

Examiners' Report

June 2025

GCSE Business 1BS0 01

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Introduction

Entries for the paper continue to rise with over 70,000 students sitting this examination. The consistency of the paper structure and a standard approach to assessment clearly appeals to centres, allowing them to prepare candidates for the demands of the paper. This was again evident this year with the writing structures and exam technique shown by candidates demonstrating that centres have used the feedback provided in previous examiner reports to good effect.

This report gives feedback on Paper 1 (1BS0_01) 'Investigating small business'. It should be used by centres as a critical document to enhance both teacher and student understanding of the core skills that are under test in each type of question. It should be used as a vital part of exam preparation as it shows the approach taken by candidates in answering each style of question used within the examination. Please do ensure it continues to be used in the classroom, since the purpose of this report is that it should not be hidden away for the exclusive use of teachers.

Each question will have at least two worked exemplars which will highlight common mistakes and provide examples of high-scoring performance. Where appropriate, I have included 'Examiner Tips' on how candidate performance could be improved in future years.

The source material for sections B and C were once again in a separate booklet. This benefitted candidates as there was no need to flick backwards and forwards to access the source material and therefore should have made it easier to select information from the source material when applying knowledge in their answers.

One additional point to make with the paper this year was that although centres are preparing candidates well in how to structure answers in response to command words, there did appear to be a growing issue with specific elements of candidate knowledge. Therefore, questions that required more than generic understanding of business were not answered very well.

Question 1(c)

Q01c was the first 'explain' question of the paper with the expectation that candidates would explain how e-commerce could lead to increased sales for a small business. This required the identification of a way and then two linked strands of development to say how this could lead to increased sales.

This question was answered well by the majority of candidates with the most common answers being linked to an access to a wider market and increased convenience for customers. Despite this being a question aimed at easing candidates into the paper and focusing on an accessible part of the specification, there were a couple of common issues. Firstly, some candidates explained that e-commerce was a promotional tool rather than a sales platform, which was not accepted. Secondly, many candidates lost out on the third mark by simply repeating the question as one of their development points. The term 'lead to increased sales' is written in the question, so to gain the third mark the candidate was required to include a development point that did not simply repeat this wording.

(c) Explain **one** way e-commerce could lead to increased sales for a small business.

(3)

e-commerce can lead to a business being able to reach a larger market. This is because online platforms can be used anywhere allowing customers to order at any time. This will lead to the business being able to receive more orders for their products therefore, increasing the businesses sales and revenue.



This response identifies a way that e-commerce helps to increase sales by saying 'reach a larger audience'. It then goes on to provide two development points explaining how this happens - 'allows customers to order at any time' and 'receive more orders/increasing revenue'. Note that the final development point would not have been awarded if the candidate had simply said 'increasing the business sales'. The reference to more orders and revenue elevate the final sentence and allowed three marks to be awarded.

(c) Explain **one** way e-commerce could lead to increased sales for a small business.

(3)

One way e-commerce could lead to increased sales by posting advertisements on social media. This is because a lot of people get social media and ^{when} people see a good advertisement, they share or forward it around.



A common issue with questions about e-commerce is that some candidates consider it to be a promotional tool for the business. The use of e-commerce is not the same as using a web site or social media to promote a business. Any answers that make this mistake will not be awarded marks, as other aspects of digital communication are used for promotion. E-commerce is a sales platform that allows sales to be made using digital communication. This response was awarded zero marks.



'Explain' is the most common command word used in each paper. There are 18 marks available on each paper from this type of question. Exam technique and answer structure can help make the difference between an answer that scores 2 marks and one that scores 3. Developing this technique should be a vital part of exam preparation for all candidates.

Question 1(d)

Q01d asked candidates to explain the advantage to a small business from a decrease in government taxation. Questions that refer to economic theory often prove difficult to candidates but this question was well answered and gave the opportunity to answer from a number of angles. Many candidates said that if a business paid less tax then its costs would be reduced, and whilst not 100% economically accurate this was accepted. Others said that customers would be paying less tax and could therefore have more disposable income to spend with businesses. As the question did not specify a particular type of taxation then both were accepted.

Most candidates could then go on and explain why this would be an advantage to a business and scored three marks.

(d) Explain **one** possible advantage to a small business from a decrease in government taxation.

(3)

One advantage is that customers will have more money. Because of this they will have a higher purchasing power. This leads to customers ~~buy~~ buying more luxury goods. Therefore the business will make more sales which will increase their market share.



This answer explains how a decrease in income tax could lead to customers having more money and increased spending power. They then develop the answer to say how this would benefit the business. As a result, three marks could be awarded.

(d) Explain **one** possible advantage to a small business from a decrease in government taxation.

(3)

One possible advantage is the business gets to ~~keep the~~ collect more retained profit. This is because if the government ~~is~~ reducing taxation, the business ~~saves~~ saves more money ~~as~~ as they don't have to spend much on taxes. This could lead to the business saving money and only spending when need, therefore allow them to expand their business in the future.



This candidate also scored three marks but answered the question in a different way. This answer explains the advantage of a business itself paying less tax. Many candidates explained how less tax could lead to higher retained profit which would allow more investment and growth for a business. Another valid way to answering the question.



