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INTERNATIONAL GCSE

BUSINESS

9225/1

Paper 1 Influences of Operations and Human Resources on
Business Activity

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



2 2 6 Y 9 2 2 5 / 1 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marking guidance

- Read the response as a whole; follow the flow of reasoning as a whole.
- Remember that the indicative content provides possible lines of argument but there may be others that are equally valid. Be willing to credit other lines of argument.
- Annotate the script as you read using the annotations for application, analysis and evaluation shown below.
- Refer back to the standardisation scripts and guidance to help you benchmark. Marking must be in line with the standard agreed at standardisation. Refer back to standardisation scripts regularly.
- Summarise your findings briefly at the end of the response. This will help you decide on the overall level and is helpful for others to understand the mark given. Make sure the comments fit with the level awarded.
- Within your comment put the level awarded, eg L4, and any further explanation of that decision needed most commonly where performance has varied across the answer.
- If in doubt about an approach contact your Team Leader, so that we can ensure we have a standardised approach across all marking.
- Be positive in your marking. Look to reward what is there.

Standard annotations:

Annotation	Skill being evidenced
Uses context	AO2 – application to context
Analysed in depth	AO3 – analysis
Partial analysis	
Simplistic analysis	
Evaluation fully justified	AO4 – evaluation
Evaluation with some justification	
Evaluation with limited justification	
Evaluation with no justification	

Section A

Total for this section: 15 marks

Question	Part	Marking guidance	Total marks
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01		<p>Employees are a group of stakeholders in a business. Which one of the following is likely to be their main objective?</p> <p>Answer: A (Maximising pay)</p>	<p>1</p> <p>AO1=1</p>
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Question	Part	Marking guidance	Total marks
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02		<p>The sea represents which factor of production to a commercial fisherman?</p> <p>Answer: D (Land)</p>	<p>1</p> <p>AO1=1</p>
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Question	Part	Marking guidance	Total marks
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03		<p>A business creates a website through which it can sell its own products directly to customers. This is an example of:</p> <p>Answer: B (E-commerce)</p>	<p>1</p> <p>AO1=1</p>
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Question	Part	Marking guidance	Total marks
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04		<p>The value of the Chinese currency (CNY) increases against the value of the UK currency (GBP). Which one of the following businesses will benefit?</p> <p>Answer: C (A UK manufacturer that exports to China)</p>	<p>1</p> <p>AO1=1</p>
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Question	Part	Marking guidance	Total marks
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05		<p>Which one of the following is an effect of stricter health and safety law to a business?</p> <p>Answer: D (The need to provide more training for staff)</p>	<p>1</p> <p>AO1=1</p>
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Question	Part	Marking guidance	Total marks
06		<p>Explain what is meant by a 'salary'.</p> <p>One mark for a method of payment, the second mark for adding some valid detail to the explanation.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • a method of payment • involving a fixed regular payment • typically paid on a monthly basis • often expressed as an annual sum. <p>Specimen response:</p> <p>A method of paying employees (1) involving the payment of a flat rate for a given amount of work per month or year (1).</p>	<p>2</p> <p>AO1=2</p>

Question	Part	Marking guidance	Total marks
07		<p>In March a business made and sold 200 units. Total variable costs were \$400.</p> <p>In April the business made and sold 250 units. Variable costs per unit did not change. Calculate the total variable costs.</p> <p>Show your workings.</p> <p>Answer = \$500 Variable cost per unit = $\\$400/200 = \\2 (1 mark) New total variable costs = $\\$2 \times 250 = \\500 Use OFR to reward wrong variable cost per unit multiplied by 250</p> <p>Note: If candidate has added both years for a total of \$900, award 2 marks</p>	<p>2</p> <p>AO1=2</p>

Question	Part	Marking guidance	Total marks
08		<p>Identify and explain one way in which a business may face a trade-off between ethics and profit.</p> <p>1 mark for some understanding of a trade-off, 2nd mark for some valid explanation.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • spend more on ethically sourced but more expensive supplies • invest in updating employee rest room facilities • charge excessive prices for a product that customers need, such as a vaccine. <p>Note: looking at the trade off from the alternative perspective of behaving less ethically can increase profit is acceptable</p> <p>Specimen response:</p> <p>Buying ethically sourced materials is good, but costs more for a business (1), so they must choose between the ethical option or the profitable option (1).</p>	<p>2</p> <p>AO1=2</p>

