



# Cambridge Pre-U

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**BUSINESS AND MANAGEMENT**

**9771/01**

Paper 1 Business Concepts

**May/June 2022**

MARK SCHEME

Maximum Mark: 100

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**Published**

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

**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.

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1	B	1
2	A	1
3	D	1
4	A	1
5	A	1
6	C	1
7	A	1
8	C	1
9	B	1
10	B	1
11	B	1
12	C	1
13	A	1
14	C	1
15	C	1
16	A	1
17	B	1
18	D	1
19	A	1
20	D	1

Question	Answer	Marks
21(a)(i)	<p><b>Refer to the data in Fig. B.</b></p> <p><b>State the activities on the critical path.</b></p> <p>B C D G H J (2 marks)</p> <p>A D G H J (1 mark) – likely mistake since Node 3 has the same EST and LFT</p> <p>Any other path (0 marks)</p>	<b>2</b>
21(a)(ii)	<p><b>Calculate the total float for Activity A.</b></p> <p>Total float = LFT – duration – EST</p> <p>Activity A TF = 6 – 3 – 0 = 3 (2 marks)</p> <p>EST (of next activity) – LFT = 6 – 6 = 0 (1 mark) – common mistake with TF – must have working</p>	<b>2</b>

Question	Answer				Marks														
21(b)	<p><b>Evaluate the usefulness of critical path analysis to WPH when planning the central kitchen project. You may refer to your results to question <u>21(a)</u>.</b></p>				<b>6</b>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="304 383 419 443">Level</th> <th data-bbox="419 383 619 443">Application</th> <th data-bbox="619 383 962 443">Analysis</th> <th data-bbox="962 383 1323 443">Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 443 419 913" style="text-align: center; vertical-align: middle;">2</td> <td data-bbox="419 443 619 913" rowspan="2"></td> <td data-bbox="619 443 962 680">           Two or more developed analysis of the use of CPA to the planning of the central kitchen project. (3 marks)         </td> <td data-bbox="962 443 1323 913" rowspan="2">           Developed evaluation of the usefulness of CPA when planning the central kitchen project (2 marks)         </td> </tr> <tr> <td data-bbox="304 680 419 913"></td> <td data-bbox="619 680 962 913">           One piece of developed analysis of the use of CPA to the planning of the central kitchen project. (2 marks)         </td> </tr> <tr> <td data-bbox="304 913 419 1115" style="text-align: center; vertical-align: middle;">1</td> <td data-bbox="419 913 619 1115">           Application to WPH (APP – 1 mark)         </td> <td data-bbox="619 913 962 1115">           Limited analysis of the use of CPA to the planning of the central kitchen project (1 mark)         </td> <td data-bbox="962 913 1323 1115">           Limited evaluation of the usefulness of CPA when planning the central kitchen project (1 mark)         </td> </tr> </tbody> </table>						Level	Application	Analysis	Evaluation	2		Two or more developed analysis of the use of CPA to the planning of the central kitchen project. (3 marks)	Developed evaluation of the usefulness of CPA when planning the central kitchen project (2 marks)		One piece of developed analysis of the use of CPA to the planning of the central kitchen project. (2 marks)	1	Application to WPH (APP – 1 mark)	Limited analysis of the use of CPA to the planning of the central kitchen project (1 mark)	Limited evaluation of the usefulness of CPA when planning the central kitchen project (1 mark)
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<p><i>Note: there are no knowledge marks rewardable for this question.</i></p>																			
<p>Application may include:</p> <ul style="list-style-type: none"> <li>• Will take 23 days in total – well within Baz’s desire to start production within next three months and forecast cashflow</li> <li>• Some activities have float – A – 3 days (OFR), E – 4 days, F – 4 days (E and F share float)</li> <li>• Critical activities (B, C, G, H, J – OFR) do not have float. These are also the activities which require the assistance of external stakeholders (leaser, potential employees, county inspectors)</li> <li>• Link to cashflow and ability to finance</li> </ul>																			

