

Mark Scheme (Results)

Summer 2010

GCSE

GCSE BUSINESS STUDIES(5BS03) Paper 01

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Unit 3: Building a Business

Section A:

Question Number	Answer	Mark
1(a)	AO1=1 C	(1)

Question Number	Answer	Mark
1(b)	AO1=1 Possible answers include: <ul style="list-style-type: none"> • Cheaper since no interest has to be paid. • Does not involve issuing new shares so percentage ownership is not affected. • Easier - no loans need to be applied for. • Not being in debt. 1 mark for each appropriate response.	(1)

Question Number	Answer	Mark
1(c)	AO1=1, AO3=2 One mark for identifying the method and a further two for the development. For 2 development marks further points will be made in relation to the method. This may include an example for one of the marks. Possible answers include: <ul style="list-style-type: none"> • Reducing costs/increasing efficiency. • Adding value. • Boosting revenue/sales/demand. • Better branding/advertising. • Price changing. • Improve customer service. Accept any reasonable method E.g. Profits could be increased by cutting costs (1 mark) for example cutting the number of workers (1 mark). If revenue stays the same profits will rise (1 mark). This answer would gain three marks since the method has been identified and there are two points made as development.	

	Examiners should be wary about rewarding candidates who confuse costs and price.	(3)
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Question Number	Answer	Mark
1(d)	<p>AO1=1, AO2=1, AO3=1</p> <p>For 3 marks, there will be one disadvantage identified and two clearly identifiable strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc. development will clearly show why borrowing from a bank can be a problem.</p> <p>Possible disadvantages include:</p> <ul style="list-style-type: none"> • Interest will be charged which could fluctuate increasing or decreasing the costs. • Need to repay the loan with interest which will affect cash flow and liquidity within a period of time. • Risk of failure if the loan is not repaid on time which could lead to insolvency. • The need for collateral. • The bank might not be willing to lend, starving the firm of capital. • Interest rates for small businesses will be larger than average. <p>E.g. Borrowing from a bank means that the firm has to pay interest (1 mark). This will increase the costs of the firm, reducing its profit (1 mark). The effect will depend on how much is borrowed and how high interest rates are. (1 mark)</p> <p>This answer would gain three marks since there are at least two linked strands that build the explanation and there is reference to the context which earns the final mark.</p>	(3)

Question Number	Answer	Mark
2(a)	AO1=1 D	(1)

Question Number	Answer	Mark
2(b)	AO2=2 1 mark for each appropriate response. Possible answers include: <ul style="list-style-type: none"> • Giving the product a USP. • Improve quality. • Branding/advertising. • Packaging. • More convenience. • More choice. • Faster delivery speed. • Lower prices. Accept any appropriate response.	(1)

Question Number	Answer	Mark
2(c)	AO1=1, AO2=1, AO3=1 For 3 marks, the description will make three relevant points associated with branding which may include a definition and/or an appropriate example which is more than simply giving the name of the business. The points will clearly show the importance of the brand to the success of a business. Two marks are awarded for the points and 1 mark is awarded for the use of context. Possible answers include: <ul style="list-style-type: none"> • Makes the firm stand out. • Increases the number of repeat purchases. • Enables the firm to add value. • Allows the firm to charge higher prices without the loss of demand. • Makes it harder for new firm to set up in competition. E.g. Branding gives Amazon a clearer identity and personality (1 mark). This will make the firm stand out (1 mark) because the Internet	

	<p>is very competitive (1 mark).</p> <p>This answer would gain three marks since there are at least two relevant points made, one of which is in context.</p>	(3)
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Question Number	Answer	Mark
2(d) (i)	<p>AO1=1</p> <p>1 mark for each appropriate response.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Questionnaires/surveys. • Internet data. • Past sales figures. • Competitor's sales figures/prices. • Census/Market Research organisations. • Information from loyalty cards. <p>Be wary of candidates referring to methods of recording data.</p> <p>The question is asking for the identification of a method of quantitative market research. Any response is valid so long as it could provide numerical data.</p>	(1)