Centres that simply apply the model answers provided in the mark scheme when carrying out internal assessments will be in danger of not marking candidate work accurately. The model answers are provided as a guide. Teachers need to be confident enough to make judgements if a candidate has answered the question correctly using their professional understanding. There are often varied ways to answer a question which need to be fully considered.

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(c) was the first of the calculate questions on the paper. In 'calculate' questions no marks are given for the formula, since the question tests AO2 (Application). If the correct answer is seen on the answer line, it's automatically 2 marks. Thus, most candidates scored either 0 or 2 marks.

This question proved to be very tricky. It required candidates to calculate the fixed costs of a business when provided with information linked to the break even output of a business. This required a simple form of substitution using the formula to calculate break even. A large number of candidates demonstrated knowledge of break even in their attempted workings but it was clear they did not understand what they were doing. It highlighted a clear issue that many centres are embedding knowledge into candidates without any clear understanding of the concepts they are calculating.

As a result, many candidates scored zero marks.

Table 1 contains information for a small business.

$$\begin{aligned} \text{variable} \\ \text{costs} &= 15,000 \times 3 \\ &= 45,000 \end{aligned}$$

$$\text{REV: } 105,000$$

$$\text{BOF} = 12,000$$

Break even output	3,000 units
Variable cost	£3 per unit
Selling price	£7 per unit
Output	<u>15,000 units</u>

Table 1

- (c) Using the information in Table 1, calculate the fixed costs for the small business.
You are advised to show your workings.

(2)

*

$$\begin{aligned} \text{Fixed costs} &= \text{costs that stay the same} & \text{revenue} &= 15,000 \times 7 \\ & \text{depending on output} & &= 105,000 \\ \text{TVC} &= 15,000 \times 3 & 105,000 - 45,000 \\ &= 45,000 & = 60,000 \\ \text{TC} &= \text{FC} + \text{VC} & ? & \text{£ } 60,000 \end{aligned}$$



The workings in this answer indicate that the candidate has memorised some key points linked to business costs but does not understand how they are important in the calculation of break even. As a result, a number of random calculations are carried out and the wrong

answer is arrived at. Zero marks awarded.

Table 1 contains information for a small business.

Break even output	3,000 units
Variable cost	£3 per unit
Selling price	£7 per unit
Output	15,000 units

Table 1

- (c) Using the information in Table 1, calculate the fixed costs for the small business.
You are advised to show your workings.

(2)

12000

$7 - 3 = 4$

4×3000

£ 12000



Although the workings in this response are abstract and would not be worthy of a mark should the answer provided be incorrect, they do show the process of how the candidate has approached the question. The correct answer has been given so two marks can be awarded without any consideration to the workings.

Question 2(d)

In a similar way to question Q01c, this question asked candidates to explain a way. In this case a way that a unique selling point could add value. This question was answered well but many candidates did not score full marks because they developed the answer into 'why' a business should add value rather than 'how' value gets added. Development points that gave advantages such as 'increased customers', 'increased revenue' or 'more profit' were not given any credit. The full answer must be an explanation of how the business could add value if it had a unique selling point. This included some form of reference to added value being a financial value. This could have been achieved by saying a unique selling point allowed a premium price/higher prices to be charged or that the value of the product increases compared to its costs of production.

This was a difficult third mark to achieve and many answers reached a ceiling of two marks.

(d) Explain **one** way a unique selling point could add value to a small business.

to a small business (3)

One way a USP could add value is that it stands out from its competitors. This means the business will gain a competitive advantage. Therefore, customers are more likely to purchase the product the business will attract customers away from their competition as they want a unique product.



This is a good example where an answer drifts away from answering the question and includes an advantage rather than fully explaining the way. The first two points of the answer are good, 'it stands out from its competitors' and 'gains a competitive advantage' both focus on the way value is added. However, the third point, 'attracts customers from their competition' is an advantage and could not be awarded. Two marks awarded.

(d) Explain **one** way a unique selling point could add value to a small business.

(3)

Adding a unique selling point could add value as it differentiates the business from competition.

This is because the USP is ~~put~~ associated with that business alone and no other. This means that the business can put products ~~at~~ or services at a premium price ~~which~~, therefore adding value.



This is a similar answer to the first response but note the third development point. It continues the explanation of how value is added. The reference to charging a premium price also shows understanding that added value is a financial concept, something that is required when answering questions about added value.



Practice how to answer 'explain' questions that require an explanation of a 'way' or a 'method'. These require a different technique and are often the questions that tend to be most problematic to candidates.

Question 2(e)

Q02e was an accessible question that was answered well by most candidates. Explaining an advantage or a disadvantage of a form of business ownership is a common question and one that candidates seem well prepared to answer. In this case candidates were asked to explain one advantage of starting a business as a sole trader. Most correct answers tended to be linked to unlimited liability or that there is a lack of help from other owners.

One minor issue was that some candidates were too generic in their answers and said that starting a business was 'hard work'. Whilst this is true, the answer could be equally applied to other ways of starting a business and was not specific to starting as a sole trader.

(e) Explain **one** disadvantage of starting a business as a sole trader.

