of production and productivity • if employees have modern and more efficient machinery, they should be able to have higher output than employees who are using outdated equipment. *(**NOTE:** suggesting replacing employees with machines to improve business productivity is not answering the question)* Accept all valid responses.	**3**

Question	Answer	Marks
4	**Analyse <u>one</u> benefit to a business of low labour turnover.** *Note: no marks can be awarded if a relevant benefit is not given* **Indicative content** Responses may include: **AO1 Knowledge and understanding** **1 mark for identifying ONE BENEFIT to a business of low labour turnover** • retain experienced, trained and skilled employees • motivated/loyal employees • lower costs • HR team focussed on current employees not recruitment • achievement of objectives • uninterrupted production process/good productivity • increased stability/reputation of business	**5**

Question	Answer	Marks
4	**AO2 Application** **2 marks for a DEVELOPED application/explanation of ONE benefit to a business of low labour turnover** **1 mark for LIMITED application/explanation of ONE benefit to a business of low labour turnover** • retain employees so skills are kept within the business • assurance of job security to current and prospective employees • current employees know the business well as have been there a long time • less money and time is spent on the recruitment, selection and training process for new employees • understanding of objectives may have increased over time • current employees are satisfied/better motivated and developed • no delays created by missing employees • employees are happy and praise the business to outsiders **AO3 Analysis** **2 marks for DEVELOPED analysis of ONE benefit to a business of low labour turnover** **1 mark for LIMITED analysis of ONE benefit to a business of low labour turnover** • employees are specialised and can work with few errors so less waste and good quality • encourages loyalty and hard work and assists with recruitment so saving money • employees know what they are doing and have high output/can train others with on-the-job training • reduced opportunity cost so more finance is available to use elsewhere in the business • long-serving employees are more likely to have commitment to working towards and achieving the objectives • can attract skilful labour to the business so improving productivity • better customer satisfaction and loyalty increases sales and revenue Accept all valid responses.	

Question	Answer	Marks
5(a)	**Analyse <u>two</u> benefits to a business of using a vertical merger for growth.** **Indicative content** ***NOTE****: Some understanding of the term vertical merger must be shown. Responses which give general benefits of a horizontal merger/growth e.g. larger workforce/economies of scale are not answering the question and should not be rewarded.* Responses may include: **AO1 Knowledge and understanding** **1 mark for identifying ONE benefit to a business of using a vertical merger for growth** • rapid external growth within the same supply chain • control over the market/secures outlets/customers/suppliers • improved quality control of materials • exclude competitors from using same supplier • reduces costs • R and D potential **AO2 Application** **1 mark for application/explanation of ONE benefit to a business of using a vertical merger for growth** • expansion is either with a customer or supplier business • gain economies of scale • can encourage sales of own products if merging with a customer or select best quality materials if merging with supplier • restrict sales of competitors or limit availability of different supply factors to competitors • may be duplication of job roles or resources expertise of both businesses combines to improve supply chain	8

Question	Answer	Marks
5(a)	**AO3 Analysis** **up to 2 marks for analysis of ONE benefit** **2 marks for DEVELOPED analysis of ONE benefit to a business of using a vertical merger for growth (L2 AN) or 1 mark for LIMITED analysis of ONE benefit to a business of using a vertical merger for growth (L1 AN)** • both businesses already familiar with what is more likely to be successful due to existing experience and knowledge of suppliers and customers • forward vertical merger with a customer gives control over promotion and pricing of own products and may result in greater sales and profits • secures outlets for products and gives direct access to markets to allow faster response to customer requirements • may exclude competitors' products and reduce competition, possibly increasing market share • backward vertical with a supplier gives control over quality, price and delivery times for supplies, assisting JIT • reduces costs of production and increases profit margins • supplies to competitors may be controlled and possibly reduced or the price increased • after redundancies (which may be expensive), wage costs may be reduced and profits increased • encouragement of R and D by suppliers to improve quality of materials used in manufacturing Accept all valid responses.	