Question	Answer	Marks
21(b)	<p>Analysis may include:</p> <p>Useful because:</p> <ul style="list-style-type: none"> <li>• Make sure project happens on time – increase sales – cashflow</li> <li>• Dealing with external stakeholders important – lengthen project – reduce sales incomes – cashflow – profitability</li> <li>• Helps plan – reduce risk – sales – profit</li> <li>• Gives overview – likely success – sales – profit</li> <li>• Use float – resource allocation – success</li> </ul> <p>Not useful because:</p> <ul style="list-style-type: none"> <li>• WPH already has experience (four outlets already opened)</li> <li>• Lack of control of critical tasks</li> <li>• Based on estimates</li> <li>• Does not guarantee success</li> <li>• WPH not opened a central kitchen before – unknown activities</li> </ul> <p>Evaluation may include:</p> <ul style="list-style-type: none"> <li>• A judgement over the usefulness of CPA to the central kitchen project</li> <li>• Weighing up of the most useful elements of CPA</li> <li>• What the usefulness may depend upon (external influences, skillset of WPH owners, the right property being chosen etc.)</li> </ul> <p style="text-align: right;"><b>ARA</b></p>	



Question	Answer				Marks																				
22	<b>Recommend whether WPH should develop its own website and online ordering service. Justify your recommendation.</b>				<b>10</b>																				
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<p>Knowledge may include:</p> <ul style="list-style-type: none"> <li>• Channels of distribution, e-commerce, agents, producer, consumer/customer</li> <li>• Choosing a distribution channel: location, types of distribution channel, physical distribution.</li> </ul> <p>Application may include:</p> <ul style="list-style-type: none"> <li>• Each outlet has small seating area, but majority of customers takeaway food</li> <li>• Three channels; in person (20%), telephone (40%), online (40%)</li> <li>• Online service charges customer extra £0.50 and WPH 14%</li> </ul>																									

Question	Answer	Marks
22	<p>Analysis may include:</p> <ul style="list-style-type: none"> <li>• Online service is an agent – increases price to customers – may make WPH uncompetitive</li> <li>• 14% may be added to price – in which case again uncompetitive price. If absorbed by WPH will increase costs and reduce profitability.</li> <li>• Online service may have marketing benefits – as an agent advertising, ease of use for customers, credit card payment, etc.</li> <li>• Cost of developing website and online ordering</li> <li>• Need to promote new website – could cost more in the short run</li> <li>• Competitors may continue to use online service – may make WPH uncompetitive</li> </ul> <p>Evaluation may include:</p> <ul style="list-style-type: none"> <li>• A judgement/recommendation over whether WPH should develop their own website and online ordering service.</li> <li>• Weighing up of the main arguments</li> <li>• Justification of the recommendation and what it may depend upon (external influences, long run/short run, actions of competitors, etc.)</li> </ul> <p style="text-align: right;"><b>ARA</b></p>	

Question	Answer				Marks
23	<b>Evaluate the importance to WPH of cash flow forecasting.</b>				<b>10</b>
	<b>Level</b>	<b>Knowledge</b>	<b>Application</b>	<b>Analysis</b>	<b>Evaluation</b>
	2	Developed knowledge of cash flow forecasting (2 marks)	Developed application to WPH (2 marks)	Two or more pieces of developed analysis to WPH (3 marks)	Developed and justified evaluation of the importance to WPH of cash flow forecasting (3 marks)
				One piece of developed analysis to WPH (2 marks)	Developed evaluation of the importance to WPH of cash flow forecasting (2 marks)
	1	Limited knowledge of cash flow forecasting (1 mark)	Limited application to WPH (1 mark)	Limited analysis to WPH (1 mark)	Limited evaluation of the importance to WPH of cash flow forecasting (1 mark)
<p>Knowledge may include:</p> <ul style="list-style-type: none"> <li>• Methods of improving cash flow, cash flow forecasts:</li> <li>• Ways of improving cash flow, calculation and interpretation of cash flow forecasts.</li> </ul> <p>Application may include:</p> <ul style="list-style-type: none"> <li>• Negative cash flow in Months 3 (£4320) and 4 (£2220)</li> <li>• Quarterly payment of insurance and utilities</li> <li>• 4 outlets (currently), 10-year history – experience upon which to base forecast</li> <li>• Central kitchen forecast to be paid for in Month 3 – extra income and lower average costs forecast from Month 4</li> </ul> <p>Analysis may include:</p> <ul style="list-style-type: none"> <li>• Identified negative cash flow – gain short term (two months) source of finance for relatively small amount (max needed £4320) – overdraft fees/cost</li> <li>• Comparison with actual/forecast – variances</li> <li>• Comparison with historic/current</li> <li>• Prove to lenders that the problem is short term</li> <li>• Can make other adjustments to avoid negative cash flow</li> <li>• Only based on estimates/forecasting</li> <li>• Dynamic environment – how much data does WPH have about the new kitchen and outlet</li> </ul>					