(3)

Unlimited liability. This means that is the business went into debt and couldn't afford to repay the debt, the sole trader is completely liable. Therefore, personal assets could be sold to raise capital.



A good answer which was awarded three marks. The disadvantage is given, 'unlimited liability', and then developed with two linked strand of explanation, 'sole trader is completely liable' and 'personal assets could be sold'. Note the concise nature of the answer. The space provided for an answer is not required to be filled, nor is it a guide for how long answers should be. Good examination technique has been displayed by this candidate that will no doubt help with issues linked to time management later in the paper.



A standard amount of space is provided for each answer. This is not a guide for how long answers need to be. Many candidates write answers that are too detailed. These are awarded no more marks and could lead to time management issues at the end of the paper.

(e) Explain **one** disadvantage of starting a business as a sole trader.

(3)

~~One~~ One disadvantage is that there is the chance ^{as} your business might not be successful meaning customers ~~in~~ could not be interested in your product meaning you won't get sales leading to business failure and ~~loss~~ ~~in money~~. Therefore closure of the business and a loss in money.



This is a zero mark answer.



This is an example of a generic answer that provides no specific understanding of being a sole trader. There is nothing incorrect in the answer but it could be applied to any type of business. The candidate therefore has not answered the question.

Question 3(b)

Q03b was the second 'calculate' question on the paper and was answered much better than Q02c. It required candidates to calculate the percentage increase in total costs between two years. This is a relatively basic mathematical task involving little business knowledge. The requirements for this type of question are outlined in Appendix 2 of the specification.

This type of question has appeared on previous papers and, as a result, most candidates are well-versed in how to answer such questions. However, there are still a significant minority that get confused and divide the change in the figures with the destination figure rather than the original number.

Figure 1 shows the total costs per year for a small business from 2021 to 2023.

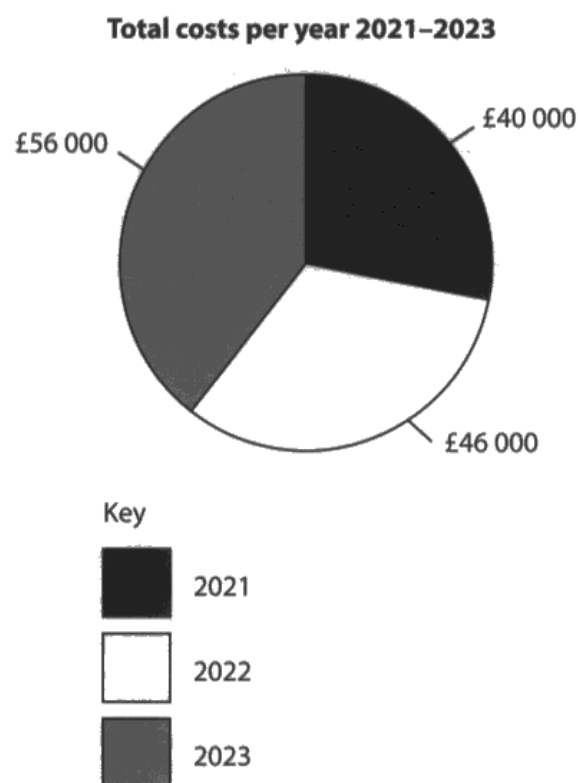


Figure 1

- (b) Using the information in Figure 1, calculate the percentage increase in total costs between 2021 and 2022. You are advised to show your workings.

(2)

$$\begin{array}{l} 2021 = £40,000 \\ 2022 = £46,000 \end{array} \quad \begin{array}{l} \text{Percentage increase} = \\ \frac{£6,000}{£40,000} \times 100 = 15 \end{array}$$

15 %

This response displays the correct way to answer such a question. The change in figures (£6 000) is divided by the original number from 2021 (£40 000). Once converted into a percentage then the correct answer of 15% is arrived at. Two marks.

Figure 1 shows the total costs per year for a small business from 2021 to 2023.

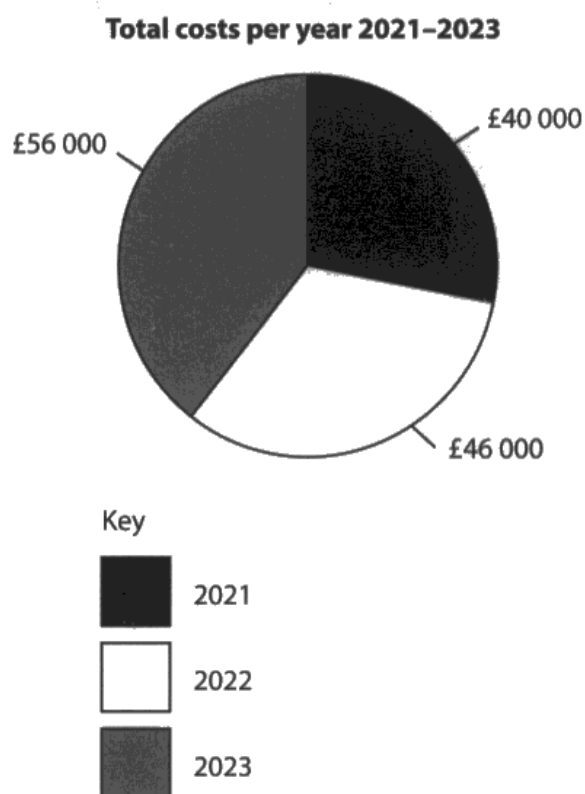


Figure 1

- (b) Using the information in Figure 1, calculate the percentage increase in total costs between 2021 and 2022. You are advised to show your workings.

