



Cambridge International AS & A Level

BUSINESS

9609/22

Paper 2 Data Response

May/June 2021

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 May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **22** 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>Define the term ‘service’ (line 1).</p> <table border="1" data-bbox="316 315 1313 577"> <thead> <tr> <th data-bbox="316 315 1177 380">Knowledge</th> <th data-bbox="1177 315 1313 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 380 1177 448">A correct definition</td> <td data-bbox="1177 380 1313 448">2</td> </tr> <tr> <td data-bbox="316 448 1177 515">A partial, vague or unfocused definition</td> <td data-bbox="1177 448 1313 515">1</td> </tr> <tr> <td data-bbox="316 515 1177 577">No creditable content</td> <td data-bbox="1177 515 1313 577">0</td> </tr> </tbody> </table> <p>Content An intangible product/process (1) which is offered to / paid for by customers (1). An action (1) sold by business (1). A correct definition will include the following points:</p> <ul style="list-style-type: none"> • something sold by a business / bought by a customer / to satisfy needs or wants • an idea of intangibility. <table border="1" data-bbox="316 983 1313 1473"> <thead> <tr> <th data-bbox="316 983 869 1048">Exemplar</th> <th data-bbox="869 983 1002 1048">Marks</th> <th data-bbox="1002 983 1313 1048">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1048 869 1149">Something a customer buys which cannot be touched.</td> <td data-bbox="869 1048 1002 1149">2</td> <td data-bbox="1002 1048 1313 1149">Both elements covered</td> </tr> <tr> <td data-bbox="316 1149 869 1249">A process sold by a business.</td> <td data-bbox="869 1149 1002 1249">2</td> <td data-bbox="1002 1149 1313 1249">Both elements covered</td> </tr> <tr> <td data-bbox="316 1249 869 1314">An intangible product.</td> <td data-bbox="869 1249 1002 1314">1</td> <td data-bbox="1002 1249 1313 1314">One element</td> </tr> <tr> <td data-bbox="316 1314 869 1379">Something sold by a business.</td> <td data-bbox="869 1314 1002 1379">1</td> <td data-bbox="1002 1314 1313 1379">One element</td> </tr> <tr> <td data-bbox="316 1379 869 1473">A tertiary business</td> <td data-bbox="869 1379 1002 1473">0</td> <td data-bbox="1002 1379 1313 1473">Not a definition of a service.</td> </tr> </tbody> </table>	Knowledge	Marks	A correct definition	2	A partial, vague or unfocused definition	1	No creditable content	0	Exemplar	Marks	Rationale	Something a customer buys which cannot be touched.	2	Both elements covered	A process sold by a business.	2	Both elements covered	An intangible product.	1	One element	Something sold by a business.	1	One element	A tertiary business	0	Not a definition of a service.	2
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1(a)(ii)	<p>Explain the term ‘sole trader’ (line 1).</p> <p>Award one mark for each point of explanation:</p> <table border="1" data-bbox="316 344 1313 1003"> <tr> <td data-bbox="316 344 395 904">B</td> <td data-bbox="395 344 1177 904"> One mark for each of the following (up to a maximum of two marks): <ul style="list-style-type: none"> • unlimited liability • shared legal identity with business • no continuity • no requirement to produce or make available accounts • no shares/shareholders • unincorporated • likely to be a small business • the owner keeps all the profits or bears the losses • has all the risk • has full control • makes all decisions themselves • example of a sole trader. </td> <td data-bbox="1177 344 1313 904">1–2 marks</td> </tr> <tr> <td data-bbox="316 904 395 1003">A</td> <td data-bbox="395 904 1177 1003">One individual or one person (must be a clear idea of a single person)</td> <td data-bbox="1177 904 1313 1003">1 mark</td> </tr> </table> <table border="1" data-bbox="316 1039 1313 1832"> <thead> <tr> <th data-bbox="316 1039 767 1104">Exemplar</th> <th data-bbox="767 1039 1177 1104">Rationale</th> <th data-bbox="1177 1039 1313 1104">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1104 767 1305">A sole trader is owned by one person (A) who has unlimited liability (B) and does not need to publish financial accounts (B).