Question	Answer	Marks
5(b)	**'Risk taking is the most important quality needed by an entrepreneur to be successful in the clothing design industry.'** **Evaluate this view.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **2 marks for DEVELOPED knowledge and understanding (L2 K)** **1 mark for LIMITED knowledge and understanding (L1 K)** Qualities of an entrepreneur • multi-skilled • self-confidence • ability to bounce back • innovative/creative/make good designs • results orientated • committed • self-motivated • leadership skills • definition of an entrepreneur **AO2 Application** **2 marks for DEVELOPED application (L2 APP)** **1 mark for LIMITED application (L1 APP)** • relevance to clothing design industry – design of garments, not manufacture, although in a small start-up the entrepreneur may do both • changing fashions/clothing trends/seasons fashion designers, tailors, types of clothes, fabric, fashion shows	**12**

Question	Answer	Marks
5(b)	**AO3 Analysis** **2 marks for DEVELOPED analysis (L2 AN)** **1 mark for LIMITED analysis (L1 AN)** • consideration of the importance of risk-taking as a quality of an entrepreneur. This may look at ways in which risk-taking is important and ways in which it isn't important • risk of entering an established and competitive environment and investing own savings. May be relatively cheap to enter this industry as it is design, not necessarily manufacturing • belief that the business can enter the market alongside established brands although designs can be cheaper and aimed at different markets in which the entrepreneur may have more experience • risk of failing and having to start again – might be needed if customers do not like the designs and demand is low • take the risk to produce new and innovative designs/styles of clothing to attract customer from competitors • consideration of the importance of other qualities of an entrepreneur • being multiskilled and having ability to perform many different business activities e.g. market research, promotion, presentation of product, handling of finance, dealing with customers, cutting out, sewing, etc. Designs could be done using CAD and a website, making some other skills redundant or easier to deal with • focussed on achieving objectives which the entrepreneur will have set for themselves and therefore is more likely to know how to work towards to make the business successful • ambition to make this business succeed as the alternative is to develop a new business idea or move into the role of an employee for another business (which an entrepreneur may find boring) • driven and hard-working as this is their own business and they are more likely to work long hours in order to make it succeed – the initial risk is the most exciting stage • able to inspire/motivate employees with the entrepreneur's own vision, self-belief and work ethic as cannot run the business on their own	

Question	Answer	Marks
5(b)	**AO4 Evaluation** **Up to 6 marks for EVALUATION – USE THE FOLLOWING TABLE:** Developed/Supported judgement in context — L3 EVAL — 6 marks Developed/Reasonable evaluative comments in context — L3 EVAL — 5 marks Developed/Supported judgement without context — L2 EVAL — 4 marks Developed/Reasonable evaluative comments without context — L2 EVAL — 3 marks Limited supported judgement — L1 EVAL — 2 marks An attempt to balance the arguments/Weak attempt at evaluative comments — L1 EVAL — 1 mark *A judgement/conclusion is made as to whether risk taking is the most important quality for an entrepreneur to be successful in the clothing design industry. Such judgements/conclusions may be made at any point in the essay, not only in a concluding section.* • how important are other qualities of entrepreneurs instead of/alongside risk taking? • what is considered successful in this industry – survival, being profitable, gaining market share with cheap clothing, entering a niche market with high end fashion? • what level of risk is involved within the entrepreneur's plans – are they providing custom T-shirts with a design specified by a customer using a web page – do they want to design elaborate wedding dresses or festival outfits for a specific target market – is this a new business or a diversification for an already successful entrepreneur breaking into a new market? • a judgement should be made about the importance of different qualities in this particular context • other factors might be equally or more important than any quality shown by an entrepreneur – the strength of the competition, the demand of the consumer, how dynamic the market is, where the entrepreneur is selling the product, external conditions affecting the market, etc. Accept all valid responses.	