Question	Part	Marking guidance	Total marks
09		<p>Identify and explain two disadvantages of using profit sharing as a method of motivation.</p> <p>One mark for identifying a disadvantage, second mark for some valid explanation. (Apply twice).</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • lets 'freeloaders' benefit • doesn't reward hardest workers any more than average performers • doesn't motivate if no profit made • less money available as dividends for shareholders • employees wouldn't want part of their income to depend on the state of the economy. <p>Specimen response:</p> <p>Profit sharing does not recognise the best workers (1). This is because profits are usually shared equally between all workers (1).</p>	<p>4</p> <p>AO1=4</p>

Section B

Total for this section: 39 marks

Question	Part	Marking guidance	Total marks
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10	1	<p>Using Item A, explain the meaning of ‘technical economies of scale’.</p> <p>1 mark for concept of economies of scale (must involve notions of per unit and increased scale) plus 2nd mark for reference to technical and or reference to flow production or new production robots.</p> <p>Specimen response:</p> <p>Reductions in unit cost that arise as a business expands (1) caused by its increased ability to invest in specialist machinery such as new production robots (2).</p>	<p>2</p> <p>AO1=1 AO2=1</p>
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Question	Part	Marking guidance	Total marks
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10	2	<p>Identify and explain two possible problems of using flow production for VVD.</p> <p>1 mark for a problem identified, second mark for some explanation (apply twice).</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • high initial cost – it’s a giant factory • can’t vary products - standardised output – may make it harder to satisfy differing needs of their ‘several’ customers • dull for workers doing repetitive simple tasks – tens of thousands of times per month • high levels of sales required to match flow production’s high output levels – otherwise excess inventory may build up. <p>Specimen response:</p> <p>There will be a high cost at the start (1) because the business will need to buy a lot of expensive, specialised machinery (2).</p>	<p>4</p> <p>AO1=2 AO2=2</p>
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Question	Part	Marking guidance	Total marks
10	3	<p>Calculate VVD's average unit cost in 2019.</p> <p>Show your calculations.</p> <p>200 CNY</p> <p>176 is 88% of last year's figure So $176/88 \times 100 = 200$ CNY</p> <p>1 mark for identifying this year's unit cost as 176 CNY. 1 mark for attempt to show that last year's figure was higher by 12% (can award second mark for an answer of 197.12 CNY. 1 mark for correct answer (CNY not required).</p>	<p>3</p> <p>AO1=1 AO2=2</p>

Question	Part	Marking guidance	Total marks
10	4	<p>Kevin prioritised quality because 10% of VVD's output had quality problems.</p> <p>Identify and explain two possible consequences to VVD of failing to identify quality problems.</p> <p>1 mark for a consequence identified. 1 mark for a valid explanation. 1 mark for clear reference to context. (Apply twice).</p> <p>Possible consequences include:</p> <ul style="list-style-type: none"> • poor reputation – leading to a loss of customers • need to charge low prices – in a highly competitive market • costs involved in fixing faulty products before they leave the factory • complaints from customers • guarantee claims – may be expensive for relatively expensive products such as laptops • likelihood of legal action against the business. <p>Specimen response:</p> <p>VVD may lose customers (1). This is because a customer whose product is faulty will not buy again from VVD (1). This is especially true for technology products such as laptops (1).</p>	<p>6</p> <p>AO1=2 AO2=4</p>

Question	Part	Marking guidance	Total marks
10	5	<p>Analyse how the use of Just in time (JIT) stock control could improve efficiency at VVD.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • less stock (materials or finished goods) lying around getting in the way • less space required to store stocks • capital can be used more efficiently if not tied up in the form of stock • increased focus on prevention of delays (eg machinery breakdowns) • may remove the need for goods in checking if appropriately reliable suppliers are found. <p>Specimen response:</p> <p>JIT would reduce the amount of stock held by VVD. This means that there is less need to keep space allocated for storage (L1). This opportunity cost of this space is extra space that can be used for production (L2). Therefore, if less storage is needed, VVD may be able to produce more laptops each month, perhaps by squeezing in another robot or two, helping to further reduce cost per unit (L3).</p>	<p>6</p> <p>AO2=2 AO3=4</p>

Examiners are reminded that AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives. Due to the greater number of marks available for AO3, answers at level 3 will have a greater depth of analysis (AO3) but may show similar levels of application of knowledge and understanding (AO2) to a level 2 answer.