</td> <td data-bbox="767 1104 1177 1305">All three elements</td> <td data-bbox="1177 1104 1313 1305">3</td> </tr> <tr> <td data-bbox="316 1305 767 1406">Owned and controlled by one person who bears the risk.</td> <td data-bbox="767 1305 1177 1406">All three elements</td> <td data-bbox="1177 1305 1313 1406">3</td> </tr> <tr> <td data-bbox="316 1406 767 1541">A sole trader is owned by a single person (A) and does not have shareholders (B)</td> <td data-bbox="767 1406 1177 1541">A and B</td> <td data-bbox="1177 1406 1313 1541">2</td> </tr> <tr> <td data-bbox="316 1541 767 1608">A one person business (A)</td> <td data-bbox="767 1541 1177 1608">One mark only</td> <td data-bbox="1177 1541 1313 1608">1</td> </tr> <tr> <td data-bbox="316 1608 767 1776">A business where there is unlimited liability (B), no need to produce financial accounts, no continuity and no shareholders.</td> <td data-bbox="767 1608 1177 1776">B only, which cannot be awarded without the A mark.</td> <td data-bbox="1177 1608 1313 1776">0</td> </tr> <tr> <td data-bbox="316 1776 767 1832">Owned business.</td> <td data-bbox="767 1776 1177 1832">Tautology</td> <td data-bbox="1177 1776 1313 1832">0</td> </tr> </tbody> </table> <p>ARA</p>	B	One mark for each of the following (up to a maximum of two marks): <ul style="list-style-type: none"> • unlimited liability • shared legal identity with business • no continuity • no requirement to produce or make available accounts • no shares/shareholders • unincorporated • likely to be a small business • the owner keeps all the profits or bears the losses • has all the risk • has full control • makes all decisions themselves • example of a sole trader. 	1–2 marks	A	One individual or one person (must be a clear idea of a single person)	1 mark	Exemplar	Rationale	Marks	A sole trader is owned by one person (A) who has unlimited liability (B) and does not need to publish financial accounts (B).	All three elements	3	Owned and controlled by one person who bears the risk.	All three elements	3	A sole trader is owned by a single person (A) and does not have shareholders (B)	A and B	2	A one person business (A)	One mark only	1	A business where there is unlimited liability (B), no need to produce financial accounts, no continuity and no shareholders.	B only, which cannot be awarded without the A mark.	0	Owned business.	Tautology	0	3
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Question	Answer	Marks												
1(b)(i)	<p>Refer to Fig 1.1 and any other relevant information. Calculate HB's share of the laundry service market.</p> <table border="1" data-bbox="316 347 1313 806"> <thead> <tr> <th data-bbox="316 347 1177 412">Rationale</th> <th data-bbox="1177 347 1313 412">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 412 1177 477">Correct answer with or without correct working or units.</td> <td data-bbox="1177 412 1313 477">4</td> </tr> <tr> <td data-bbox="316 477 1177 542">Attempt using some of the correct figures.</td> <td data-bbox="1177 477 1313 542">3</td> </tr> <tr> <td data-bbox="316 542 1177 640">Formula* and identification of correct numbers (i.e. 20% of 60 000).</td> <td data-bbox="1177 542 1313 640">2</td> </tr> <tr> <td data-bbox="316 640 1177 739">Formula* or identification of correct numbers (i.e. 20% of 60 000).</td> <td data-bbox="1177 640 1313 739">1</td> </tr> <tr> <td data-bbox="316 739 1177 806">No creditable content.</td> <td data-bbox="1177 739 1313 806">0</td> </tr> </tbody> </table> <p>Content</p> <p>Formula – $\frac{\text{Current share of the market}}{\text{Total market size}} \times 100$</p> <p>Total market = 60 000 households Percentage who use a laundry service = 20%</p> <p>20% of 60 000 = 12 000 households</p> <p>$\frac{300 \text{ households}}{12000 \text{ households}} \times 100 = 2.5\%$</p> <p>Answer = 2.5% (allow 2.5)</p> <p>OFR</p>	Rationale	Marks	Correct answer with or without correct working or units.	4	Attempt using some of the correct figures.	3	Formula* and identification of correct numbers (i.e. 20% of 60 000).	2	Formula* or identification of correct numbers (i.e. 20% of 60 000).	1	No creditable content.	0	4
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No creditable content.	0													