Question Number	Answer	Mark
2(d) (ii)	<p>AO1=1, AO2=1, AO3=1</p> <p>Do not give a mark for a repetition of the method.</p> <p>For 3 marks, there will be three clearly identifiable strands of explanation between the statements. These may contain connective words such as, 'this leads to...' 'because...' etc. development will clearly show how quantitative data will help a business improve its marketing mix. There will be a sharp focus on the use of quantitative data (rather than just generalised market research data).</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Increase/decrease prices. • Change targeted market. • Change its promotion strategy. • Improve the product. <p>E.g. Finding out about the amount of sales a competitor makes, will give the firm information about how well a competitor is doing (1 mark). This might cause the firm to increase the amount of advertising (1 mark) it does to try and increase sales and customer loyalty (1 mark).</p>	

	This answer would gain three marks since there are at least three linked strands that build the explanation and there is reference to numerical data.	(3)
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Question Number	Answer	Mark
3(a)	A01=1 B	(1)

Question Number	Answer	Mark
3(b) (i)	<p>A02=2</p> <p>1 mark for each appropriate response.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Promotional offers e.g. BOGOF. • Lowering prices. • Improving the product. • Advertising. • Increasing the number of distribution outlets (place). • Re-positioning the brand name. • Changing the product in some way/new flavours/varieties, etc. <p>Candidates can score 1 mark for any reasonable answer that will boost sales of a chocolate manufacturer. Watch out for awarding two marks for points that are virtually identical. E.g. two types of advertising.</p>	(2)

Question Number	Answer	Mark
3(b) (ii)	<p>A01=1, A02=1, A03=1</p> <p>For 3 marks, the explanation will show how one of the extension strategies identified in (b) (i) would cause sales to increase. Within the answer there will be at least three clearly identifiable strands of explanation. These may contain connective words such as, 'this leads to...' 'because...' etc... Answers are dependent on which extension strategy the candidate has decided to explain from (b)(i).</p> <p>E.g. By introducing new flavours of the chocolate bar e.g. caramel/peanut, etc. the market for the bar will be bigger (1 mark). This means it will be attractive to a larger number of people (1 mark) and so increase likelihood of new sales (1 mark).</p> <p>This answer would gain three marks since there are at least two linked strands that</p>	

	build the explanation and there is reference to the context which earns the final mark.	(3)
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Question Number	Answer	Mark
3(c)(i)	<p>AO1=1</p> <p>1 mark for the identification of one element of the Boston Matrix.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Question mark (?)/Problem child. • Star • Cash cow • Dog 	(1)

Question Number	Answer	Mark
3(c) (ii)	<p>AO1=1, AO3=2</p> <p>For 3 marks, the description will make three relevant points associated with the benefit of the Boston Matrix to business which may include a definition and/or an appropriate example which is more than simply giving the name of a business. The points will clearly show how the Boston Matrix can benefit a business.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Can help balance the product portfolio. • The company will be able to see if it has too many products in one quadrant. • It will allow the company to identify and withdraw dog products. • It will be able to identify whether it has enough funds to support the marketing of stars and ?/ problem children. • It will identify whether or not the firm will need to invest in innovation or research and development. • Helps a business plan ahead. <p>E.g. The Boston Matrix puts products in categories according to the growth rate and share of the market they have (1 mark). It tells the firm whether they have too many similar products (1 mark) and can help identify when they need to withdraw products or introduce new ones (1 mark).</p> <p>This answer would gain three marks since there are at least three points made and there is a sharp focus on the Boston Matrix and benefits to the business.</p>	(3)

Question Number	Answer	Mark
4(a)	AO1=1 D	(1)

Question Number	Answer	Mark
4(b)	<p>AO2=2</p> <p>1 mark for the identification of each reason as to why a firm may want to hold buffer stocks.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • To avoid running out of stock. • To prevent missing out on extra sales. • Supplier reliability problems (in terms of delivery times and quality). • Avoid the problems of a Just in Time (JIT) system of stock control. • Hard to predict demand due to weather etc. • Does not want to damage brand/customer loyalty. 	(2)