(2)

$$\frac{46000 - 40000}{40000} \times 100 = 15\%$$

15 %



This response shows the most common mistake in this type of calculation. The candidate uses the destination number of 2022 (£46 000), rather the 2021 (£40 000). As a result they arrive at the wrong answer and scored zero marks.



There will always be quantitative questions in the exam paper. They will appear in the same places every year. Thus, 10% of the exam paper's total marks can be attained by simply knowing how to answer these questions and learning the respective formulae. This should be an 'easy win' for candidates.

Question 3(c)

Q03c was a departure from past questions on cash-flow, which have tended to have been calculations. Candidates were asked to explain an advantage of creating a cash-flow forecast rather than carry out calculations linked to cash-flow, or to identify a cash inflow or outflow. The change in style of question again highlighted some significant issues with candidates understanding of this part of the specification. It is clear that many centres aim to prepare candidates in topics such as this by developing techniques to memorise key points of knowledge, without fully understanding what the concepts are about. As a result, when candidates are asked to demonstrate understanding they struggle and often score zero marks.

This was clearly evident in this question where many candidates' answers claimed that cash-flow forecasts could be used to calculate profit or would help a business to see how much finance it had for investment and growth. Answers that demonstrated no understanding of cash and why cash-flow is important were awarded zero marks.

(c) Explain **one** advantage to a small business of creating a cash-flow forecast.

(3)

An advantage is that the small business can show a present any investors with the predicted revenue, losses and profit as well as break even point. This means that an investor would be more likely to invest in the business as they have some of the necessary information. Therefore, (with the investors money) the ~~to~~ small business would be able to grow.



This response is based on the premise that a cash-flow forecast can be used to calculate profit and break even. There is no understanding of the difference between cash and profit. Although it is valid to say a business could present a cash-flow forecast to investors, the whole answer is based on a lack of knowledge and understanding of what the question is asking. Zero marks were awarded.

(c) Explain **one** advantage to a small business of creating a cash-flow forecast.

(3)

One advantage is reduced risk of failure. This is because the business can plan for ~~areas~~ months of cash surplus and cash deficit. This can lead to better suitable solutions such as overdraft facilities resulting in reduced risk of insolvency.



This response is a good example where candidates understand the concept of what a cash-flow forecast is used for. It is not an elaborate answer but indicates that the forecast can help reduce business failure by making sure a business always has enough cash, and if it does not then it can seek alternative short-term sources of finance. A good, efficient answer which scored three marks.



Some areas of the specification can be more difficult to understand than others. In these areas, it is important for candidates to try and develop learning techniques that help to develop an understanding rather than memorise key points in a hope that they can be simply repeated to answer questions.

Question 3(d)

This question was very well answered by candidates. Most correct answers tended to focus on the additional cost or length of time needed to conduct primary market research. The majority of candidates could then go on to explain why this would be disadvantage to a small business and often scored three marks.

One small issue that is worth noting, is that some candidates claimed that a small business would not be able to carry out primary research with a large enough sample of people. It was decided not to accept this because effective sampling techniques and the use of digital communications such as social media would still allow effective sample sizes to be used in the research.

(d) Explain **one** disadvantage to a small business of using primary market research.

(3)

One disadvantage is its expensive. This is because you have to conduct the research yourself. ~~with fee~~ This leads to increased costs for the business, therefore decreasing profit.



Two good responses have been included as exemplars for this question. This response explains that primary research can be expensive (1 mark) because you have to do it yourself (1 mark) and this then leads to increased costs/reduced profit (1 mark). Note the level of detail in the answer - there is need to over elaborate answers if you can make points in an efficient way like this.

(d) Explain **one** disadvantage to a small business of using primary market research.

(3)

One disadvantage of primary market research is that it is very time consuming. This is because primary research is collecting data that is only specific to your business and is not already available. Therefore, ~~the~~ their business production levels may decrease as they will be to consumed with collecting their primary research then working on the business.



Another response worth three marks, but this time the answer explains that primary research can be time consuming. This is because it is not already available and as a result production levels could fall if too much employee time is taken to conduct the research.

Question 3(e)

This was the first of the levelled questions and tests 'AO1b' or 'Understanding' and 'AO3a' or 'Analysis'.

Examiners are instructed to make a level judgement separately on each 'AO' or 'Assessment Objective' and then take a 'line of best fit' to arrive at the final level and mark.

Many candidates did not read this question properly and therefore missed the key aspect that the question was focused on one location factor, the proximity to market. Candidates that did not pick up on this discussed a variety of location factors without focusing on the importance of a business locating in a place that is close to its customer base. This demonstrated both a lack of understanding and also meant that analysis points linked to other location factors could not be considered when making assessment decisions.