Level	Marks	Descriptor
3	5–6 AO3x2	<p>Detailed analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are analysed in depth. • Applies knowledge and understanding to the context sufficiently, throughout the answer.
2	3–4 AO3 AO2	<p>Sound analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are partially analysed. • Applies knowledge and understanding to the context sufficiently, in most areas.
1	1–2 AO3 AO2	<p>Basic analysis of topics based on the context</p> <ul style="list-style-type: none"> • Analysis of business areas is simplistic. • Knowledge and understanding is applied to the context, but may be fragmented.
0	0	Nothing worthy of credit.

Question	Part	Marking guidance	Total marks
10	6	<p>Analyse how creating a plan for the future would help VVD.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • in order to ensure VVD secures the necessary funding to implement Kevin's ideas – including the specialist machinery • to set clear objectives – further reducing unit costs • to detail how operations will be organised – producing laptops is a complex technical process which will need careful planning in advance. <p>Specimen response:</p> <p>Kevin may have produced a plan to help gain funding for his ideas (L1). He plans to buy more specialist machinery which will cost a significant amount of money (L2). The plan may help to convince VVD's directors to provide the finances that Kevin needs in order to implement his ideas (L3).</p>	<p>6</p> <p>AO2=2 AO3=4</p>

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Level	Marks	Descriptor
3	5–6 AO3x2	<p>Detailed analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are analysed in depth. • Applies knowledge and understanding to the context sufficiently, throughout the answer.
2	3–4 AO3 AO2	<p>Sound analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are partially analysed. • Applies knowledge and understanding to the context sufficiently, in most areas.
1	1–2 AO3 AO2	<p>Basic analysis of topics based on the context</p> <ul style="list-style-type: none"> • Analysis of business areas is simplistic. • Knowledge and understanding is applied to the context, but may be fragmented.
0	0	Nothing worthy of credit.

Question	Part	Marking guidance	Total marks
10	7	<p>Kevin is considering changing to cheaper suppliers.</p> <p>Using information from Items A, B and C:</p> <ul style="list-style-type: none"> • analyse the advantages and disadvantages to VVD of changing to cheaper suppliers • use your analysis to recommend whether VVD should change to cheaper suppliers. <p>Possible answers include:</p> <p>Benefits:</p> <ul style="list-style-type: none"> • reduced cost per unit through cheaper prices • increased profit margin • frees up cash for other uses, such as investments in new machinery. <p>Drawbacks:</p> <ul style="list-style-type: none"> • VVD is aiming for excellent quality – cheaper suppliers may offer lower quality parts or materials • cheaper suppliers may also be less reliable – using JIT depends on totally reliable deliveries from suppliers. <p>Possible themes for evaluation:</p> <p>Although this may help to reduce unit costs which Kevin is aiming to do, cheaper suppliers often carry hidden costs which may dismantle other aspects of his careful operational planning.</p>	<p>12</p> <p>AO2=4 AO3=8</p>

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Level	Marks	Descriptor
4	10–12 AO3 AO3 AO2	<p>Detailed analysis and evaluation of topics based on the context</p> <ul style="list-style-type: none"> • Coherent line of reasoning followed, which is sustained, relevant and substantiated. There is a focused conclusion that is fully justified and follows clearly from the analysis. • Business areas are analysed in depth. • Knowledge and understanding is consistently detailed and appropriately applied within context.
3	7–9 AO3 AO3 AO2	<p>Sound analysis and evaluation of topics based on the context</p> <ul style="list-style-type: none"> • Coherent line of reasoning given and the conclusion is appropriate and related to the preceding analysis. • Business areas are partially analysed. • Knowledge and understanding is detailed and appropriately applied within context.
2	4–6 AO3 AO3 AO2	<p>Limited attempt made to analyse the topics based on the context</p> <ul style="list-style-type: none"> • Evidence of some line of reasoning, with a conclusion that has limited justification. • Analysis of business areas is simplistic. • Some knowledge and understanding is applied within context.
1	1–3 AO3 AO3 AO2	<p>Basic evaluation of topics but without any real support or analysis</p> <ul style="list-style-type: none"> • A conclusion is present but without any reasoned support. • No discernible or relevant analysis. • A clear attempt to apply knowledge and understanding, but context may be lacking.
0	0	Nothing worthy of credit.