Question	Answer						Marks
1(b)(ii)	Analyse <u>two</u> factors which could affect the scale of HB.						8
	Level	Knowledge and Application (4 marks)	Marks		Analysis (4 marks)	Marks	
	2b	Shows understanding of two factors which could affect the scale of a business in context	4	APP + APP	Good analysis of two factors which could affect the scale of a business in context	4	DEV + DEV
	2a	Shows understanding of one factor which could affect the scale of a business in context	3	APP	Good analysis of one factor which could affect the scale of a business in context	3	DEV
	1b	Shows knowledge of two factors which could affect the scale of a business	2	K + K	Limited analysis of two factors which could affect the scale of a business	2	AN + AN
	1a	Shows knowledge of one factor which could affect the scale of a business	1	K	Limited analysis of one factor which could affect the scale of a business	1	AN
	0	No creditable content					
<p>Content</p> <p>Factors affecting scale are about the ability of a business to supply products, not the demand of the market. These factors are likely to involve:</p> <ul style="list-style-type: none"> • Capital – the quantity and quality of the capital items in a business, such as machinery – this can include human capital. • Labour – the quantity and quality of the workforce. • Enterprise – the ability and willingness of an entrepreneur to take risks, find business opportunities. • Land – the quantity and quality of natural resources available to the business 							

Question	Answer	Marks
1(b)(ii)	<p>Context may include:</p> <ul style="list-style-type: none"> • Karen is a sole trader – limited availability of finance to purchase washing machines, irons etc. • Machinery – Karen only owns two washing machines, two dryers and one iron • The use of washing machine / dryer / iron – affects the batch size of washing • The use of batch production • The time HB takes to do a load of washing (two hours) • The transport used by Karen (van) and the amount of laundry she can carry • Karen as an entrepreneur • The new worker <p>Analysis may include:</p> <ul style="list-style-type: none"> • The impact this factor may have on the scale of HB • The factor may (or have the potential to) increase HB's scale • The factor may (or have the potential to) decrease HB's scale <p>Development of this affect may be on HB's revenue, costs and/or profit or another likely objective of HB, such as expansion or the industrial market.</p>	

Question	Answer	Marks												
1(c)	<p>Explain <u>one</u> appropriate method of recruitment for Karen to find a new employee to do collections and deliveries.</p> <table border="1" data-bbox="316 344 1313 640"> <thead> <tr> <th data-bbox="316 344 469 409">Level</th> <th data-bbox="469 344 1177 409">Knowledge and Application</th> <th data-bbox="1177 344 1313 409">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 409 469 510">2 (APP)</td> <td data-bbox="469 409 1177 510">Explanation of an appropriate method of recruitment in context</td> <td data-bbox="1177 409 1313 510">2</td> </tr> <tr> <td data-bbox="316 510 469 575">1 (K)</td> <td data-bbox="469 510 1177 575">Identification of a method of recruitment</td> <td data-bbox="1177 510 1313 575">1</td> </tr> <tr> <td data-bbox="316 575 469 640">0</td> <td data-bbox="469 575 1177 640">No creditable content</td> <td data-bbox="1177 575 1313 640">0</td> </tr> </tbody> </table> <p>Methods may include:</p> <ul style="list-style-type: none"> • Internal recruitment (unlikely to be contextual) • External recruitment • Job advertisements • Job centre • Local online job websites • Recruitment agencies • Personal recommendations • Social media • Direct recruitment <p>Context may include:</p> <ul style="list-style-type: none"> • Requires travel around local area/town. • HB operates from Karen's home. • Laundry market. • No other workers currently in business. • No specialist qualifications required (maybe driving licence). • Knowledge of local area • HB is a small business (sole trader). <p>ARA</p>	Level	Knowledge and Application	Marks	2 (APP)	Explanation of an appropriate method of recruitment in context	2	1 (K)	Identification of a method of recruitment	1	0	No creditable content	0	2
Level	Knowledge and Application	Marks												
2 (APP)	Explanation of an appropriate method of recruitment in context	2												
1 (K)	Identification of a method of recruitment	1												
0	No creditable content	0												