Question	Answer	Marks
23	Evaluation may include: <ul style="list-style-type: none"><li>• A judgement over the importance to WPH of cash flow forecasting</li><li>• Weighing up of the main arguments</li><li>• What the importance might depend upon (external influences, quality of forecasting data, time taken to produce cash flow forecast, necessity of external finance, etc.)</li></ul> <p style="text-align: right;"><b>ARA</b></p>	

Question	Answer				Marks
24	<b>Evaluate the advantages to WPH of introducing batch production for the production of its pizzas.</b>				<b>10</b>
<b>Level</b>	<b>Knowledge</b>	<b>Application</b>	<b>Analysis</b>	<b>Evaluation</b>	
2	Developed knowledge of production methods (2 marks)	Developed application to WPH (2 marks)	Two or more pieces of developed analysis of the advantages to WPH of introducing batch production (3 marks)	Developed and justified evaluation of the advantages to WPH of introducing batch production for the production of its pizzas (3 marks)	
1	Limited knowledge of production methods (1 mark)	Limited application to WPH (1 mark)	One piece of developed analysis of the advantages to WPH of introducing batch production (2 marks)	Developed evaluation of the advantages to WPH of introducing batch production for the production of its pizzas (2 marks)	
1	<p>Limited analysis of the advantages to WPH of introducing batch production (1 mark)</p> <p>Limited evaluation of the advantages to WPH of introducing batch production for the production of its pizzas (1 mark)</p> <p>Knowledge may include:</p> <ul style="list-style-type: none"> <li>• Job, batch, lean, just in time (JIT), flexible specialisation:</li> <li>• Appropriate production methods and their links with inventory, quality, continuous improvement</li> </ul> <p>Application may include:</p> <ul style="list-style-type: none"> <li>• Production is started after customer orders (job – current), labour intensive, highly trained, high level of quality</li> <li>• Batch production – only most popular pizzas – frozen</li> </ul> <p>Analysis may include:</p> <ul style="list-style-type: none"> <li>• Reduced costs – increased profitability</li> <li>• Standardised quality – improved quality control</li> <li>• Economies of scale – production, technical</li> </ul>				

Question	Answer	Marks
24	<p>Evaluation may include:</p> <ul style="list-style-type: none"><li>• A judgement over the advantages to WPH of introducing batch production for the production of its pizzas</li><li>• Weighing up of the main advantages and comparison with disadvantages</li><li>• What the advantages might depend upon (external influences, quality of centrally produced pizzas, level of economies of scale, number of customers who order 'off menu', etc.)</li></ul> <p style="text-align: right;"><b>ARA</b></p>	

