Cambridge Assessment International Education

Cambridge International AS & A Level

BUSINESS **9609/21**

Paper 2 Data Response **October/November 2022**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

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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.

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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.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(i)</td><td>
Define the term ‘Computer Aided Design (CAD)’ (line 4).
<table>
<tr><th>Knowledge</th><th>Marks</th></tr>
<tr><td>A correct definition</td><td>2</td></tr>
<tr><td>A partial, vague or unfocused definition</td><td>1</td></tr>
<tr><td>No credible content</td><td>0</td></tr>
</table>
A correct definition should cover the following:

The use of technology/software/computer programmes
To improve the design process/create 2D or 3D models

<table>
<tr><th>Exemplar</th><th>Rationale</th><th>Marks</th></tr>
<tr><td>The use of technology makes designing a product more flexible</td><td>Both elements covered</td><td>2</td></tr>
<tr><td>Using technology to speed up the design process</td><td>Both elements covered</td><td>2</td></tr>
<tr><td>Using technology to design a product</td><td>An understanding of computer aided (no expansion)</td><td>1</td></tr>
<tr><td>Using computers to speed up the design process</td><td>Only one element of the flow identified</td><td>1</td></tr>
<tr><td>Using computers to design a product</td><td>A generic answer</td><td>0</td></tr>
</table>
</td><td>2</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(ii)</td><td>

Explain the term 'primary research' (line 15).

Award one mark for each point of explanation

<table>
<tr><th>Point</th><th>Explanation</th><th>Marks</th></tr>
<tr><td>C</td><td>Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary.</td><td>1</td></tr>
<tr><td>B</td><td>Carried out to produce information directly related to the business.</td><td>1</td></tr>
<tr><td>A</td><td>Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.).</td><td>1</td></tr>
</table>

Content
Primary research is research conducted by the business itself (or commissions it to be done). It involves going directly to a source – usually customers and prospective customers in a target market – to ask questions and gather information.

<table>
<tr><th>Exemplar</th><th>Rationale</th><th>Marks</th></tr>
<tr><td>It means a business can get new information about likely sales relevant to the business, unlike secondary research which is second hand data</td><td>All three elements</td><td>3</td></tr>
<tr><td>Carried out to gather new information, first hand, about customer tastes using questionnaires</td><td>All three elements</td><td>3</td></tr>
<tr><td>Provides first hand data about market trends</td><td>A and B</td><td>2</td></tr>
<tr><td>Produces information for the business</td><td>B only</td><td>1</td></tr>
<tr><td>Researching the market</td><td>NAQ</td><td>0</td></tr>
</table>

</td><td>**3**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(i)</td><td>

Refer to Table 1.1. Calculate the total percentage of consumers who stated that 'ease of use' is either important or quite important.

Rationale	Mark
Correct answer (**with or without working and/or %)**	3
Correct answer for important only or quite important only	2
Correct formula/identifies correct figures (ie 20 and 30)	1
No credible content	0

Number stated ease of use important + quite important = 20

$$\frac{\text{Number think ease of use important + unimportant}}{\text{Total respondents}} \times 100$$

=

$$\frac{20}{30} \times 100$$

= 66.67% (0r 66.6 or 66.7 or 67) Note: % not required for full marks

Note: full marks if two correct answers for each of 'important' (60%), 'quite important' (6.67% (0r 6.6 or 6.7 or 7))

Common answers

Answer	Mark	Rationale
66.67%	3	Correct answer
67	3	Correct answer without the %
60%	2	Important only
6.67%	2	Quite important' only
Unimportant/total respondents × 100	1	Formula only
20/30	1	Correct figures identified
20/150 × 100	1	Wrong denominator but formula implied

