



Cambridge International AS & A Level

BUSINESS

9609/21

Paper 2 Data Response

October/November 2022

MARK SCHEME

Maximum Mark: 60

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.

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) | <p data-bbox="304 248 1082 282">Define the term ‘Computer Aided Design (CAD)’ (line 4).</p> <table border="1" data-bbox="304 315 1289 577"> <thead> <tr> <th data-bbox="304 315 1174 378">Knowledge</th> <th data-bbox="1174 315 1289 378">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 378 1174 443">A correct definition</td> <td data-bbox="1174 378 1289 443">2</td> </tr> <tr> <td data-bbox="304 443 1174 508">A partial, vague or unfocused definition</td> <td data-bbox="1174 443 1289 508">1</td> </tr> <tr> <td data-bbox="304 508 1174 573">No credible content</td> <td data-bbox="1174 508 1289 573">0</td> </tr> </tbody> </table> <p data-bbox="304 611 903 645">A correct definition should cover the following:</p> <ul data-bbox="304 647 1082 714" style="list-style-type: none"> <li data-bbox="304 647 1082 680">• The use of technology/software/computer programmes <li data-bbox="304 683 1082 714">• To improve the design process/create 2D or 3D models <table border="1" data-bbox="304 748 1289 1341"> <thead> <tr> <th data-bbox="304 748 740 813">Exemplar</th> <th data-bbox="740 748 1174 813">Rationale</th> <th data-bbox="1174 748 1289 813">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 813 740 945">The use of technology makes designing a product more flexible</td> <td data-bbox="740 813 1174 945">Both elements covered</td> <td data-bbox="1174 813 1289 945">2</td> </tr> <tr> <td data-bbox="304 945 740 1043">Using technology to speed up the design process</td> <td data-bbox="740 945 1174 1043">Both elements covered</td> <td data-bbox="1174 945 1289 1043">2</td> </tr> <tr> <td data-bbox="304 1043 740 1142">Using technology to design a product</td> <td data-bbox="740 1043 1174 1142">An understanding of computer aided (no expansion)</td> <td data-bbox="1174 1043 1289 1142">1</td> </tr> <tr> <td data-bbox="304 1142 740 1240">Using computers to speed up the design process</td> <td data-bbox="740 1142 1174 1240">Only one element of the flow identified</td> <td data-bbox="1174 1142 1289 1240">1</td> </tr> <tr> <td data-bbox="304 1240 740 1341">Using computers to design a product</td> <td data-bbox="740 1240 1174 1341">A generic answer</td> <td data-bbox="1174 1240 1289 1341">0</td> </tr> </tbody> </table> | Knowledge | Marks | A correct definition | 2 | A partial, vague or unfocused definition | 1 | No credible content | 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 | 2 |
| Knowledge | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A correct definition | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A partial, vague or unfocused definition | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No credible content | 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 data-bbox="304 248 927 282">Explain the term ‘primary research’ (line 15).</p> <p data-bbox="304 315 898 349">Award one mark for each point of explanation</p> <table border="1" data-bbox="304 383 1289 808"> <thead> <tr> <th data-bbox="304 383 408 443">Point</th> <th data-bbox="408 383 1174 443">Explanation</th> <th data-bbox="1174 383 1289 443">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 443 408 577">C</td> <td data-bbox="408 443 1174 577">Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary.</td> <td data-bbox="1174 443 1289 577">1</td> </tr> <tr> <td data-bbox="304 577 408 678">B</td> <td data-bbox="408 577 1174 678">Carried out to produce information directly related to the business.</td> <td data-bbox="1174 577 1289 678">1</td> </tr> <tr> <td data-bbox="304 678 408 808">A</td> <td data-bbox="408 678 1174 808">Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.).