Question Number	Answer	Mark
4(c)	<p>AO2=2, AO3=1</p> <p>For 3 marks, the explanation will show how JIT would benefit a business like McDonald's. Within the answer there will be one mark for identifying the way and at least two clearly identifiable strands of explanation which are in context. Note that 'context' goes beyond simply mentioning the name 'McDonald's'. These strands may contain connective words such as, 'this leads to...' 'because...' etc...</p> <p>Possible ways include:</p> <ul style="list-style-type: none"> • Reduces the costs of holding stocks of buns, meat, chips etc. • Increases profit/profit margin. • Allows McDonald's to build better relationships with suppliers of meat etc. • Increases efficiency. • M^c Donald's outlets can now be smaller so land costs are lower. • Improves cash flow. • Allows a greater degree of flexibility. • Fresh food. <p>E.g. Just In Time involves ordering stock when you need it (1 mark). This allows M^c Donald's to use less space for storing stocks of buns (1 mark). This reduces costs and helps cash flow (1 mark).</p> <p>This answer would gain three marks since there is one way identified and two linked strands that build the explanation along with reference to the context.</p>	(3)

Question Number		Indicative content
4(d)		<p>AO2=2, AO3=4</p> <p>The aim here is for candidates to make a judgement as to whether product quality or improved productivity is more important in allowing M^cDonald's to improve its competitiveness. There is no right answer and the candidate can argue that either method is best, depending on the circumstances. Candidates might consider the following possible ideas as part of their answer:</p> <p>Product quality:</p> <ul style="list-style-type: none"> • Adds value. • Allows a premium price to be charged. • Higher profits. • Makes demand price insensitive. • Increases customer loyalty. • Out-compete Burger King/KFC etc. <p>Improved productivity:</p> <ul style="list-style-type: none"> • Lowers unit costs. • Allows a lower price to be charged. • Increases profit. • Increased efficiency. <p>To be evaluative and support the judgement made, the candidate might suggest that most effective method differs depending on the time period e.g. M^cDonalds might gain competitiveness in the short term by cutting unit costs and prices but in the long term with health worries they might be better focused on improving the product.</p>
Level	Mark	Descriptor
No mark	0	Non-rewardable material.
Level 1	1-2	A judgement or point is given as to which method is most likely to improve competitiveness. If there is just a simple judgement, 1 mark should be awarded or where the support shows a misunderstanding of the concept. If this judgement/point has some simple support, the response should be placed at the top of this level.
Level 2	3-4	A judgement/point is given on one or both issues with some development/support, which includes at least <u>one</u> reason/cause/consequence etc. At the top of the level this analysis will be relevant and linked to the judgement/point made.
Level 3	5-6	A judgement/point is given on one or both points with some development which includes at least <u>two</u> relevant, linked reasons/causes/consequences etc. At the top of the level there will be a conclusion drawn from the analysis.

Section B:

Question Number	Answer	Mark
5(a)	<p>AO1=1, AO2=1, AO3=1</p> <p>For 3 marks, the description will make three relevant points associated with the effect of import protection controls on the Co-op.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Lower profits. • Possible loss of competitiveness. • Higher costs if import tariffs/quotas imposed. • Inability to stock some products. <p>E.g. An import quota reduces the amount of food the Co-op will be able to purchase (1 mark) this would lead to an increase in the price (1 mark). This causes the costs of the Co-op to increase reducing their profit margin. (1 mark)</p> <p>This answer would gain three marks since an effect is identified and there are at least two relevant points made, one of which is in context.</p>	(3)

Question Number	Answer	Mark
5(b)	<p>AO1=2</p> <p>Ethics are a set of moral principles. This might involve considering whether it is right for the business to do something because it might impact unfairly on one or more stakeholders. E.g. polluting the environment.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for a reference to the term 'morals' or implying a sense of 'right'.</p> <p>Elaboration of the answer to indicate what this means raises the answer to 2 marks. This could take the form of an additional clarifying sentence or an example.</p>	(2)