Suitable points of development that could have been discussed linked to proximity to the market included:

- there will be lots of potential customers living nearby
- it will increase convenience for customers
- it may provide footfall for the business
- less distribution costs for the business
- it makes it easier to target customers
- it makes it easier to identify customer needs

(e) Discuss how proximity to market could influence the location of a small business.

(6)

Proximity can directly influence the location because a business would need to be close to raw materials. This means that shipping costs could decrease ~~therefore~~ ^{Therefore} there will be an increase in profit as expenses will decrease.

Additionally a business should aim to be local towards its targeted demographic or people. This means that the targeted customer will be more likely to hear about the business, increasing brand awareness. ~~Therefore~~ ^{Therefore} they are more likely to become customers, increasing sales and profit.



This type of answer was very common for this question. The candidate has either not read the question carefully enough or has misunderstood what they need to do. As a result half of the answer is about proximity to the market but the other is about proximity to suppliers, which is not answering the question. The first half of the answer can be discounted when making assessment decisions. Therefore, this answer was judged to be level 1 for understanding and level 2 for analysis. 3 marks awarded overall.

(e) Discuss how proximity to market could influence the location of a small business.

distance customers Effect

(6)

The small business may want to be as close to market as possible. Therefore, a business is more likely to be successful. This is because it would increase convenience (and awareness about the business) for customers. This could lead to an established brand name with a reliable customer base. In this way, it is more likely to grow into a successful business. Therefore, a small business is likely to choose a location closest to its target market - thus, how proximity to market could influence the location of a small business.

However, proximity to market could also ^{close} to the market could also make the business understand its customers better. This could lead to more strategic marketing decisions to maximise sales. More sales could result in having more money to ~~extra~~ reinvest into the business, strengthening its reputation. This is another way in which proximity to market could influence the location of a small business.



In contrast, the whole of this answer discusses how the proximity to market influences business location. The first paragraph develops the point of customer convenience, whilst the second paragraph then looks at being able to understand customers better. There is an excellent level of understanding throughout the answer and it is very well written. There are also more than five development points from the two paragraphs. The assessment decision was level 3 for understanding and level 3 for analysis. 6 marks awarded.



It can be easier to include more development points in an answer such as this by breaking the answer into two shorter paragraphs, rather than one long paragraph. Both approaches are acceptable, but candidates can find it easier to develop two points of discussion rather than one. Please note however, that any more than two points of discussion would not be accepted. If this ever happens, then examiners will base their judgement on the best two paragraphs.

Question 4(a)

In Section B, all questions require 'Application' or 'AO2'. A case study is provided to help candidates apply their knowledge to a specific business. This year the case studies were placed in a separate 'Source Booklet' to minimise the time spent flicking from the question to the case study.

The case study used for Section B this year was Pizza Pilgrims, a business selling high quality pizzas from a food truck.

Like all 'Outline' questions which are only worth two marks, this first question in Section B caused some issues with candidates in that they struggled to score both marks as answers often lack any application or 'context'. To gain two marks a candidate has to essentially do three things in their answer. Firstly, they must provide a correct answer. They then must include a development point and finally there must be some form of application (or use of context) in the answer.

Therefore this question required candidates to identify an impact that competition could have on Pizza Pilgrims. A development point then had to be included to say how this would affect the business. Application had to be included somewhere in the answer that related specifically to Pizza Pilgrims. Not many candidates were able to include all three with most scoring one mark.

As the word 'pizza' was included in the name of the business it was not accepted as context. There was a wide range of other contextual information provided and even though the product of the business was pizzas it was felt that accepting the word as context would distort the standard of the paper. Statistical analysis of the performance of the paper upheld this decision.

4 (a) Outline **one** impact that competition could have on *Pizza Pilgrims*.

(2)

One impact is that Pizza Pilgrims may have to lower prices, this leads to Thom and James will have to find cheaper ingredients. ~~to remain as a profit~~



The three key aspects that examiners look for in 'outline' questions are evident in this answer. The impact is given, 'have to lower prices'. A development point is then included, 'have to find cheaper ingredients'. Finally, context is evident in the answer through reference to the names of the owners 'Thom and James', as well as the word 'ingredients'. Two marks awarded.

4 (a) Outline **one** impact that competition could have on *Pizza Pilgrims*.

(2)

one impact that competition could have on Pizza pilgrims is that it will lose customers. This will lead to a loss of profit. Therefore, your business may not be able to survive.



This response illustrates the most common error in this type of question. An impact is provided, 'lose customers'. There is also a valid development point, 'lead to a loss of profit'. However, two marks cannot be awarded as there is context in the answer.



The shorter answers in Sections B and C are very important, despite being worth only one or two marks each. Many candidates miss grade boundaries by slender margins each year which could have easily been averted by the use of context in these short answers. ALWAYS include context in Section B and Section C.

Question 4(b)

The 'Analyse' question tests two 'Assessment Objectives' or 'AOs', namely 'AO2' or 'Application' and 'AO3a' or 'Analysis'. Thus, to be successful, candidates need to demonstrate both of these skills within their answer. Examiners will then make a separate judgement on 'Application' or 'AO2' looking for a range of different examples of context, spread throughout the response to reach Level 3.