Question	Answer				Marks																				
25	<p><b>Tesla’s mission is to accelerate the world’s transition to sustainable energy.</b></p> <p><b>Evaluate the importance of a mission statement to the strategic planning of a business.</b></p> <table border="1" data-bbox="304 450 1326 1115"> <thead> <tr> <th data-bbox="304 450 421 515">Level</th> <th data-bbox="421 450 611 515">Knowledge</th> <th data-bbox="611 450 823 515">Application</th> <th data-bbox="823 450 1029 515">Analysis</th> <th data-bbox="1029 450 1326 515">Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 515 421 714">3</td> <td data-bbox="421 515 611 714"></td> <td data-bbox="611 515 823 714">Extensive application to selected businesses (7–8 marks)</td> <td data-bbox="823 515 1029 714">Extensive analysis (9–13 marks)</td> <td data-bbox="1029 515 1326 714">Extensive evaluation (9–13 marks)</td> </tr> <tr> <td data-bbox="304 714 421 913">2</td> <td data-bbox="421 714 611 913">Developed knowledge (4–6 marks)</td> <td data-bbox="611 714 823 913">Developed application to selected businesses (4–6 marks)</td> <td data-bbox="823 714 1029 913">Developed analysis (4–8 marks)</td> <td data-bbox="1029 714 1326 913">Developed evaluation (4–8 marks)</td> </tr> <tr> <td data-bbox="304 913 421 1115">1</td> <td data-bbox="421 913 611 1115">Limited knowledge (1–3 marks)</td> <td data-bbox="611 913 823 1115">Limited application to selected businesses (1–3 marks)</td> <td data-bbox="823 913 1029 1115">Limited analysis (1–3 marks)</td> <td data-bbox="1029 913 1326 1115">Limited evaluation (1–3 marks)</td> </tr> </tbody> </table> <p>Knowledge may include:</p> <ul data-bbox="304 1182 1326 1254" style="list-style-type: none"> <li>• Strategic planning, important decisions and the long-term effects</li> <li>• Communication of plans through mission statements and corporate plans.</li> </ul> <p>Application may include:</p> <ul data-bbox="304 1321 1054 1355" style="list-style-type: none"> <li>• Relevant references to real world business examples</li> </ul> <p>Analysis may include:</p> <ul data-bbox="304 1422 1166 1780" style="list-style-type: none"> <li>• Provide a strategic direction</li> <li>• Can reduce conflict</li> <li>• Provides focus to business decision making</li> <li>• Can communicate with internal and external stakeholders</li> <li>• Marketing benefits</li> <li>• May not be specific enough – Tesla example, other examples</li> <li>• May focus on short term issues, not long-term strategy</li> <li>• May not be consistent with all business objectives</li> <li>• Poor use of management time and resources</li> <li>• May be unrealistic and not used in strategic decision making</li> </ul>				Level	Knowledge	Application	Analysis	Evaluation	3		Extensive application to selected businesses (7–8 marks)	Extensive analysis (9–13 marks)	Extensive evaluation (9–13 marks)	2	Developed knowledge (4–6 marks)	Developed application to selected businesses (4–6 marks)	Developed analysis (4–8 marks)	Developed evaluation (4–8 marks)	1	Limited knowledge (1–3 marks)	Limited application to selected businesses (1–3 marks)	Limited analysis (1–3 marks)	Limited evaluation (1–3 marks)	40
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1	Limited knowledge (1–3 marks)	Limited application to selected businesses (1–3 marks)	Limited analysis (1–3 marks)	Limited evaluation (1–3 marks)																					

Question	Answer	Marks
25	Evaluation may include: <ul style="list-style-type: none"><li>• A judgement over the importance of a mission statement to the strategic planning of a business</li><li>• Weighing up of the main arguments</li><li>• What the importance might depend upon (external influences, quality of mission statement, nature of business/product, scale of business, etc.)</li></ul> <p style="text-align: right;"><b>ARA</b></p>	