Question Number	Answer	Mark
5(c)	<p data-bbox="512 297 703 327">AO2=2, AO3=1</p> <p data-bbox="512 365 1129 600">For 3 marks, the explanation will show how ethical behaviour by the Co-op will benefit it. There will be one mark for identifying the benefit and at least two clearly identifiable strands of explanation in context. These may contain connective words such as, 'this leads to...' 'because...' etc...</p> <p data-bbox="512 638 852 667">Possible answers include:</p> <ul data-bbox="512 674 1129 882" style="list-style-type: none"> • Better reputation/branding. • Could allow Co-op to add value. • Source of differentiation. • Gives the Co-op a clear USP compared to other supermarkets. • Focuses on a clear market segment. <p data-bbox="512 920 1129 1122">E.g. Becoming an ethical business will improve the Co-op's brand (1 mark), this will allow it to charge more for its products (1 mark), this is because consumers will be willing to pay more for food like coffee that does not exploit people in LEDCs (1 mark).</p> <p data-bbox="512 1160 1129 1319">This answer would gain three marks since one benefit has been identified and there are at least two linked strands that build the explanation along with reference to the context.</p>	(3)

Question Number	Answer	Mark
<p>5(d) QWC Strands (i), (ii) and (iii)</p>	<p>AO2=4, AO3=4</p> <p>This question has a 2 x 4 mark split. There is one mark for identifying a disadvantage. The remaining 3 marks are for the explanation which will show how the disadvantage affects the Co-op. Within the answer there will be at least three clearly identifiable strands of explanation and reference to context. These may contain connective words such as, 'this leads to...' 'because...' etc...</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Higher costs/decreased profits. • Consumers not willing to pay for more expensive ethically sourced produce. • Cannot compete on price with supermarkets. • Not enough consumers value ethical responsibility. • Targeted market segment not large enough. <p>Do not reward candidates twice if they offer identical explanations for both disadvantages</p> <p>E.g. Falling profits (1 mark).</p> <p>By improving its reputation for ethics, the Co-op may have to pay more for its supplies of food (1 mark) this will mean that its total costs will rise (1 mark). It may not be able to recoup this by increasing the price of its food (1 mark), so profits decrease.</p> <p>This answer would gain 4 marks since a reason has clearly been identified and there are at least three linked strands that build the explanation with reference to the context.</p> <p>Two answers of this quality would gain the full 8 marks.</p>	<p>(8)</p>

Question Number	Answer	Mark
6(a)	<p>AO1=2</p> <p>Pressure groups are organisations of people which seek to influence how an organisation operates. E.g. A firm or the Government.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for implying that they are organisations of people or they 'protest'; or identify any factor that can cause an organisation to change their ways; and 1 mark for suggesting that they aim to change behaviour in some way.</p> <p>Candidates could articulate an answer around an example. E.g. Greenpeace is a collection of people that try and get countries to pollute less. An answer like this would be worth 2 marks.</p>	(2)

Question Number	Answer	Mark
6(b)	<p>AO2=1</p> <p>1 mark for an appropriate response.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Boycott. • Adverse publicity. • Campaigns/advertising. • Creation of a website. • Direct action/causing disruption. 	(1)

Question Number	Answer	Mark
6(c)	<p>AO2=2, AO3=1</p> <p>For 3 marks, the explanation will show how a pressure group campaign might affect Tesco. Within the answer there will be at least three clearly identifiable strands of explanation, with reference to context. These may contain connective words such as, 'this leads to...' 'because...' etc... Answers are dependent on which method the candidate has decided to explain from (b).</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Damage to brand name. • Increased costs through cutting down on waste, packaging, changing the method of electricity generation (assuming pressure group is successful). • Lost revenue. • Loss of market share. <p>E.g. A pressure group campaign could reduce Tesco's revenues (1 mark). This is because the pressure group will raise awareness of Tesco's activities in paying farmers low prices for their produce (1 mark). This might encourage consumers who care about this issue to switch to a different supermarket (1 mark).</p> <p>This answer would gain three marks since there are at least three linked strands that build the explanation with reference to the context.</p>	(3)