Question	Answer					Marks
1(d)	Evaluate appropriate promotion methods for HB to target the hotel laundry market.					11
	Knowledge and Application (4 marks)	Marks	Annotation	Analysis and Evaluation (7 marks)	Marks	Annotation
				Justified evaluation based on arguments in context	7	EVAL + EVAL + EVAL
				Developed evaluation based on arguments in context	6	EVAL + EVAL
				An evaluative statement based on arguments in context	5	EVAL
	Shows understanding of two promotion methods in context	4	APP + APP	Arguments based on two promotion methods in context	4	DEV + DEV DEV + DEV
	Shows understanding of one promotion method in context	3	APP	Argument based on one promotion method in context	3	DEV
	Knowledge of two promotion methods	2	K + K	Limited analysis of two promotion methods	2	AN + AN
	Shows knowledge of one promotion method	1	K	Limited analysis of one promotion method	1	AN
	No creditable content				0	
	<p>Content</p> <p>Knowledge may include:</p> <ul style="list-style-type: none"> • Above the line; advertising (TV, radio, newspaper, etc.) • Below the line; direct promotion, website, leaflets, etc. • Through the line; social media, viral promotion, etc. • Informational and persuasive methods 					

Question	Answer	Marks
1(d)	<p>Context may include:</p> <ul style="list-style-type: none"> • Lack of finance, due to being a sole trader • Small business • Hotel/industrial market (B2B) • Data from Table 1.1 <ul style="list-style-type: none"> - 14 hotels in town P - 45 hotels within 30 mile of HB - 50 per cent of hotels have own laundry service (7 hotels in town P, 22/23 within 30 miles, 29/30 hotels in total) <p>Analysis may include:</p> <ul style="list-style-type: none"> • Local advertising – appropriate to target the hotel industry – e.g. hotel trade publications, possibly local radio, billboards. • Sponsorship – unlikely to be targeted enough to the hotel market. • Public relations – could be targeted towards the hotel market if the articles/reports are in hotel related publications/programmes. • Personal selling – a sensible approach that has limited cost (for a small business such as HB) and could be done by Karen visiting local hotels to sell her service. Could also be done by a salesperson hired by Karen, possibly on commission only payment. • Direct marketing – again a sensible solution that keeps it under Karen’s control. Can be done with a limited budget and Karen can target the hotels in the local area. • Sales promotion – unlikely to help HB enter the new market alone, but in combination with other informative methods may be a sensible approach to allow Karen to penetrate this new market. • Promotional price – do not reward use of price, but promotional pricing such as BOGOF, discounts sales promotions are rewardable. <p>Evaluation may include:</p> <ul style="list-style-type: none"> • A judgement over the most appropriate promotion method for HB • Evaluation of the appropriateness of different promotion methods for HB • What the choice of promotion method may depend upon <p>ARA</p>	

Question	Answer					Marks
1(d)	Examples of how an answer could develop and how it should be annotated.					
	K	APP	AN	DEV	EVAL	
	Personal selling (K)	Karen could visit each hotel which does not have its own laundry service. (APP)	This should allow Karen to explain all the advantages of her service and answer the managers questions. (AN)	This might make the hotels more willing to use HB's service. (DEV)	Personal selling is likely to be a better promotion method than direct mail. (EVAL)	
	Direct marketing (K)	Karen could send details of her service to the 14 hotels in town P. (APP)	A relatively low cost method because there are only 14 hotels. (AN)	But it may be seen as junk mail and ignored by the hotels, so HB will not gain any new customers. (DEV)	This is because Karen can explain the USP of HB and try to convince the hotel to use her service. (EVAL) However, it depends on whether Karen is a good salesperson. If she is not good at selling her service, then it could be a waste of time and money. (EVAL)	