</td><td>3</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(ii)</td><td>
Explain <u>one</u> possible limitation of the Marketing Director's primary research
<table>
<tr><th>Level</th><th>Knowledge and Application</th><th>Marks</th></tr>
<tr><td>2 (APP)</td><td>Explanation of one limitation in context</td><td>3</td></tr>
<tr><td>1b (KK)</td><td>Explanation of one limitation</td><td>2</td></tr>
<tr><td>1a (K)</td><td>Identification of one limitation</td><td>1</td></tr>
<tr><td>0</td><td>No creditable content</td><td>0</td></tr>
</table>
Note: only award limitations NOT disadvantages

Content could come from:
• Small sample size (only 30 asked)
• May be other features important to customers such as the quality of the photographs or does it have video capability
• Doesn't say who was asked – are they a sample from the target market?
• How the research was conducted e.g. questionnaires, focus group? Could bias answers depending on this
• Doesn't consider existing competition in the market, price an important feature can DD compete in the market?

ARA
<table>
<tr><th>Exemplar</th><th>Mark</th><th>Rationale</th></tr>
<tr><td>Small sample size of 30 unreliable</td><td>3</td><td>Limitation in context</td></tr>
<tr><td>Sample chosen may not have knowledge of drones</td><td>2</td><td>Limitation explained but not in context (referring to drones not sufficient for context)</td></tr>
<tr><td>Doesn't look at competition in the market</td><td>1</td><td>Identification only</td></tr>
<tr><td>Time consuming</td><td>0</td><td>Disadvantage not a limitation</td></tr>
</table>
</td><td>3</td></tr>
</table>

Question	Answer	Marks
1(c)	**Analyse <u>two</u> factors that could influence the leadership style used as DD moves into the production of Robodz.**	**8**

Level	Knowledge and Application (4 marks)	Marks		Analysis (4 marks)	Marks	
2b	Shows knowledge of **two** factors influencing leadership style *in context*	4	APP + APP	Developed analysis of **two** factors influencing leadership style *in context*	4	DEV + DEV
2a	Shows knowledge of **one** factor influencing leadership style *in context*	3	APP	Developed analysis of **one** factor influencing leadership style *in context*	3	DEV
1b	Shows knowledge of **two** factors influencing leadership style	2	K + K	Limited analysis of **two** factors influencing leadership style	2	AN + AN
1a	Shows knowledge of **one** factor influencing leadership style	1	K	Limited analysis of **one** factor influencing leadership style	1	AN
0	No creditable content					

Indicative content

AO1 Knowledge and understanding
- Depends on skills required
- Organisation
- Situation
- Individual leader/preference of the leader
- The team
- Environment

AO2 Application
- Current style laissez faire
- Highly skilled workforce
- Already very motivated
- Greater cooperation between departments required
- Less opportunity for individual design
- More automation

Question	Answer	Marks
1(c)	**AO3 Analysis** • New situation requires new skill. Less scope for individuality. Therefore, more direction/control needed? • Currently laissez faire. OK since workforce is highly skilled and motivated *and will lead to better motivation* • Greater integration of different areas required (drones/photography) which means that needs more direct control • To ensure smooth workflow between departments. • Some kind of democratic management would suit skills/attitude of work force but there needs to be strong guidance/coordination **ARA**	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(d)</td><td>
Recommend a suitable marketing mix for the Robodz. Justify your recommendation.
<table>
<tr><th>Knowledge and Application (4 marks)</th><th>Marks</th><th>Annotation</th><th>Analysis and Evaluation (7 marks)</th><th>Marks</th><th>Annotation</th></tr>
<tr><td></td><td></td><td></td><td>Justified judgement(s) that follows on from a discussion based on an integrated marketing mix for DD</td><td>7</td><td>EVAL + EVAL +</td></tr>
<tr><td></td><td></td><td></td><td>Recommendation(s) that follows on from a balanced argument relevant to DD</td><td>6</td><td>EVAL + EVAL</td></tr>
<tr><td></td><td></td><td></td><td>A simple recommendation based on a balanced argument relevant to DD</td><td>5</td><td>EVAL</td></tr>
<tr><td>Shows knowledge of two elements of the marketing mix in context</td><td>4</td><td>APP + APP</td><td>A balanced argument based on analysis of more than one element of the marketing mix with context</td><td>4</td><td>DEV + DEV</td></tr>
<tr><td>Shows knowledge of one element of the marketing mix in context</td><td>3</td><td>APP</td><td>Argument based on analysis of one element of the marketing mix with context</td><td>3</td><td>DEV</td></tr>
<tr><td>Shows knowledge of two elements of the marketing mix</td><td>2</td><td>K + K</td><td>Limited analysis of two elements of the marketing mix</td><td>2</td><td>AN + AN</td></tr>
<tr><td>Shows knowledge of one element of the marketing mix</td><td>1</td><td>K</td><td>Limited analysis of one element of the marketing mix</td><td>1</td><td>AN</td></tr>
<tr><td colspan="4">No creditable content</td><td colspan="2">0</td></tr>
</table>
</td><td>11</td></tr>
</table>