</td> <td data-bbox="1174 678 1289 808">1</td> </tr> </tbody> </table> <p data-bbox="304 846 416 880">Content</p> <p data-bbox="304 880 1286 1014">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" data-bbox="304 1048 1289 1608"> <thead> <tr> <th data-bbox="304 1048 922 1108">Exemplar</th> <th data-bbox="922 1048 1174 1108">Rationale</th> <th data-bbox="1174 1048 1289 1108">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1108 922 1279">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 data-bbox="922 1108 1174 1279">All three elements</td> <td data-bbox="1174 1108 1289 1279">3</td> </tr> <tr> <td data-bbox="304 1279 922 1413">Carried out to gather new information, first hand, about customer tastes using questionnaires</td> <td data-bbox="922 1279 1174 1413">All three elements</td> <td data-bbox="1174 1279 1289 1413">3</td> </tr> <tr> <td data-bbox="304 1413 922 1473">Provides first hand data about market trends</td> <td data-bbox="922 1413 1174 1473">A and B</td> <td data-bbox="1174 1413 1289 1473">2</td> </tr> <tr> <td data-bbox="304 1473 922 1541">Produces information for the business</td> <td data-bbox="922 1473 1174 1541">B only</td> <td data-bbox="1174 1473 1289 1541">1</td> </tr> <tr> <td data-bbox="304 1541 922 1608">Researching the market</td> <td data-bbox="922 1541 1174 1608">NAQ</td> <td data-bbox="1174 1541 1289 1608">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 data-bbox="304 248 1257 315">Refer to Table 1.1. Calculate the total percentage of consumers who stated that ‘ease of use’ is either important or quite important.</p> <table border="1" data-bbox="304 349 1289 674"> <thead> <tr> <th data-bbox="312 360 1177 416">Rationale</th> <th data-bbox="1177 360 1281 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 416 1177 472">Correct answer (with or without working and/or %)</td> <td data-bbox="1177 416 1281 472">3</td> </tr> <tr> <td data-bbox="312 472 1177 539">Correct answer for important only or quite important only</td> <td data-bbox="1177 472 1281 539">2</td> </tr> <tr> <td data-bbox="312 539 1177 607">Correct formula/identifies correct figures (ie 20 and 30)</td> <td data-bbox="1177 539 1281 607">1</td> </tr> <tr> <td data-bbox="312 607 1177 674">No credible content</td> <td data-bbox="1177 607 1281 674">0</td> </tr> </tbody> </table> <p data-bbox="304 707 1085 741">Number stated ease of use important + quite important = 20</p> <p data-bbox="304 775 1054 853">$\frac{\text{Number think ease of use important + unimportant}}{\text{Total respondents}} \times 100$</p> <p data-bbox="304 864 427 965">= $\frac{20}{30} \times 100$</p> <p data-bbox="304 999 1181 1032">= 66.67% (Or 66.6 or 66.7 or 67) Note: % not required for full marks</p> <p data-bbox="304 1066 1268 1133">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 data-bbox="304 1167 542 1200">Common answers</p> <table border="1" data-bbox="304 1200 1268 1760"> <thead> <tr> <th data-bbox="312 1211 592 1267">Answer</th> <th data-bbox="592 1211 711 1267">Mark</th> <th data-bbox="711 1211 1260 1267">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 1267 592 1335">66.67%</td> <td data-bbox="592 1267 711 1335">3</td> <td data-bbox="711 1267 1260 1335">Correct answer</td> </tr> <tr> <td data-bbox="312 1335 592 1402">67</td> <td data-bbox="592 1335 711 1402">3</td> <td data-bbox="711 1335 1260 1402">Correct answer without the %</td> </tr> <tr> <td data-bbox="312 1402 592 1469">60%</td> <td data-bbox="592 1402 711 1469">2</td> <td data-bbox="711 1402 1260 1469">Important only</td> </tr> <tr> <td data-bbox="312 1469 592 1536">6.67%</td> <td data-bbox="592 1469 711 1536">2</td> <td data-bbox="711 1469 1260 1536">Quite important’ only</td> </tr> <tr> <td data-bbox="312 1536 592 1626">Unimportant/total respondents $\times 100$</td> <td data-bbox="592 1536 711 1626">1</td> <td data-bbox="711 1536 1260 1626">Formula only</td> </tr> <tr> <td data-bbox="312 1626 592 1693">20/30</td> <td data-bbox="592 1626 711 1693">1</td> <td data-bbox="711 1626 1260 1693">Correct figures identified</td> </tr> <tr> <td data-bbox="312 1693 592 1760">$20/150 \times 100$</td> <td data-bbox="592 1693 711 1760">1</td> <td data-bbox="711 1693 1260 1760">Wrong denominator but formula implied</td> </tr> </tbody> </table> | Rationale | Mark | Correct answer (with or without working and/or %) | 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 $\times 100$ | 1 | Formula only | 20/30 | 1 | Correct figures identified | $20/150 \times 100$ | 1 | Wrong denominator but formula implied | 3 |