Section C

Total for this section: 36 marks

Question	Part	Marking guidance	Total marks
11	1	<p>Using Item D, explain what is meant by the term 'entrepreneur'.</p> <p>Possible answers include somebody who:</p> <ul style="list-style-type: none"> • sets up a business • takes risk • commits own money to a business • somebody who owns a business • puts an idea into practice • shows the factor of production – 'enterprise' <p>Award one mark for any aspect. Award second mark for context.</p> <p>Specimen response:</p> <p>An individual who sets up a business (1) as Ismael and Abdullah did when Boakes was started (1).</p>	<p>2</p> <p>AO1=1 AO2=1</p>

Question	Part	Marking guidance	Total marks
11	2	<p>Boakes has a flat organisational structure.</p> <p>Analyse how this may affect how Boakes is managed.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • encourages delegation • speedier vertical communication – vital in a fast-changing fashion industry • decentralised decision-making at store level • subordinates may have more freedom • may be hard to ensure uniformity across all of the branches • directors may have a better understanding of ‘shop-floor’ issues. <p>Specimen response:</p> <p>A flat organisational structure is likely to encourage the use of delegation (L1). This is because spans of control will be wider, as shown in Figure 1 – where each director is likely to have a span of control of 8 store managers (L2). As a result, the directors will not have the time to make all the decisions needed for the running of the eight stores and will have to delegate some authority to store managers (L3).</p>	<p>6</p> <p>AO2=2 AO3=4</p>

Level	Marks	Descriptor
3	5–6 AO3x2	<p>Detailed analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are analysed in depth. • Applies knowledge and understanding to the context sufficiently, throughout the answer.
2	3–4 AO3 AO2	<p>Sound analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are partially analysed. • Applies knowledge and understanding to the context sufficiently, in most areas.
1	1–2 AO3 AO2	<p>Basic analysis of topics based on the context</p> <ul style="list-style-type: none"> • Analysis of business areas is simplistic. • Knowledge and understanding is applied to the context, but may be fragmented.
0	0	Nothing worthy of credit.

Examiners are reminded that AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives. Due to the greater number of marks available for AO3, answers at level 3 will have a greater depth of analysis (AO3) but may show similar levels of application of knowledge and understanding (AO2) to a level 2 answer.

Question	Part	Marking guidance	Total marks
11	3	<p>Analyse how Boakes may respond to the new competition.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • pressure to lower prices • need to spend more on advertising • other forms of promotion may be needed • may need to improve levels of customer service even further to push point of differentiation • set up an e-commerce website to widen target market. <p>Specimen response:</p> <p>New competitors may force Boakes to lower its prices (L1). This is because the arrival of a new competitor gives customers more choice over where to buy their fashionable clothes (L2). Boakes will need to take action to beat the new rival in attracting customers – lowering prices should entice customers away from the competitors so that customers can gain better value for money (L3).</p>	<p>6</p> <p>AO2=2 AO3=4</p>

Level	Marks	Descriptor
3	5–6 AO3x2	<p>Detailed analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are analysed in depth. • Applies knowledge and understanding to the context sufficiently, throughout the answer.
2	3–4 AO3 AO2	<p>Sound analysis of topics based on the context</p> <ul style="list-style-type: none"> • Business areas are partially analysed. • Applies knowledge and understanding to the context sufficiently, in most areas.
1	1–2 AO3 AO2	<p>Basic analysis of topics based on the context</p> <ul style="list-style-type: none"> • Analysis of business areas is simplistic. • Knowledge and understanding is applied to the context, but may be fragmented.
0	0	Nothing worthy of credit.