Question	Answer	Marks
1(d)	Note: marketing mix could be 4Ps or 4Cs **Indicative content** **AO1 Knowledge and understanding** 4Ps • Price • Product • Place • Promotion 4Cs • Consumer wants • Cost • Convenience • Communication **AO2 Application** • Niche market? Used for sport events and area photography, mainly in the 30–45 year age group • Competition? Few competitors in a growing market. • Performance and ease of use more important than price – price skimming? • Innovative product, innovative price? • Internet or shop sales. Direct selling? Special events e.g. at sport venues. • Promotion issues e.g. Media - specialist sport or photography magazines. • Target market? Sport enthusiasts in 30–45 year age group. Property owners trying to sell (aerial photography). • Reference to Table1.1/answer to **1(b)(i)** **AO3 Analysis** • Pricing strategy to maximise revenue e.g. price skimming at launch of a new product • Promotion needs to be cost effective • Consider target markets • Niche markets so need to consider distribution so convenient to the customer • New product so important to communicate features clearly • Product should be suitable for customer wants/needs • Quality important in a product like this – must be reliable **AO4 Evaluation** Evaluation will come from justified recommendations on two or more elements of the marketing mix applied to the product	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(i)</td><td>
Define the term ‘corporate objectives’ (line 3).
<table>
<tr><th>Knowledge</th><th>Marks</th></tr>
<tr><td>Reference to long term goals/over a period of time or focus/direction or helps form strategic business plan / should be SMART</td><td>2</td></tr>
<tr><td>Reference to goals/aims/targets</td><td>1</td></tr>
<tr><td>No credible content</td><td>0</td></tr>
</table>
A correct definition could cover the following:

The (long term) goals of a company
Give focus and direction to the business.

<table>
<tr><th>Exemplar</th><th>Rationale</th><th>Marks</th></tr>
<tr><td>The long-term goals of a company</td><td>Two elements covered</td><td>2</td></tr>
<tr><td>Goals of a company giving direction to employees</td><td>Two elements covered</td><td>2</td></tr>
<tr><td>Gives focus to a business</td><td>A simple statement</td><td>1</td></tr>
<tr><td>Company goals</td><td>An understanding but too vague</td><td>1</td></tr>
<tr><td>Aims</td><td>Vague but alternative for objectives</td><td>1</td></tr>
</table>
</td><td>2</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(ii)</td><td>
Explain the term ‘internal growth’ (line 3).

Award one mark for each point of explanation

<table>
<tr><th>Point</th><th>Knowledge</th><th>Marks</th></tr>
<tr><td>C</td><td>Example or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.)</td><td>1</td></tr>
<tr><td>B</td><td>From within – organic</td><td>1</td></tr>
<tr><td>A</td><td>Expansion of a firm/business.</td><td>1</td></tr>
</table>

Content:
Internal/organic growth is when a business uses its own funds to reinvest in itself and increase the capital.