Question Number		Indicative content
6(d) QWC Strands (i), (ii) and (iii)		<p>AO2=3, AO3=5</p> <p>The aim here is for candidates to consider two possible benefits to Tesco from reducing the effects it has on the environment. The question asks the candidate to 'assess', so the candidate must develop some evidence of balance within the answer. This could take the form of examining the disadvantages of reducing the effect Tesco has on the environment or through stating which benefit is the most important.</p> <p>Benefits of improving environmental responsibility:</p> <ul style="list-style-type: none"> • Makes Government regulation less likely. • Enhances the brand. • Will allow Tesco to target more market segments. • Gives Tesco a USP. • Adds value • Premium pricing • Increased profit margins. <p>Drawbacks of environmental responsibility:</p> <ul style="list-style-type: none"> • Will increase costs. • Supermarket industry is very price competitive. • Lower income consumers may switch supermarkets. • Could lower profits. • Consumers may not care, they are just interested in price. <p>It is likely that evaluation will be demonstrated by considering how important minimising environmental effects will be to Tesco. Outstanding students may argue that its importance is dependent on the time period and the state of the economy.</p>
Level	Mark	Descriptor
No mark	0	Non-rewardable material. No mark is to be awarded if the candidate just re-states the question. i.e. reducing environmental effects increases competitiveness.
Level 1	1-2	<p>Reference to one benefit is given with some weak development or two benefits are given with limited or no development of either.</p> <p>If there is just a simple judgement/value attached to one of the benefits, 1 mark should be awarded. If this judgement/point has some simple support, the response should be placed at the top of this level.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>

Level 2	3-5	<p>Reference to two benefits are given, with some development of at least one at the lower end.</p> <p>A judgement/point is given at the lower end of the level with some development/support, which includes at least one reason/cause/consequence etc. At the middle of the level this analysis will be relevant and linked to the judgement/point made. Not simply making more money/more profit. Answers at the middle of this level will tend to assume that the judgement/point made will 'work' (i.e. the benefit will have no downside).</p> <p>At the top of the level there will be some evidence of balance to the point/judgement in the form of advantage/disadvantage, cost/benefit, pro/con or some counterbalancing factor. At the top of the level, candidates will attach some value/importance to one of the benefits.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>
Level 3	6-8	<p>Reference to two benefits is given with development of each. A judgement/point is given with some development which includes at least two reasons/causes/consequences etc. and the use of the 'it depends' rule. Some balance will be given in the form of advantage/disadvantage, pros/cons, costs/benefits. The candidate will be able to show some appreciation that the benefit is not 'inevitable' or 'automatic'. At this level, candidates will attach some value/importance to both of the benefits and may make a judgement about which of the benefits is more important/valuable to Tesco.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p>

Section C:

Question Number	Answer	Mark
7	<p>AO1=2</p> <p>Salary is a fixed payment for work, usually calculated over a specific period of time such as a year.</p> <p>2 marks for an accurate definition. 1 mark is to be awarded if the candidate makes some kind of reference either explicit or implicit to a salary being a payment for work. To gain two marks for this definition the candidate must make reference to the fact that the payment is fixed over a period of time. This could be made explicit within the definition or via some kind of elaborative example.</p>	(2)

Question Number	Answer	Mark
8	<p>AO2=2</p> <p>1 mark for each appropriate response.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Wages. • Piece rates. • Commission. • Fringe benefits e.g. extra holidays, company car, enhanced pensions etc. • Shares in the company. <p>Do not accept promotion since it is not a method of remuneration</p> <p>Allow any two responses. For instance if a candidate identifies two fringe benefits they should score 2 marks.</p>	(2)