Question	Answer	Marks																				
2(a)(i)	<p>Define the term ‘market’ (line 6).</p> <table border="1" data-bbox="319 315 1310 577"> <thead> <tr> <th data-bbox="319 315 1177 380">Knowledge</th> <th data-bbox="1177 315 1310 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="319 380 1177 448">A correct definition</td> <td data-bbox="1177 380 1310 448">2</td> </tr> <tr> <td data-bbox="319 448 1177 515">A partial, vague or unfocused definition</td> <td data-bbox="1177 448 1310 515">1</td> </tr> <tr> <td data-bbox="319 515 1177 577">No creditable content</td> <td data-bbox="1177 515 1310 577">0</td> </tr> </tbody> </table> <p>Content Consumers who want a product/service / the demand for a product/service (1) from different types/groups/segments of consumers (1) who are willing/able to pay for it (1).</p> <p>The term ‘market’ has a number of different meanings. Any legitimate definition can be used.</p> <p>The most common definition (as a means of trade) is likely to include:</p> <ul style="list-style-type: none"> • A system/place/facility whereby products are bought (1) and sold (1) • Where businesses and consumers (1) trade (1) <p>However other definitions may include:</p> <p>Market as a group of potential customers for a product:</p> <ul style="list-style-type: none"> • The customers/consumers (1) who may potentially purchase a product (1) • The businesses (1) who are competing to sell a product (1) • The group of people (1) who the business is trying to sell to (1) <p>Market as a verb, i.e. to market a product</p> <ul style="list-style-type: none"> • The combination/mix of decisions (1) that a business uses to target a group of customers (1) <table border="1" data-bbox="319 1462 1310 1888"> <thead> <tr> <th data-bbox="319 1462 869 1527">Exemplar</th> <th data-bbox="869 1462 1002 1527">Marks</th> <th data-bbox="1002 1462 1310 1527">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="319 1527 869 1628">Where buyers and sellers come to trade.</td> <td data-bbox="869 1527 1002 1628">2</td> <td data-bbox="1002 1527 1310 1628">A correct definition.</td> </tr> <tr> <td data-bbox="319 1628 869 1729">Where you exchange goods and services</td> <td data-bbox="869 1628 1002 1729">2</td> <td data-bbox="1002 1628 1310 1729">A correct definition</td> </tr> <tr> <td data-bbox="319 1729 869 1888">The market is a group of businesses</td> <td data-bbox="869 1729 1002 1888">1</td> <td data-bbox="1002 1729 1310 1888">An idea of the market (from the businesses point of view) but not selling/competing</td> </tr> </tbody> </table>	Knowledge	Marks	A correct definition	2	A partial, vague or unfocused definition	1	No creditable content	0	Exemplar	Marks	Rationale	Where buyers and sellers come to trade.	2	A correct definition.	Where you exchange goods and services	2	A correct definition	The market is a group of businesses	1	An idea of the market (from the businesses point of view) but not selling/competing	2
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2(a)(ii)	<p>Explain the term ‘profit margin’ (line 6).</p> <p>Award one mark for each point of explanation:</p> <table border="1" data-bbox="316 349 1315 712"> <thead> <tr> <th></th> <th>Rationale</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>C</td> <td>Example or some other way of showing good understanding – i.e. a use of profit margins, or two different profit margins – gross, net, operating).</td> <td>1</td> </tr> <tr> <td>B</td> <td>Understanding of the concept of a profit margin (in terms of a profit/percentage)</td> <td>1</td> </tr> <tr> <td>A</td> <td>Understanding of profit</td> <td>1</td> </tr> </tbody> </table> <p>Content A profit margin is the difference between the revenue and costs/revenue minus costs (1) expressed as a proportion of revenue/divided by revenue (1) used to determine/compare performance (1). Any profit margin is acceptable (gross, net, operating).</p> <p>ARA</p>			Rationale	Marks	C	Example or some other way of showing good understanding – i.e. a use of profit margins, or two different profit margins – gross, net, operating).	1	B	Understanding of the concept of a profit margin (in terms of a profit/percentage)	1	A	Understanding of profit	1	3									