<table>
<tr><th>Exemplar</th><th>Rationale</th><th>Marks</th></tr>
<tr><td>Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C)</td><td>All three elements</td><td>3</td></tr>
<tr><td>Expansion of a business, from within, which can be slow when compared with external growth through a merger</td><td>All three elements</td><td>3</td></tr>
<tr><td>Expansion of a business, from within, which requires investment to open new branches</td><td>All three elements</td><td>3</td></tr>
<tr><td>Expansion of a business, from within, which can take a long time and requires investment</td><td>A and B</td><td>2</td></tr>
<tr><td>Slow growth of a business.</td><td>B only</td><td>1</td></tr>
<tr><td>Expansion of a business</td><td>Identified key themes only, no real understanding</td><td>1</td></tr>
<tr><td>Increase market share/employees</td><td>Not necessarily growth as e.g. market share could increase because of successful promotion without growth</td><td>0</td></tr>
</table>
</td><td>3</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(i)</td><td>

Refer to Table 2.1. Calculate the forecast profit margin for year one.

<table>
<tr><th>Rationale</th><th>Marks</th></tr>
<tr><td>Correct answer (with or without formula or %)</td><td>3</td></tr>
<tr><td>Correct calculation of profit</td><td>2</td></tr>
<tr><td>Correct formula</td><td>1</td></tr>
<tr><td>No credible content</td><td>0</td></tr>
</table>

$\frac{\text{profit}}{\text{sales revenue}} \times 100$

Profit = 110 – (50+20)
= 40

$\frac{40}{110}$
= 36.36% **allow** 36, 36.3, 36.4 **(3)**

Common answers

<table>
<tr><th>Answer</th><th>Mark</th><th>Rationale</th></tr>
<tr><td>36.3%</td><td>3</td><td>Correct answer</td></tr>
<tr><td>110-70 = 40</td><td>2</td><td>Correct calculation of profit</td></tr>
<tr><td>40/110</td><td>2</td><td>Correct calculation of profit</td></tr>
<tr><td>Profit/sales revenue × 100</td><td>1</td><td>Correct formula</td></tr>
<tr><td>Profit/sales revenue</td><td>0</td><td>Incorrect formula (no × 100)</td></tr>
</table>

</td><td>**3**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(ii)</td><td>

Explain <u>one</u> method MW could use to improve its cash flow.

<table>
<tr><th>Level</th><th>Knowledge and Application</th><th>Marks</th></tr>
<tr><td>2 (APP)</td><td>Explanation of one method to improve cash flow in context</td><td>3</td></tr>
<tr><td>1b (K+K)</td><td>Explanation of one method to improve cash flow</td><td>2</td></tr>
<tr><td>1a (K)</td><td>Identification of one method to improve cash flow</td><td>1</td></tr>
<tr><td>0</td><td>No creditable content</td><td>0</td></tr>
</table>

- Reducing costs – to reduce outflow
- Increasing revenue – to increase inflow
- Bank overdraft
- Debt factoring

Context is likely to come from:
- The time between booking and receiving revenue
- Higher costs due to inefficiency in systems
- Take a deposit at the time of booking

ARA

<table>
<tr><th>Exemplar</th><th>Mark</th><th>Rationale</th></tr>
<tr><td>Take a deposit at the time of booking a move to increase revenue</td><td>3</td><td>Explanation in context</td></tr>
<tr><td>Reduce costs by finding a cheaper supplier</td><td>2</td><td>Explanation of method</td></tr>
<tr><td>Get a bank overdraft</td><td>1</td><td>Identification only</td></tr>
</table>

</td><td>**3**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)</td><td>
Analyse <u>two</u> benefits to MW of introducing process innovation to update its information systems.
<table>
<tr><th>Level</th><th>Knowledge and application</th><th>Annotation</th><th>Marks</th><th>Analysis</th><th>Marks</th><th></th></tr>
<tr><td rowspan="2">2</td><td>Understanding of two benefits of process innovation in context</td><td>APP + APP</td><td>4</td><td>Developed analysis of two benefits of process innovation in context</td><td>4</td><td>DEV + DEV</td></tr>
<tr><td>Understanding of one benefit of process innovation in context</td><td>APP</td><td>3</td><td>Developed analysis of one benefit of process innovation in context</td><td>3</td><td>DEV</td></tr>
<tr><td rowspan="2">1</td><td>Knowledge of two benefits of process innovation</td><td>K + K</td><td>2</td><td>Limited analysis of two benefits of process innovation</td><td>2</td><td>AN + AN</td></tr>
<tr><td>Knowledge of one benefit of process innovation</td><td>K</td><td>1</td><td>Limited analysis of one benefit of process innovation</td><td>1</td><td>AN</td></tr>
<tr><td>0</td><td colspan="4">No creditable content</td><td>0</td><td></td></tr>
</table>
ARA