Question Number	Indicative content	
9	<p>AO2=3, AO3=3</p> <p>The aim here is for candidates to consider two possible benefits to Affinity from improving the motivation of its employees. The question asks the candidate to 'discuss', so the candidate must develop some evidence of balance within their answer. This could take the form of considering the drawbacks and costs of improved motivation and whether or not it outweighs the benefits. Equally the route to evaluation could be achieved by considering which benefit will be more valuable to Affinity.</p> <p>Possible benefits of improved motivation :</p> <ul style="list-style-type: none"> • Better productivity. • Better quality of products. • Improved staff retention/lower training costs. • Higher profits due to lower costs. • Improved creativity. <p>Possible drawbacks of improved motivation:</p> <ul style="list-style-type: none"> • Can be time consuming. • May be difficult to do and require a different culture within the firm. • Can be expensive depending on the methods used. 	
Level	Mark	Descriptor
No mark	0	Non-rewardable material.
Level 1	1-2	<p>One benefit is given with some development or two benefits are given with no development of either.</p> <p>An alternative route to marks in this level is if just a simple judgement or value is given to the benefits. 1 mark can be awarded for no support and 2 if some simple support is offered. Expect to see no reference to the context in this range.</p>
Level 2	3-4	<p>Reference to two benefits is given with some development of each.</p> <p>A judgement/point is given at the lower end of the level with some development/support, which includes at least one reason/cause/consequence etc. for each benefit. At the top of the level this analysis will be relevant and linked to the judgement/point made and there may be some reference to the context.</p>
Level 3	5-6	<p>Reference to two benefits is given with development of each. A judgement/point is given with some development which includes at least two reasons/causes/consequences etc. for each benefit and may include some comparison between the two.</p> <p>Answers at the top of this level will refer to the context.</p>

Question Number		Indicative content
10		AO2=4, AO3=6
QWC Strands (i), (ii) and (iii)		<p>The aim here is for candidates to make a judgement as to the importance of clear channels of communication to a business such as Affinity. The evaluative skill will be present through candidates considering which benefit of clear communication identified is most significant to the business. Expect candidates to consider the following range of answers:</p> <ul style="list-style-type: none"> • Reduces the chances of mistakes. • Improves product quality. • Increases worker motivation/loyalty. • Increases business flexibility. • Increases profit. • Increases productivity/efficiency. • Lower unit costs. <p>The discursive/evaluative element could come from explaining which benefit of improving channels of communication is more important. For instance in Affinity's case it is the need to make sure the product is right, since at the moment the walks that are being suggested do not match the targeted market. Other routes to evaluation could come through considering drawbacks of improved communication or considering the importance of communication compared to factors such as low prices, strong branding, good cash flow or having a high quality product.</p>
Level	Mark	Descriptor
No mark	0	Non-rewardable material.
Level 1	1-4	<p>One relevant point is identified with some development - there can be a maximum of 4 marks if the links to the point are relevant - one mark per link (up to a maximum of 3).</p> <p>An alternative route to the marks could involve a judgement being given; at the lower end of the level no support will be provided. At the top of the level some support will be given.</p> <p>A list of bullet points will gain a maximum of three marks, assuming they are all relevant.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>

Level 2	5-7	<p>Candidates consider the importance of communication and offer two or more reasons/causes/consequences etc. in support.</p> <p>At the lower end of the level no value will be attached to these reasons whilst at the top of the level there will be some recognition of the value of the points made to the business which may be in the form of offering a counterbalancing point, identifying an advantage and disadvantage, cost/benefit, pro/con etc.</p> <p>At the middle of the level a judgement/conclusion will be made but with no support and merely re-states the question.</p> <p>At the top of the level candidates may offer at least one other factor to balance out the answer. At the top of the level a judgement/conclusion will be made with some support given although not drawn from the analysis and there may be reference to the context.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>
Level 3	8-10	<p>Candidates consider the importance of communication and offer two or more reasons/causes/consequences etc. in support.</p> <p>At the lower end of the level some value will be attached to these reasons whilst at the top of the level there will be clear recognition of the value of the points made to the business, identifying an advantage and disadvantage, cost/benefit, pro/con etc. or using the 'it depends' rule. At this level candidates are likely offer at least one other factor to balance out the answer.</p> <p>At the middle of the level a judgement/conclusion will be made with some support drawn from the analysis.</p> <p>At the top of the level a judgement/conclusion will be given clearly drawn from the analysis representing a coherent argument and will refer to the context.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p>

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