Question	Answer	Marks
6(a)	**Analyse <u>two</u> benefits to a business of using a Boston Matrix.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **1 mark for identifying ONE benefit (K)** • allows the business to analyse and assess the range of different products currently produced by a business • can see and review the allocation of resources between different products • can provide important information about the strengths/weaknesses of particular products • allows a business to measure how each product contributes to total business performance • could attract additional investment • compare their products to those of competitors • make decisions about the products in the portfolio • business planning for new product development • **AO2 Application** **1 mark for application of ONE benefit (APP)** • identifies question marks, stars, cash cows and dogs • analyses the market share and market growth of a business' products • identifies products which are at different stages of their product lifecycle • identify changes needed to operations and marketing (e.g. pricing) of current products, resources, expenditure, product development, strategies • lack of question marks/stars in the Boston Matrix suggests new product needed	**8**

Question	Answer	Marks
6(a)	**AO3 Analysis** **up to 2 marks for analysis of each benefit – 2 marks for DEVELOPED analysis of each benefit (L2 AN) – 1 mark for LIMITED analysis of each benefit (L1 AN)** Aspects of the marketing mix may be applied to product types in the Boston Matrix e.g. • effective promotion of question marks to increase market share within the market – may need market research and a new promotional mix • decide pricing strategies to increase revenue, e.g. skimming/penetration/competitive, depending on the market • apply extension strategies for cash cows to maintain revenue and provide reliable funding to support other products • whether to remove a product (dog) from the portfolio or adjust the marketing mix – may depend on demand in the market • may need to carry out R&D which will need to be financed Accept all valid responses.	

Question	Answer	Marks
6(b)	**'Packaging is the most effective promotion method for a fast-food business.'** **Evaluate this view.** **Indicative content** ***NOTE****: the question is about promotion, not the other aspects of the marketing mix. Responses which discuss price, place and product without linking this to promotion are not answering the question and should not be rewarded.* Responses may include: **AO1 Knowledge and understanding** **2 marks for DEVELOPED knowledge and understanding (L2 K)** **1 mark for LIMITED knowledge and understanding (L1 K)** • role of packaging <u>in promotion</u> – information, colour, logo, competitions • advertising promotion • sales promotion • direct promotion • digital promotion • branding **AO2 Application** **2 marks for DEVELOPED application (L2 APP)** **1 mark for LIMITED application (L1 APP)** • use of promotion by a fast-food business e.g. McDonalds (golden arches on red background), Pizza Hut, Domino's, Burger King, Yo Sushi. • Taste, restaurants, menu, ingredients, types of fast food e.g. burgers/pizzas	**12**

Question	Answer	Marks
6(b)	**AO3 Analysis** **2 marks for DEVELOPED analysis (L2 AN)** **1 mark for LIMITED analysis (L1 AN)** Benefits of the use of packaging as a means of promotion – • easily seen by many people, whether eating the food or not • a well-known business can reach a large number of potential consumers when packaging is carried around a busy area • a logo is easy to include on most types of food packaging e.g. trays, bags, cups • colours can be used to make the promotion eye-catching • there is no need for explanation of the business on the packaging as customers recognise the logo and/or colours • packaging is used anyway to carry and protect the food, so it is relatively cheap to use it for promotion Drawbacks of the use of packaging as a means of promotion – • packaging promotion may be ignored as it is the contents that are important to the customer • some fast-food businesses have their reputation damaged by customers who dispose of the packaging irresponsibly • plain packaging is cheaper to produce/buy than promotional packaging so increases costs • some customers eat the food and dispose of the packaging without anyone else seeing it • target market may include children who are not influenced by the packaging	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>6(b)</td><td>

AO4 Evaluation
Up to 6 marks for EVALUATION – USE THE FOLLOWING TABLE:

<table>
<tr><td>Developed/Supported judgement in context</td><td>L3 EVAL</td><td>6 marks</td></tr>
<tr><td>Developed/Reasonable evaluative comments in context</td><td>L3 EVAL</td><td>5 marks</td></tr>
<tr><td>Developed/Supported judgement without context</td><td>L2 EVAL</td><td>4 marks</td></tr>
<tr><td>Developed/Reasonable evaluative comments without context</td><td>L2 EVAL</td><td>3 marks</td></tr>
<tr><td>Limited supported judgement</td><td>L1 EVAL</td><td>2 marks</td></tr>
<tr><td>An attempt to balance the arguments/Weak attempt at evaluative comments</td><td>L1 EVAL</td><td>1 mark</td></tr>
</table>

A judgement/conclusion is made as to whether packaging is the most effective promotion method for a fast-food business. Such judgements/conclusions may be made at any point in the essay, not only in a concluding section.

- how effective is packaging for promoting this particular type of business?
- is promotion on packaging more effective for large businesses which already have an established brand?
- how effective are other types of promotion for a fast-food business?
- advertising using television, print media, social media and the business' own website are all effective at constantly reminding customers of existing and new types of food
- sales promotions/discounts/meal deals/toys/collectibles are effective as customers are often young and on limited incomes
- direct promotion to individuals is unlikely in this industry as the product is aimed at the mass-market, although leaflet drops are used
- digital promotion via websites and social media allows customers to interact with the business, place orders, give feedback, which can then promote the business to other customers, therefore is very effective given the target market
- older customers may still want to buy the food, for themselves or younger relatives, but are less likely to use digital media
- branding is very important as the fast-food market is competitive, but to maintain that brand image and a high market share a lot of different promotion methods are used together

</td><td></td></tr>
</table>

Question	Answer	Marks
6(b)	• all other types of promotion can be more expensive than promotion on the packaging, but large fast-food business can afford this • judgement made as to which promotion method is likely to be the most effective in this context • it is likely that all types of promotion will be carried out at some time and in some circumstances due to the nature of the market and the large budget available to many businesses in it. Accept all valid responses.	

Mark Grids for Section B

Used for Q5(a) and Q6(a)

Level	AO1 Knowledge and understanding 2 marks	AO2 Application 2 marks	AO3 Analysis 4 marks
2			**3–4 marks** **Developed analysis** • Developed analysis that identifies connections between causes, impacts and/or consequences of **two** points. • Developed analysis that identifies connections between causes, impacts and/or consequences of **one** point.
1	**1–2 marks** • Knowledge of **two** relevant points is used to answer the question. • Knowledge of **one** relevant point is used to answer the question.	**1–2 marks** • Application of **two** relevant points to a business context. • Application of **one** relevant point to a business context.	**1–2 marks** **Limited analysis** • Limited analysis that identifies connections between causes, impacts and/or consequences of **two** points. • Limited analysis that identifies connections between causes, impacts and/or consequences of **one** point.
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.

Mark Grids for Section B

Used for Q5(b) and Q6(b)

Level	AO1 Knowledge and understanding 2 marks	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 6 marks
3				**5–6 marks** **Developed evaluation in context** • A developed judgement/conclusion is made in the business context. • Developed evaluative comments which balance some key arguments in the business context.
2	**2 marks** **Developed knowledge** of relevant key term(s) and/or factor(s) is used to answer the question.	**2 marks** **Developed application** of relevant point(s) to the business context.	**2 marks** **Developed analysis** that identifies connections between causes, impacts and/or consequences.	**3–4 marks** **Developed evaluation** • A developed judgement/conclusion is made. • Developed evaluative comments which balance some key arguments.
1	**1 mark** **Limited knowledge** of relevant key term(s) and/or factor(s) is used to answer the question.	**1 mark** **Limited application** of relevant point(s) to the business context.	**1 mark** **Limited analysis** that identifies connections between causes, impacts and/or consequences.	**1–2 marks** **Limited evaluation** • A judgement/conclusion is made with limited supporting comment/evidence. • An attempt is made to balance the arguments.

Level	AO1 Knowledge and understanding 2 marks	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 6 marks
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.