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Question	Part	Marking guidance	Total marks
11	4	<p>Identify and explain two ways that Boakes can use social media to improve customer service.</p> <p>1 mark for identifying a way that Boakes can use social media to improve customer service. 1 mark for a valid explanation OR clear reference to context. (Apply twice).</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • providing product information • providing information on current promotions • social media-based promotions can be used • maintaining a relationship with customers • to receive feedback from customers • speedily responding to customer complaints • responding to customer reviews. <p>Specimen response:</p> <p>Social media can be used to provide information about products (1). Giving customers more information allows them to make a better-informed decision about whether to buy (1)</p> <p>OR</p> <p>Social media can be used to provide information about products (1). This might involve providing information about the fabrics used in a particular garment or the sizes available (1).</p>	<p>4</p> <p>AO1 = 2 AO2 = 2</p>

Question	Part	Marking guidance	Total marks
11	5	<p>Identify and explain two ways that training would help to increase sales at the new store.</p> <p>1 mark for identifying a way that training may boost sales, 1 mark for some valid explanation, 1 mark for clear reference to context. (Apply twice).</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • employees will be taught how to interact with customers politely, increasing the chance of making a sale • employees will be taught how to use equipment – speeding up the service received by customers boosting customer satisfaction • product information may be covered by training – allowing employees to offer better advice to customers • training may cover the need to keep the shop looking attractive – which may attract more customers to come in to buy. <p>Specimen response:</p> <p>Employees would be taught how to use equipment within the store (L1). This would speed up the service received by the customer boosting their likelihood of returning(L2). This is because they do not need to wait long at the cash desk to pay for their item because the assistant knows how to use it (L3).</p>	<p>6</p> <p>AO1 = 2 AO2 = 4</p>

Question	Part	Marking guidance	Total marks
11	6	<p>Ismael and Abdullah disagree on how the manager of the new store should be recruited.</p> <p>Using information from Items D, E and F:</p> <ul style="list-style-type: none"> • analyse the benefits of internal and external recruitment to find a manager for Boakes' new store • use your analysis to recommend whether the business should use internal or external recruitment. <p>Possible answers include:</p> <p>Advantages of recruiting internally:</p> <ul style="list-style-type: none"> • candidates will be well known to the directors • less training required as the new manager would understand how Boakes functions • should help to ensure the new branch maintains the same style and service as existing branches. <p>Advantages of recruiting externally:</p> <ul style="list-style-type: none"> • wider pool of candidates – may offer candidates with management experience – notably no assistant or deputy manager position exist on Boakes' hierarchy as a stepping stone between shop assistant and manager • a manager brought in from outside may bring new ideas about the running of a store. <p>Possible themes for evaluation:</p> <p>With its flat structure encouraging delegation, it is likely that Boakes may well have staff who have experience in making store-based decisions. Indeed, some of their existing shop assistants may have responsibilities such as unlocking the store in the morning or locking up at night. This would support the practicality of internal recruitment. However, in a retail environment, many shop assistants may prefer to work part-time hours, in which case an external manager would be a good idea.</p>	<p>12</p> <p>AO2=4 AO3=8</p>

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Level	Marks	Descriptor
4	10–12 AO3 AO3 AO2	<p>Detailed analysis and evaluation of topics based on the context</p> <ul style="list-style-type: none"> • Coherent line of reasoning followed, which is sustained, relevant and substantiated. There is a focused conclusion that is fully justified and follows clearly from the analysis. • Business areas are analysed in depth. • Knowledge and understanding is detailed and appropriately applied within context.
3	7–9 AO3 AO3 AO2	<p>Sound analysis and evaluation of topics based on the context</p> <ul style="list-style-type: none"> • Coherent line of reasoning given and the conclusion is appropriate and related to the preceding analysis. • Business areas are partially analysed. • Knowledge and understanding is detailed and appropriately applied within context.
2	4–6 AO3 AO3 AO2	<p>Limited attempt made to analyse the topics based on the context</p> <ul style="list-style-type: none"> • Evidence of some line of reasoning, with a conclusion that has limited justification. • Analysis of business areas is simplistic. • Some knowledge and understanding is applied within context.
1	1–3 AO3 AO3 AO2	<p>Basic evaluation of topics but without any real support or analysis</p> <ul style="list-style-type: none"> • A conclusion is present but without any reasoned support. • No discernible or relevant analysis. • A clear attempt to apply knowledge and understanding, but context may be lacking.
0	0	Nothing worthy of credit.