Equally, examiners are also looking for 5 linked, accurate, strands of development emanating from the 1 or 2 points (which in this case are impacts). If they see this, then a Level 3 judgement will also be made for this Assessment Objective as well. To reach their final mark, examiners will take a 'line of best fit' across the two 'AO' levels that have been adjudged by the examiner.

Note that a generic answer that has no context/application, whatsoever, cannot score above 3 marks.

This proved to be one of the most difficult questions on the paper as it focused on one particular risk of starting a business, rather than allowing candidates to consider a wider range of risks. It is important for centres to know that some questions do need to be made more difficult in order for a paper to meet the required standard. If every candidate could answer every question then the paper would not be fit for purpose in making reliable awarding judgements. This question was designed to be challenging as many candidates did not understand the risk of 'lack of security'.

Good answers picked up on that they had given up their jobs to start the business and therefore would miss out on reliable income. However, weaker answers saw the word security and assumed this referred to the danger of the truck being robbed or the employees threatened by customers.

(b) Analyse the impact on Thom and James of their lack of security when they started Pizza Pilgrims.

(6)

A negative impact on lack of security is that stealing could have happened because no security was put in place so possibly Thom and James's USP of importing food from Italy could have been stolen leading to them having nothing. Therefore causing risks and potential break ins.

Another negative impact is a lack of safety because anything could happen and Thom and James wouldn't be able to do anything. Since they would always be in crowded spaces at events and music festival it could lead to a massive possibility of something unsafe happening. Therefore having a major risk for Pizza Pilgrims when they started.



As mentioned above, this was a typical mistake in weaker answers. The term 'lack of security' in this sense is different from the candidate's understanding. No marks could be awarded for this answer. It is worth noting that there is quite a bit of context in this answer such as 'Italy' and 'events and music festivals'. However, as this is included in an incorrect answer (or part of an answer) it can not be judged as being relevant and is therefore not considered.

(b) Analyse the impact on Thom and James of their lack of security when they started Pizza Pilgrims.

(6)
which is a financial risk

Thom and James quit their jobs in order to fly to Italy, this means that if in crust we trust were to fail they would not have any back up sources of income to rely on. This meant that they lacked financial security, as a result if there was less people purchasing from their pizza food truck they would not receive less revenue and sales to reinvest into expanding their business to create what they now have to be "pizza through post", as a result of ~~their financial risk~~ their business would not have been able to achieve the level of success, this means that they would not have been able to constantly travel to Italy to improve their product as if they failed they would have to be paying off debts. Although their lack of security was a huge financial risk for them especially as they didn't know what to expect in Italy it was the best decision as it gave them a competitive advantage and inspiration for a unique selling point which allows them to stand out from competitors like Pizza hut.

(Total for Question 4 = 8 marks)



Although structured in one, rather than two shorter paragraphs. This answer has a great deal of relevant detail and analysis included. All of the answer focuses on how starting the business affected the financial security of the brothers that set the business up and the risks linked to this. There are comfortably five development points in the answer, so this can be placed in level 3 for analysis. With regards to AO2 - application, a judgement needs to be made as to how much relevant context has been included. 'Fly to Italy', 'in crust we trust',

'food truck', 'Pizza through post' and 'Pizza Hut' are all included throughout the answer. As a result, this AO was judged to be level 3 as well. 6 marks awarded.



In longer answers context needs to be included throughout the answer. If there are paragraphs, or chunks of answers, that do not include any context then this will be reflected in the assessment judgement.

Question 5(a)

Q05a was the first calculate question in Section B. It required candidates to calculate the average selling price for a pizza using the provided price list. This proved to be a more accessible question than Q02c and was well answered by candidates.

5 Table 2 shows the selling price for a selection of pizzas from the *Pizza Pilgrims'* menu.

Type of pizza	Price
Margherita	£11.50
Nduja	£14.50
Mushroom and Truffle	£15.50
Fiorentina	£12.25
Americana	£13.50

Table 2

- (a) Using the information in Table 2, calculate the average selling price for a pizza.
You are advised to show your workings.

(2)

$$\frac{11.50 + 14.50 + 15.50 + 12.25 + 13.50}{5} = 13.45$$

£13.45



This response was the standard way of answering the question. The candidate has added together the items on the provided price list and then divided by five. This gave the correct answer of £13.45. Two marks awarded.

5 Table 2 shows the selling price for a selection of pizzas from the *Pizza Pilgrims'* menu.

Type of pizza	Price
Margherita	£11.50
Nduja	£14.50
Mushroom and Truffle	£15.50
Fiorentina	£12.25
Americana	£13.50

= 67.25

Table 2

- (a) Using the information in Table 2, calculate the average selling price for a pizza.
You are advised to show your workings.

(2)

$$\frac{67.25}{5} = 13.50 \quad \frac{11.50 + 14.50 + 15.50 + 12.25 + 13.50}{5} = 13.50$$

5

11

£ 13.50



This is quite a rare occurrence but does illustrate how an examiner can end up awarding one mark for a calculate question. We can see that the candidate has shown the correct workings, but somehow has ended up with an answer of £13.50 rather than £13.45. This is the only circumstance where one mark can be awarded. Partially correct workings or stating formulas will gain no marks. The full correct workings need to be seen. One mark awarded.