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2(b)(i)	<p data-bbox="316 241 1149 280">Calculate the total profit made from selling oysters in 2020.</p> <table border="1" data-bbox="316 313 1310 607"> <thead> <tr> <th data-bbox="316 313 1176 378">Rationale</th> <th data-bbox="1176 313 1310 378">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 378 1176 443">Correct answer with or without correct working or \$</td> <td data-bbox="1176 378 1310 443">2</td> </tr> <tr> <td data-bbox="316 443 1176 539">Correct calculation of the profit for restaurants or local customers</td> <td data-bbox="1176 443 1310 539">1</td> </tr> <tr> <td data-bbox="316 539 1176 607">No creditable content</td> <td data-bbox="1176 539 1310 607">0</td> </tr> </tbody> </table> <p data-bbox="316 607 432 645">Content</p> <p data-bbox="316 674 678 712">15% of \$100 000 = \$15 000</p> <p data-bbox="316 712 678 750">25% of \$150 000 = \$37 500</p> <p data-bbox="316 779 639 817">Total profit = \$52 500 (2)</p>	Rationale	Marks	Correct answer with or without correct working or \$	2	Correct calculation of the profit for restaurants or local customers	1	No creditable content	0	2
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2(b)(ii)	<p>Explain <u>two</u> possible reasons why the profit margin for the consumer market is higher than the profit margin for the industrial market.</p> <table border="1" data-bbox="316 344 1313 943"> <thead> <tr> <th data-bbox="316 344 448 409">Level</th> <th data-bbox="448 344 1177 409">Knowledge and Application</th> <th data-bbox="1177 344 1313 409">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 409 448 544">2b (APP+ APP)</td> <td data-bbox="448 409 1177 544">Explanation of two possible reasons why the profit margin for the local consumer market is higher than the profit margin for the industrial market</td> <td data-bbox="1177 409 1313 544">4</td> </tr> <tr> <td data-bbox="316 544 448 678">2a (APP)</td> <td data-bbox="448 544 1177 678">Explanation of one possible reason why the profit margin for the local consumer market is higher than the profit margin for the industrial market</td> <td data-bbox="1177 544 1313 678">3</td> </tr> <tr> <td data-bbox="316 678 448 779">1b (K+K)</td> <td data-bbox="448 678 1177 779">Identification of two possible reasons for different profit margins</td> <td data-bbox="1177 678 1313 779">2</td> </tr> <tr> <td data-bbox="316 779 448 880">1a (K)</td> <td data-bbox="448 779 1177 880">Identification of one possible reason for different profit margins</td> <td data-bbox="1177 779 1313 880">1</td> </tr> <tr> <td data-bbox="316 880 448 943">0</td> <td data-bbox="448 880 1177 943">No creditable content</td> <td data-bbox="1177 880 1313 943">0</td> </tr> </tbody> </table> <p>Content may include:</p> <ul style="list-style-type: none"> • Consumers may be willing to pay a higher price (K) <ul style="list-style-type: none"> - of \$3 per oyster. (APP) - because oysters are a premium product. (APP) - because consumers are purchasing customer service as well as the oysters (visit the farm). (APP) - because they do not buy in bulk. (APP) • Consumer market may have lower costs (K) <ul style="list-style-type: none"> - because the consumer market may be subsidised by the larger industrial market. (APP) - because the consumer market is 50% bigger, but may only be allocated half of the fixed costs. (APP) • Industrial market may demand a lower price (K) <ul style="list-style-type: none"> - of \$1.25 per oyster. (APP) - because the restaurant industry is very competitive (many restaurants). (APP) - because each restaurant buys in bulk. (APP) - because there are many substitute foods that the restaurant could use. (APP) - because the restaurant must re-sell the oysters for a profit. (APP) • Industrial market may have higher costs (K) <ul style="list-style-type: none"> - because LO have to transport the Oysters to the restaurants (APP) - because restaurants use the website, which may be an additional cost to LO (APP) <p>ARA</p>	Level	Knowledge and Application	Marks	2b (APP+ APP)	Explanation of two possible reasons why the profit margin for the local consumer market is higher than the profit margin for the industrial market	4	2a (APP)	Explanation of one possible reason why the profit margin for the local consumer market is higher than the profit margin for the industrial market	3	1b (K+K)	Identification of two possible reasons for different profit margins	2	1a (K)	Identification of one possible reason for different profit margins	1	0	No creditable content	0	4
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0	No creditable content	0																		