| Rationale | Mark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Correct answer (with or without working and/or %) | 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 $\times 100$ | 1 | Formula only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20/30 | 1 | Correct figures identified | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $20/150 \times 100$ | 1 | Wrong denominator but formula implied | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---------------------------|-------|---------|--|---|---------|--------------------------------------|---|--------|---|---|---|-----------------------|---|----------|------|-----------|------------------------------------|---|-----------------------|--|---|--|---|---|---------------------|----------------|---|-------------------------------|----------|
| 1(b)(ii) | <p>Explain <u>one</u> possible limitation of the Marketing Director’s primary research</p> <table border="1" data-bbox="304 349 1289 707"> <thead> <tr> <th>Level</th> <th>Knowledge and Application</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2 (APP)</td> <td>Explanation of one limitation <i>in context</i></td> <td>3</td> </tr> <tr> <td>1b (KK)</td> <td>Explanation of one limitation</td> <td>2</td> </tr> <tr> <td>1a (K)</td> <td>Identification of one limitation</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditable content</td> <td>0</td> </tr> </tbody> </table> <p>Note: only award limitations NOT disadvantages</p> <p>Content could come from:</p> <ul style="list-style-type: none"> • Small sample size (only 30 asked) • May be other features important to customers such as the quality of the photographs or does it have video capability • Doesn’t say who was asked – are they a sample from the target market? • How the research was conducted e.g. questionnaires, focus group? Could bias answers depending on this • Doesn’t consider existing competition in the market, price an important feature can DD compete in the market? <p>ARA</p> <table border="1" data-bbox="304 1223 1321 1682"> <thead> <tr> <th>Exemplar</th> <th>Mark</th> <th>Rationale</th> </tr> </thead> <tbody> <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> </tbody> </table> | Level | Knowledge and Application | Marks | 2 (APP) | Explanation of one limitation <i>in context</i> | 3 | 1b (KK) | Explanation of one limitation | 2 | 1a (K) | Identification of one 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 one limitation <i>in context</i> | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1b (KK) | Explanation of one limitation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1a (K) | Identification of one 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) | Analyse <u>two</u> factors that could influence the leadership style used as DD moves into the production of Robodz. | | | | | | 8 | |
| | Level | Knowledge and Application (4 marks) | Marks | | Analysis (4 marks) | Marks | | |
| | 2b | Shows knowledge of two factors influencing leadership style <i>in context</i> | 4 | APP + APP | Developed analysis of two factors influencing leadership style <i>in context</i> | 4 | | DEV + DEV |
| | 2a | Shows knowledge of one factor influencing leadership style <i>in context</i> | 3 | APP | Developed analysis of one factor influencing leadership style <i>in context</i> | 3 | | DEV |
| | 1b | Shows knowledge of two factors influencing leadership style | 2 | K + K | Limited analysis of two factors influencing leadership style | 2 | | AN + AN |
| | 1a | Shows knowledge of one factor influencing leadership style | 1 | K | Limited analysis of one factor influencing leadership style | 1 | | AN |
| | 0 | No creditable content | | | | | | |
| <p>Indicative content</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Depends on skills required • Organisation • Situation • Individual leader/preference of the leader • The team • Environment <p>AO2 Application</p> <ul style="list-style-type: none"> • Current style laissez faire • Highly skilled workforce • Already very motivated • Greater cooperation between departments required • Less opportunity for individual design • More automation | | | | | | | | |