Question	Answer				Marks																				
26	<p><b>‘The true purpose of a business is to create and keep a customer, not to make you money’ (Theodore Levitt author of Marketing Myopia).</b></p> <p><b>Evaluate the dangers to a multinational business of marketing myopia.</b></p> <table border="1" data-bbox="304 416 1321 1077"> <thead> <tr> <th data-bbox="304 416 421 481">Level</th> <th data-bbox="421 416 611 481">Knowledge</th> <th data-bbox="611 416 844 481">Application</th> <th data-bbox="844 416 1050 481">Analysis</th> <th data-bbox="1050 416 1321 481">Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 481 421 680">3</td> <td data-bbox="421 481 611 680"></td> <td data-bbox="611 481 844 680">Extensive application to selected businesses (7–8 marks)</td> <td data-bbox="844 481 1050 680">Extensive analysis (9–13 marks)</td> <td data-bbox="1050 481 1321 680">Extensive evaluation (9–13 marks)</td> </tr> <tr> <td data-bbox="304 680 421 880">2</td> <td data-bbox="421 680 611 880">Developed knowledge (4–6 marks)</td> <td data-bbox="611 680 844 880">Developed application to selected businesses (4–6 marks)</td> <td data-bbox="844 680 1050 880">Developed analysis (4–8 marks)</td> <td data-bbox="1050 680 1321 880">Developed evaluation (4–8 marks)</td> </tr> <tr> <td data-bbox="304 880 421 1077">1</td> <td data-bbox="421 880 611 1077">Limited knowledge (1–3 marks)</td> <td data-bbox="611 880 844 1077">Limited application to selected businesses (1–3 marks)</td> <td data-bbox="844 880 1050 1077">Limited analysis (1–3 marks)</td> <td data-bbox="1050 880 1321 1077">Limited evaluation (1–3 marks)</td> </tr> </tbody> </table> <p>Knowledge may include:</p> <ul data-bbox="304 1151 1326 1317" style="list-style-type: none"> <li>• Marketing myopia, the danger of a short-sighted approach, recognising and changing to consumer wants: consumer wishes should be at the core of decision-making and businesses must carefully monitor consumer trends.</li> <li>• Multinationals</li> </ul> <p>Application may include:</p> <ul data-bbox="304 1391 1054 1420" style="list-style-type: none"> <li>• Relevant references to real world business examples</li> </ul> <p>Analysis may include:</p> <ul data-bbox="304 1494 1294 1702" style="list-style-type: none"> <li>• More focus on sales as opposed to building customer relationships</li> <li>• Predicting growth without conducting proper research.</li> <li>• Mass production without knowing the demand.</li> <li>• Giving importance to just one aspect of the marketing attributes without focusing on what customer actually wants</li> <li>• Not changing with the dynamic consumer environment</li> </ul> <p>Evaluation may include:</p> <ul data-bbox="304 1776 1310 1977" style="list-style-type: none"> <li>• A judgement over the dangers to a multinational business of marketing myopia.</li> <li>• Weighing up of the main arguments</li> <li>• What the level of danger might depend upon (external influences, nature of business/product, scale of business, which countries involved, changing consumer preferences, social media, etc.)</li> </ul> <p style="text-align: right;"><b>ARA</b></p>				Level	Knowledge	Application	Analysis	Evaluation	3		Extensive application to selected businesses (7–8 marks)	Extensive analysis (9–13 marks)	Extensive evaluation (9–13 marks)	2	Developed knowledge (4–6 marks)	Developed application to selected businesses (4–6 marks)	Developed analysis (4–8 marks)	Developed evaluation (4–8 marks)	1	Limited knowledge (1–3 marks)	Limited application to selected businesses (1–3 marks)	Limited analysis (1–3 marks)	Limited evaluation (1–3 marks)	40
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Question	Answer				Marks																				
27	<p><b>In the UK, trade union membership rose by 91 000 to 6.44 million in 2019. This was the third successive annual increase in trade union membership levels following the fall to a low of 6.23 million in 2016.</b></p> <p><b>Evaluate the advantages and disadvantages to a business of trade union involvement in business activity.</b></p> <table border="1" data-bbox="304 483 1315 1149"> <thead> <tr> <th data-bbox="304 483 421 548">Level</th> <th data-bbox="421 483 612 548">Knowledge</th> <th data-bbox="612 483 839 548">Application</th> <th data-bbox="839 483 1043 548">Analysis</th> <th data-bbox="1043 483 1315 548">Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 548 421 748">L3</td> <td data-bbox="421 548 612 748"></td> <td data-bbox="612 548 839 748">Extensive application to selected businesses (7–8 marks)</td> <td data-bbox="839 548 1043 748">Extensive analysis (9–13 marks)</td> <td data-bbox="1043 548 1315 748">Extensive evaluation (9–13 marks)</td> </tr> <tr> <td data-bbox="304 748 421 947">L2</td> <td data-bbox="421 748 612 947">Developed knowledge (4–6 marks)</td> <td data-bbox="612 748 839 947">Developed application to selected businesses (4–6 marks)</td> <td data-bbox="839 748 1043 947">Developed analysis (4–8 marks)</td> <td data-bbox="1043 748 1315 947">Developed evaluation (4–8 marks)</td> </tr> <tr> <td data-bbox="304 947 421 1149">L1</td> <td data-bbox="421 947 612 1149">Limited knowledge (1–3 marks)</td> <td data-bbox="612 947 839 1149">Limited application to selected businesses (1–3 marks)</td> <td data-bbox="839 947 1043 1149">Limited analysis (1–3 marks)</td> <td data-bbox="1043 947 1315 1149">Limited evaluation (1–3 marks)</td> </tr> </tbody> </table> <p data-bbox="304 1182 627 1216">Knowledge may include:</p> <ul data-bbox="304 1216 1305 1283" style="list-style-type: none"> <li>• Trade unions, collective labour law, union recognition and union density, pros and cons of union involvement in business activity.</li> </ul> <p data-bbox="304 1317 627 1350">Application may include:</p> <ul data-bbox="304 1350 1054 1417" style="list-style-type: none"> <li>• Relevant references to real world business examples</li> <li>• Use of text – increasing membership</li> </ul> <p data-bbox="304 1451 592 1485">Analysis may include:</p> <ul data-bbox="304 1485 1318 2011" style="list-style-type: none"> <li>• Represent workers – legal, tribunals, wage negotiations</li> <li>• Training – some unions are part of industry training and apprenticeship schemes</li> <li>• Counter-balance monopsony – where there is a dominant buyer of labour, allows the power of workers to counterbalance the monopsony. Increases low wages – increase business costs, reduce employment gaps.</li> <li>• Effects on productivity – unions actions can increase productivity with agreements, but can also harm productivity with industrial action</li> <li>• Industrial action – increase business costs, decrease productivity, stop production</li> <li>• Increased communication between higher management and workers</li> <li>• Unemployment – could reduce business costs of recruitment</li> <li>• Wage inflation – increase business costs</li> <li>• Increased possibility of confrontation – between management and unions</li> </ul>				Level	Knowledge	Application	Analysis	Evaluation	L3		Extensive application to selected businesses (7–8 marks)	Extensive analysis (9–13 marks)	Extensive evaluation (9–13 marks)	L2	Developed knowledge (4–6 marks)	Developed application to selected businesses (4–6 marks)	Developed analysis (4–8 marks)	Developed evaluation (4–8 marks)	L1	Limited knowledge (1–3 marks)	Limited application to selected businesses (1–3 marks)	Limited analysis (1–3 marks)	Limited evaluation (1–3 marks)	40
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Question	Answer	Marks
27	<p>Evaluation may include:</p> <ul style="list-style-type: none"><li>• A judgement over the adv and dis of trade union involvement in business activity.</li><li>• Weighing up of the main arguments</li><li>• What the advantages and disadvantages might depend upon (external influences, nature of business/product/industry, level of national union involvement, move to e-commerce, working from home, etc.)</li></ul> <p style="text-align: right;"><b>ARA</b></p>	