Question	Answer						Marks
2(c)	Analyse why <u>two</u> of the elements of the triple bottom line are important to LO.						8
Level	Knowledge and Application (4 marks)	Marks		Analysis (4 marks)	Marks		
2b	Shows understanding of two elements of the triple bottom line in context	4	APP + APP	Good analysis of two elements of the triple bottom line in context	4	DEV + DEV	
2a	Shows understanding of one element of the triple bottom line in context	3	APP	Good analysis of the importance of one element of the triple bottom line in context	3	DEV	
1b	Shows knowledge of two elements of the triple bottom line	2	K + K	Limited analysis of the importance of two elements of the triple bottom line	2	AN + AN	
1a	Shows knowledge of one element of the triple bottom line	1	K	Limited analysis of the importance of one element of the triple bottom line	1	AN	
0	No creditable content						

Question	Answer	Marks
2(c)	<p>Content: Knowledge includes:</p> <ul style="list-style-type: none"> • economic (financial), social and environmental targets <p>Application and analysis may include:</p> <p>Economic (financial)</p> <ul style="list-style-type: none"> • Dar family will require profit to be made as shareholders of LO – owners income. • Retained profit – need finance for expansion plans to purchase the new farm. • Potential grant from government for oyster farms – subsidise operations/growth. <p>Social</p> <ul style="list-style-type: none"> • Provides employment for six local workers – improve image of LO in locality. • Provides an opportunity for local customers to purchase oysters – market opportunity. • Pays local taxes – improve locality. • Provides pleasant area for the local community – increases reputation. <p>Environmental</p> <ul style="list-style-type: none"> • Oyster farming reduces pollution – improves area, quality of life for owners. • Better for the environment if lakes are managed / regenerating disused lakes – improves local area / reputation. <p>ARA</p>	

Question	Answer					Marks
2(d)	Refer to Table 2.2 and any other relevant information. Recommend which location LO should choose. Justify your recommendation.					11
Knowledge and Application (4 marks)	Marks	Annotation	Analysis and Evaluation (7 marks)	Marks	Annotation	
			Justified recommendation based on arguments of two factors in context	7	EVAL + EVAL + EVAL	
			Developed recommendation based on arguments of two factors in context	6	EVAL + EVAL	
			An evaluative statement/recommendation based on arguments of two factors in context	5	EVAL	
Shows understanding of two factors affecting location in context	4	APP + APP	Argument based on two factors in context	4	DEV + DEV	
Shows understanding of one factor affecting location in context	3	APP	Argument based on one factor in context	3	DEV	
Shows knowledge of two factors affecting location	2	K + K	Limited analysis of two factors affecting location	2	AN + AN	
Shows knowledge of one factor affecting location	1	K	Limited analysis of one factor affecting location	1	AN	
No creditable content						

Question	Answer	Marks
2(d)	<p>Content</p> <p>Knowledge may include:</p> <ul style="list-style-type: none"> • Any factor that may affect the location of a business. <p>Application may include:</p> <ul style="list-style-type: none"> • LO is a private limited company (limited finance) • Consumer and industrial (restaurant) markets • The new location is to be a second location – it does not replace the original LO location • Data in Table 2.2 <p>Analysis may include:</p> <p>Location A</p> <ul style="list-style-type: none"> • Used to be an oyster farm – less time and cost to set up for LO • Lower purchase price – less finance needed to purchase • Lower start-up costs – LO could reduce price and/or increase profit • Lower operating costs – increased profitability. <p>Location B</p> <ul style="list-style-type: none"> • Much closer than Location A – lower costs, e.g. transportation, management, are easier • Can produce 50% more oysters than Location A – more profit in long-term? If there is the demand / additional oysters are sold at a good price • Higher operating costs, but lower variable cost of production (\$1.33 per oyster compared with \$1.5 at Location A) <p>ARA</p>	

Question	Answer					Marks
2(d)	Examples of how an answer could develop and how it should be annotated.					
	K	APP	AN	DEV	EVAL	
	Previous use (K)	Location A is already an oyster farm (APP)	Which may mean that LO can start selling oysters more quickly and keep the costs low. (AN)	Which may allow LO to increase their profits. (DEV)	<p>Location A is the better option for LO. (EVAL)</p> <p>This is because there is less risk involved since the costs are lower. (EVAL)</p> <p>However, it depends on whether LO can make immediate use of the extra capacity since Location B could actually produce much higher output and profit in the long run. (EVAL)</p>	
	Output (K)	Location B can produce 50% more oysters than Location A. (APP)	Which would allow LO to increase their sales more than Location A. (AN)	Allowing the business to expand faster. (DEV)		