If candidates have time they should always double-check their answers to calculate questions. Simple mistakes such as entering numbers wrongly into a calculator can result in

marks being dropped.

Question 5(b)

This was the second calculate question on Q05 and proved a little trickier than Q05a. The candidate was required to calculate the profit made from selling Nduja pizzas in the month of April. In order to do this the candidate was required to use the information on costs provided in Table 3 together with the selling price in Table 2. Candidates were directed to do this in the question but some candidates did not do this and attempted to calculate the profit with only the information provided in Table 3.

One other issue seen in this question was again linked to candidates not reading the question properly. Some candidates worked out the profits from all pizzas rather than just for the Nduja pizza. This was frustrating as they clearly understood how to calculate profit but had spent longer on the question than necessary and still ended up with the wrong answer.

Question 5(c)

This was the second 'analysis' question and was answered much better than the first (Q04b). Despite the question asking candidates to analyse the impact of an increase in inflation, an economic influence that often confuses candidates, the majority of candidates did link inflation to rising prices very well. However not all candidates could apply to the context of the business resulting in AO2 marks being slightly lower than the level of analysis seen in the question.

A minority of candidates had little understanding of inflation and tried to provide a generic answer based on the information provided in the case study. If no understanding of inflation was seen in an answer then examiners were required to award zero marks.

cost more to make charge higher prices
(c) Analyse the impact on *Pizza Pilgrims* from an increase in the rate of inflation. (6)

Inflation would mean it costs more to make. This is because ingredients like dough will increase in price. This means they might have to buy cheaper ingredients and no longer 'import from Italy'. This would lose one of their unique selling points and 'competitive advantage'.

~~However~~ Inflation means they ~~can~~ could charge a higher price. This could anger hungry customers. This means they would go to competitors like Dukes pizza. As a result, sales would decrease as well as Thom and James' revenue.



This is a well structured answer which could be used by centres as a good exemplar of how to answer an 'analyse' question. Note that the answer is split into two sections and the candidate has analysed two impacts. This can make it easier to include more development points into an answer. The first paragraph concentrates on inflation increasing the costs of production in the business, whilst the second explores the impact of inflation causing the selling price to increase. There are more than five development points combined from the two paragraphs which show a good level of understanding of inflation. There is also context present in the answer which contributes to the awarding of AO2. In this answer we see 'ingredients', 'dough', 'Italy', 'Dukes Pizza' and 'Thom and James'. The context is evident in both paragraphs and throughout the answer. AO2 = level 3 AO3a = level 3 6 marks awarded.

(c) Analyse the impact on *Pizza Pilgrims* from an increase in the rate of inflation.

(6)

pizza pilgrims would still have a lot of money as their sales are good and increasing as the pizza recipe is improving and it has increased in customers because they serve high quality food at events and music festivals. so this could mean they have no struggles when the rate of inflation is increased



This response was typical of candidates that do not have the specific knowledge to answer a question based on a specific part of the specification. In a bid to gain a mark or two the candidate has written some generic points based on what they have been told in the case study. No specific understanding of inflation is shown in the answer which means zero marks have to be awarded. Some merit to be taken from having a go at the question, but

marks will not be awarded just for effort.



Always aim to develop knowledge and understanding of all areas of the specification. A basic understanding of inflation made this a very accessible question, but no understanding at all will make it highly likely that zero marks will be awarded.

Question 6(a)

A 'State one...' question requires candidates to make a statement in their answer and because the question contains 'Pizza Pilgrims', there must be some evidence of 'Application' or 'AO2' to score the mark on offer. Most candidates were able to state a cash outflow and as the most common answer was 'ingredients' then the majority answers were also in context.

There were still a significant number of candidates that could state a cash outflow but failed to answer in context and therefore did not achieve the mark.

6 (a) State **one** cash outflow for *Pizza Pilgrims*.

(1)

money for their pizza ingredients
from Italy.



This is a correct answer and is written in the context of the business. Therefore, one mark was awarded.

6 (a) State **one** cash outflow for *Pizza Pilgrims*.

(1)

~~Raw~~ raw materials



This is the same answer as the previous response but it has not been written in context. There is no word in the answer such as 'ingredients' or 'Italy' that links the answer to the business. Zero marks awarded.



Q06a often catches candidates out because they fail to answer in context. One mark could prove to be very important so it is an important thing to consider.

Question 6(b)

This question was another 'Outline one...' question. To score 1 mark was relatively easy. Candidates had to provide one drawback from using digital payment systems. A majority of candidates focused on customers only having cash, or technical issues. However, to score the second mark, there must be some logical development of the reason AND 'Application' or 'AO2' contained somewhere within the entirety of the response. More often than not, candidates struggled to attain this second mark.

Another common issue with candidate answers was that they often said that the business would need to pay more tax through using digital payment systems. This was either because the candidate thought that a business may not declare cash payments or they confused tax with item fees that may have to be paid to banks etc for the use of digital payment systems. Either way, answers such as this were not given any marks.

(b) Outline **one** drawback to *Pizza Pilgrims* from using digital payment systems.

(2)

One drawback to Pizza Pilgrims is that there is a small percentage of tax payed on every sale of pizza to the government. This means that Thom and James will not be recieving the full amount of profit they have earned for every pizza sold.