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

| Question | Answer | | | | | Marks | |
|----------|--|--------------|-------------------|--|--------------|-----------|-------------------|
| 1(d) | Recommend a suitable marketing mix for the Robodz. Justify your recommendation. | | | | | 11 | |
| | Knowledge and Application (4 marks) | Marks | Annotation | Analysis and Evaluation (7 marks) | Marks | | Annotation |
| | | | | 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 two 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 one element of the marketing mix <i>in context</i> | 3 | APP | Argument based on analysis of one element of the marketing mix with context | 3 | | DEV |
| | Shows knowledge of two elements of the marketing mix | 2 | K + K | Limited analysis of two elements of the marketing mix | 2 | | AN + AN |
| | Shows knowledge of one element of the marketing mix | 1 | K | Limited analysis of one 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>Indicative content</p> <p>AO1 Knowledge and understanding</p> <p>4Ps</p> <ul style="list-style-type: none"> • Price • Product • Place • Promotion <p>4Cs</p> <ul style="list-style-type: none"> • Consumer wants • Cost • Convenience • Communication <p>AO2 Application</p> <ul style="list-style-type: none"> • Niche market? Used for sport events and area photography, mainly in the 30–45 year age group • Competition? Few competitors in a growing market. • Performance and ease of use more important than price – price skimming? • Innovative product, innovative price? • Internet or shop sales. Direct selling? Special events e.g. at sport venues. • Promotion issues e.g. Media - specialist sport or photography magazines. • Target market? Sport enthusiasts in 30–45 year age group. Property owners trying to sell (aerial photography). • Reference to Table 1.1/answer to 1(b)(i) <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Pricing strategy to maximise revenue e.g. price skimming at launch of a new product • Promotion needs to be cost effective • Consider target markets • Niche markets so need to consider distribution so convenient to the customer • New product so important to communicate features clearly • Product should be suitable for customer wants/needs • Quality important in a product like this – must be reliable <p>AO4 Evaluation</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) | <p>Define the term ‘corporate objectives’ (line 3).</p> <table border="1" data-bbox="304 315 1321 645"> <thead> <tr> <th data-bbox="304 315 1209 380">Knowledge</th> <th data-bbox="1209 315 1321 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 380 1209 510">Reference to long term goals/over a period of time or focus/direction or helps form strategic business plan / should be SMART</td> <td data-bbox="1209 380 1321 510">2</td> </tr> <tr> <td data-bbox="304 510 1209 575">Reference to goals/aims/targets</td> <td data-bbox="1209 510 1321 575">1</td> </tr> <tr> <td data-bbox="304 575 1209 645">No credible content</td> <td data-bbox="1209 575 1321 645">0</td> </tr> </tbody> </table> <p>A correct definition could cover the following:</p> <ul data-bbox="304 712 890 786" style="list-style-type: none"> • The (long term) goals of a company • Give focus and direction to the business. <table border="1" data-bbox="304 815 1321 1305"> <thead> <tr> <th data-bbox="304 815 756 880">Exemplar</th> <th data-bbox="756 815 1209 880">Rationale</th> <th data-bbox="1209 815 1321 880">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 880 756 978">The long-term goals of a company</td> <td data-bbox="756 880 1209 978">Two elements covered</td> <td data-bbox="1209 880 1321 978">2</td> </tr> <tr> <td data-bbox="304 978 756 1077">Goals of a company giving direction to employees</td> <td data-bbox="756 978 1209 1077">Two elements covered</td> <td data-bbox="1209 978 1321 1077">2</td> </tr> <tr> <td data-bbox="304 1077 756 1142">Gives focus to a business</td> <td data-bbox="756 1077 1209 1142">A simple statement</td> <td data-bbox="1209 1077 1321 1142">1</td> </tr> <tr> <td data-bbox="304 1142 756 1207">Company goals</td> <td data-bbox="756 1142 1209 1207">An understanding but too vague</td> <td data-bbox="1209 1142 1321 1207">1</td> </tr> <tr> <td data-bbox="304 1207 756 1305">Aims</td> <td data-bbox="756 1207 1209 1305">Vague but alternative for objectives</td> <td data-bbox="1209 1207 1321 1305">1</td> </tr> </tbody> </table> | Knowledge | Marks | Reference to long term goals/over a period of time or focus/direction or helps form strategic business plan / should be SMART | 2 | Reference to goals/aims/targets | 1 | No credible content | 0 | 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 | 2 |