Indicative content

AO1 Knowledge and understanding
• Information – keep up-to-date,
• Time saved
• Increase cash flow
• Reduce costs
• Increase quality
• Increase efficiency
• Ease of access to information

AO2 Application
• Wants to achieve internal growth
• Many locations in country Q
• Successful business
• Growth affecting cash flow
</td><td>8</td></tr>
</table>

Question	Answer	Marks
2(c)	• Want to locate to other countries • Want to achieve cost savings • Current system uncoordinated • Use paper customer records • 3 different computer-based systems • Records not kept up to date • Need to improve cash flow **AO3 Analysis** • Information – keep up-to-date, easier to co-ordinate • Time saved – quickly find the correct information • Increase cash flow – Decrease the time between booking and receiving revenue • Reduce costs – improve profit/help fund expansion	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(d)</td><td>
Evaluate the factors that John needs to consider before opening the new location in country P.
<table>
<tr><th>Knowledge and Application (4 marks)</th><th>Annotation</th><th>Marks</th><th>Analysis and Evaluation (7 marks)</th><th>Marks</th><th>Annotation</th></tr>
<tr><td></td><td></td><td></td><td>A justified judgement on the importance of each factor</td><td>7</td><td>EVAL + EVAL + EVAL</td></tr>
<tr><td></td><td></td><td></td><td>A judgement on the importance of each factor</td><td>6</td><td>EVAL + EVAL</td></tr>
<tr><td></td><td></td><td></td><td>An evaluation statement of the given arguments of two factors in context</td><td>5</td><td>EVAL</td></tr>
<tr><td>Understanding of two factors in context</td><td>APP + APP</td><td>4</td><td>Developed analysis of two or more factors in context</td><td>4</td><td>DEV + DEV</td></tr>
<tr><td>Understanding of one factor in context</td><td>APP</td><td>3</td><td>Developed analysis of one factor in context</td><td>3</td><td>DEV</td></tr>
<tr><td>Knowledge of two factors</td><td>K + K</td><td>2</td><td>Limited analysis of two factors</td><td>2</td><td>AN + AN</td></tr>
<tr><td>Knowledge of one factor</td><td>K</td><td>1</td><td>Limited analysis of one factor</td><td>1</td><td>AN</td></tr>
<tr><td colspan="4">No creditable comment</td><td>0</td><td></td></tr>
</table>
Indicative content

AO1 Knowledge and understanding
• Language barriers,
• Costs,
• Opportunities,
• Competition,
• Available resources
• Infrastructure
• Communication
</td><td>11</td></tr>
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Question	Answer	Marks
2(d)	**AO2 Application** • Growth in housing demand in other countries. • Business successful in the past • Decline in sales in country Q • Fewer people moving in country Q • Each city location made a loss last year • Requires good transport infrastructure • Tracking vehicles requires a good communication system **AO3 Analysis** • Expensive to set up operations in another country, can MW afford it? • Might be a competitive market so hard to break into • Might be legal barriers such as licence requirements • Will require employees in the new country adding to expense • Important to consider culture of new country – will it be a good fit for MW? **AO4 Evaluation** • Inefficient operation – should they expand internationally if own business inefficient • Will need to spend a lot on infrastructure in another country, can they afford it if made losses last year • Inefficient systems could be a major issue when trying to coordinate internationally • But declining market in country Q • Need to research carefully before making a decision • Will take a long time to establish **ARA**	