Question	Answer					Marks
28	<b>Evaluate the importance to the retail food industry of reducing single-use plastic.</b>					<b>40</b>
<b>Level</b>		<b>Knowledge</b>	<b>Application</b>	<b>Analysis</b>	<b>Evaluation</b>	
3			Extensive application to selected businesses (7–8 marks)	Extensive analysis (9–13 marks)	Extensive evaluation (9–13 marks)	
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1		Limited knowledge (1–3 marks)	Limited application to selected businesses (1–3 marks)	Limited analysis (1–3 marks)	Limited evaluation (1–3 marks)	
<p>Knowledge may include:</p> <ul style="list-style-type: none"> <li>• Waste management and control, waste minimisation, benefits and problems of waste management and factors influencing waste management:</li> <li>• Methods of reducing waste, legal issues, ethical concerns, cost reduction.</li> <li>• External costs, environmental policy and audits</li> </ul> <p>Application may include:</p> <ul style="list-style-type: none"> <li>• Relevant references to real world business examples</li> </ul> <p>Analysis may include:</p> <ul style="list-style-type: none"> <li>• Advantages of continued use of single use plastic; quality, freshness, longevity, safety</li> <li>• Cost implications of removing/reducing the use of plastic</li> <li>• Consumer/customer preference – green pound may force change on industry – impact on sales</li> <li>• External costs and government response – taxation, tariffs, subsidies for non-use etc.</li> <li>• Marketing benefits of championing the environment</li> <li>• Popular belief, growing interest in the reduction of single use plastic</li> <li>• Impact on lower income households</li> </ul>						

Question	Answer	Marks
28	<p>Evaluation may include:</p> <ul style="list-style-type: none"><li>• A judgement over the importance of reducing single use plastic in the retail food industry.</li><li>• Weighing up of the main arguments</li><li>• What the importance might depend upon (external influences, nature of product, especially in different areas of the food industry, level of national engagement in issue, actions of competitors, legal impact, health and safety etc.)</li></ul> <p style="text-align: right;"><b>ARA</b></p>	