| Knowledge | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference to long term goals/over a period of time or focus/direction or helps form strategic business plan / should be SMART | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference to goals/aims/targets | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No credible content | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 data-bbox="304 248 884 282">Explain the term ‘internal growth’ (line 3).</p> <p data-bbox="304 315 898 349">Award one mark for each point of explanation</p> <table border="1" data-bbox="304 383 1321 741"> <thead> <tr> <th data-bbox="304 383 411 443">Point</th> <th data-bbox="411 383 1209 443">Knowledge</th> <th data-bbox="1209 383 1321 443">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 443 411 611">C</td> <td data-bbox="411 443 1209 611">Example or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.)</td> <td data-bbox="1209 443 1321 611">1</td> </tr> <tr> <td data-bbox="304 611 411 678">B</td> <td data-bbox="411 611 1209 678">From within – organic</td> <td data-bbox="1209 611 1321 678">1</td> </tr> <tr> <td data-bbox="304 678 411 741">A</td> <td data-bbox="411 678 1209 741">Expansion of a firm/business.</td> <td data-bbox="1209 678 1321 741">1</td> </tr> </tbody> </table> <p data-bbox="304 779 427 813">Content:</p> <p data-bbox="304 813 1289 880">Internal/organic growth is when a business uses its own funds to reinvest in itself and increase the capital.</p> <table border="1" data-bbox="304 913 1321 1935"> <thead> <tr> <th data-bbox="304 913 754 974">Exemplar</th> <th data-bbox="754 913 1209 974">Rationale</th> <th data-bbox="1209 913 1321 974">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 974 754 1142">Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C)</td> <td data-bbox="754 974 1209 1142">All three elements</td> <td data-bbox="1209 974 1321 1142">3</td> </tr> <tr> <td data-bbox="304 1142 754 1310">Expansion of a business, from within, which can be slow when compared with external growth through a merger</td> <td data-bbox="754 1142 1209 1310">All three elements</td> <td data-bbox="1209 1142 1321 1310">3</td> </tr> <tr> <td data-bbox="304 1310 754 1478">Expansion of a business, from within, which requires investment to open new branches</td> <td data-bbox="754 1310 1209 1478">All three elements</td> <td data-bbox="1209 1310 1321 1478">3</td> </tr> <tr> <td data-bbox="304 1478 754 1608">Expansion of a business, from within, which can take a long time and requires investment</td> <td data-bbox="754 1478 1209 1608">A and B</td> <td data-bbox="1209 1478 1321 1608">2</td> </tr> <tr> <td data-bbox="304 1608 754 1675">Slow growth of a business.</td> <td data-bbox="754 1608 1209 1675">B only</td> <td data-bbox="1209 1608 1321 1675">1</td> </tr> <tr> <td data-bbox="304 1675 754 1771">Expansion of a business</td> <td data-bbox="754 1675 1209 1771">Identified key themes only, no real understanding</td> <td data-bbox="1209 1675 1321 1771">1</td> </tr> <tr> <td data-bbox="304 1771 754 1935">Increase market share/employees</td> <td data-bbox="754 1771 1209 1935">Not necessarily growth as e.g. market share could increase because of successful promotion without growth</td> <td data-bbox="1209 1771 1321 1935">0</td> </tr> </tbody> </table> | Point | Knowledge | Marks | C | Example 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 | Example 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 data-bbox="304 248 1246 282">Refer to Table 2.1. Calculate the forecast profit margin for year one.</p> <table border="1" data-bbox="304 315 1054 640"> <thead> <tr> <th data-bbox="304 315 940 380">Rationale</th> <th data-bbox="940 315 1054 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 380 940 448">Correct answer (with or without formula or %)</td> <td data-bbox="940 380 1054 448">3</td> </tr> <tr> <td data-bbox="304 448 940 515">Correct calculation of profit</td> <td data-bbox="940 448 1054 515">2</td> </tr> <tr> <td data-bbox="304 515 940 582">Correct formula</td> <td data-bbox="940 515 1054 582">1</td> </tr> <tr> <td data-bbox="304 582 940 640">No credible content</td> <td data-bbox="940 582 1054 640">0</td> </tr> </tbody> </table> <p data-bbox="304 680 579 752">$\frac{\text{profit}}{\text{sales revenue}} \times 100$</p> <p data-bbox="304 786 592 853">Profit = 110 – (50+20) = 40</p> <p data-bbox="304 891 746 999">$\frac{40}{110}$ = 36.36% allow 36, 36.3, 36.4 (3)</p> <p data-bbox="304 1032 544 1066">Common answers</p> <table border="1" data-bbox="304 1099 1214 1491"> <thead> <tr> <th data-bbox="304 1099 692 1164">Answer</th> <th data-bbox="692 1099 807 1164">Mark</th> <th data-bbox="807 1099 1214 1164">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1164 692 1232">36.3%</td> <td data-bbox="692 1164 807 1232">3</td> <td data-bbox="807 1164 1214 1232">Correct answer</td> </tr> <tr> <td data-bbox="304 1232 692 1299">110-70 = 40</td> <td data-bbox="692 1232 807 1299">2</td> <td data-bbox="807 1232 1214 1299">Correct calculation of profit</td> </tr> <tr> <td data-bbox="304 1299 692 1366">40/110</td> <td data-bbox="692 1299 807 1366">2</td> <td data-bbox="807 1299 1214 1366">Correct calculation of profit</td> </tr> <tr> <td data-bbox="304 1366 692 1433">Profit/sales revenue × 100</td> <td data-bbox="692 1366 807 1433">1</td> <td data-bbox="807 1366 1214 1433">Correct formula</td> </tr> <tr> <td data-bbox="304 1433 692 1491">Profit/sales revenue</td> <td data-bbox="692 1433 807 1491">0</td> <td data-bbox="807 1433 1214 1491">Incorrect formula (no × 100)</td> </tr> </tbody> </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) | Explain <u>one</u> method MW could use to improve its cash flow. | | 3 | | | | | | | | | | | |
| Level | Knowledge and Application | Marks | | | | | | | | | | | | |
| 2 (APP) | Explanation of one method to improve cash flow <i>in context</i> | 3 | | | | | | | | | | | | |
| 1b (K+K) | Explanation of one method to improve cash flow | 2 | | | | | | | | | | | | |
| 1a (K) | Identification of one method to improve cash flow | 1 | | | | | | | | | | | | |
| 0 | No creditable content | 0 | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Reducing costs – to reduce outflow • Increasing revenue – to increase inflow • Bank overdraft • Debt factoring <p>Context is likely to come from:</p> <ul style="list-style-type: none"> • The time between booking and receiving revenue • Higher costs due to inefficiency in systems • Take a deposit at the time of booking <p>ARA</p> <table border="1" data-bbox="288 1126 1337 1451"> <thead> <tr> <th data-bbox="288 1126 874 1193">Exemplar</th> <th data-bbox="874 1126 991 1193">Mark</th> <th data-bbox="991 1126 1337 1193">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 1193 874 1294">Take a deposit at the time of booking a move to increase revenue</td> <td data-bbox="874 1193 991 1294">3</td> <td data-bbox="991 1193 1337 1294">Explanation in context</td> </tr> <tr> <td data-bbox="288 1294 874 1395">Reduce costs by finding a cheaper supplier</td> <td data-bbox="874 1294 991 1395">2</td> <td data-bbox="991 1294 1337 1395">Explanation of method</td> </tr> <tr> <td data-bbox="288 1395 874 1451">Get a bank overdraft</td> <td data-bbox="874 1395 991 1451">1</td> <td data-bbox="991 1395 1337 1451">Identification only</td> </tr> </tbody> </table> | | | | 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 |
| 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) | Analyse <u>two</u> benefits to MW of introducing process innovation to update its information systems. | | | | | | 8 | |
| | Level | Knowledge and application | Annotation | Marks | Analysis | Marks | | |
| | 2 | Understanding of two benefits of process innovation <i>in context</i> | APP + APP | 4 | Developed analysis of two benefits of process innovation <i>in context</i> | 4 | | DEV + DEV |
| | | Understanding of one benefit of process innovation <i>in context</i> | APP | 3 | Developed analysis of one benefit of process innovation <i>in context</i> | 3 | | DEV |
| | 1 | Knowledge of two benefits of process innovation | K + K | 2 | Limited analysis of two benefits of process innovation | 2 | | AN + AN |
| | | Knowledge of one benefit of process innovation | K | 1 | Limited analysis of one benefit of process innovation | 1 | | AN |
| | 0 | No creditable content | | | | 0 | | |
| <p>ARA</p> <p>Indicative content</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Information – keep up-to-date, • Time saved • Increase cash flow • Reduce costs • Increase quality • Increase efficiency • Ease of access to information <p>AO2 Application</p> <ul style="list-style-type: none"> • Wants to achieve internal growth • Many locations in country Q • Successful business • Growth affecting cash flow | | | | | | | | |

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

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

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