This type of response was a common mistake seen in this question. Digital payment systems do not lead to higher levels of taxation. The candidate may have got confused with terminology but examiners will not award marks based on implied understanding of what candidates may be thinking when answering the question.

(b) Outline **one** drawback to *Pizza Pilgrims* from using digital payment systems.

(2)

One drawback is that if the technology breaks they will struggle to ~~not~~ sell their authentic Italian pizzas. This will lead to a reduction in sales.



This response is an example of a well answered 'outline' question. A clear drawback is given, 'technology breaks'. This is then developed by saying the business will experience a reduction in sales. Finally, the answer is written in context through reference to 'Italian pizzas'. Two marks awarded.

Question 6(c)

As mentioned in every Principal Examiners report, there still remains a number of issues related to how to structure an answer to 'Justify' questions, which also assess AO3b 'Evaluation'. This requires candidates to reach balanced and supported judgements as to which is the best option. A number of candidates continue to focus on the benefits of both options believing that this naturally leads to evaluative comment. This would only happen if the candidate starts to contrast the level of importance of the two benefits through some aspect of contrast. This is very rarely seen but it is concerning that centres do seem to build this into exam preparation with candidates.

Whilst there is not one preferred approach, the highest quality answers tend to pick one option and then consider the benefits and drawbacks of that option. If they then add a conclusion which adds extra evaluation rather than simply repeating what has already been written, and ensure there is application throughout the answer (including the conclusion), then 9 marks will be accessible. There is no need to consider both options as part of this process.

This question proved to be well answered, with both options being equally popular and allowing candidates to produce high level answers. The question allowed candidates to respond to the options on many different levels which allowed some high quality development points. For instance, many candidates argued that adding more items to the menu would help satisfy the customer need of choice but could lead to higher costs or additional training requirements. Others went a step further and explored capacity issues in expanding the menu when the premises are relatively small.

There were a large number of well balanced arguments for both options from candidates which is the whole point of a 'justify' question.

In order to increase profit, *Pizza Pilgrims* is considering two options:

Option 1: increase the prices of 'Pizza Through the Post'

Option 2: adding more items to the menu ✓

(c) Justify which **one** of these two options *Pizza Pilgrims* should choose.

(9)

To increase profit I think ~~I think~~ Pizza Pilgrims should add more items to the menu as there will be a much more variety for different people with different tastes, cultures, ~~and~~ religions and age. ~~All people don't~~ For example all people don't like Pizza so if there is more items ^{will be more} there customers going to shop at Pizza Pilgrims as there is something ~~for~~ for everyone. I think adding more items for kids would be a good idea as families could visit Pizza Pilgrims also adding different types of food for different cultures would massively improve the profit ~~as there is something for everybody~~ this ~~would result in~~ means more & there will be more customers shopping at Pizza Pilgrims increasing the profit.



This response demonstrates how issues with exam technique can lead to candidates losing marks. The candidate clearly understands the question and has provided some relevant points in the answer. However, because they have either not been prepared properly for answering this type of question, or they have neglected to focus on exam technique as part of their revision the answer structure lets them down. The answer is one-sided, it only covers the benefits of adding more items to the menu. It is quite well written but there is no balance to the answer. In other words, they have not considered the drawbacks of their choice. This is vitally important when answering this type of question as it also assesses AO3b - Evaluation. This answer was awarded four marks. AO2 - level 1 AO3a - level 3 AO3b - level 0.

In order to increase profit, *Pizza Pilgrims* is considering two options:

Option 1: increase the prices of 'Pizza Through the Post'

Option 2: adding more items to the menu

(c) Justify which **one** of these two options *Pizza Pilgrims* should choose.

(9)

I believe that Thom and James should increase the prices of "pizza through the post" because their 'pizza through the box' idea is unique and offers high levels of convenience for consumers who may want to try their quality food but do not want to attend events or festivals. This area of their business adds through their USP which gives them competitive advantage over competitors such as Pizza Hut. Therefore sales ~~may~~ rise may stay stable allowing for Pizza Pilgrims to increase profits and expand further.

In contrast, ~~sales~~ this may not increase profits as sales would be expected to fall due to loyal customers feeling dissatisfied due to the sudden price rise. ~~This would mean~~ A lack of generated sales would cause revenue to fall, therefore if costs are not ~~also~~ decreased then the brothers should expect to not see a profit increase.

This means that future expansion projects would be delayed / not occur.

Overall, option 1 would be the best for Pizza Pilgrims as they hold a strong unique selling point. I rejected (Total for Question 6 = 12 marks)

The option of adding more items to the menu as costs would increase too much as they would have to visit Italy more often for more raw materials. The success of increasing prices would depend on the current state of the economy, whether consumer income is high or low. It would also depend on if customer loyalty stays consistent.

TOTAL FOR SECTION B = 30 MARKS



The structure of this answer is much better. The answer focuses on one of the options rather than both. It is then very nicely balanced by considering the benefits of the option in the first part of the answer and then the drawbacks in the second part. There are comfortably five development points when doing this. Context is seen throughout the answer including the conclusion (many candidates fail to include new context in the conclusion which moves them to level 2 in this judgement). The conclusion is also well written. It adds new content and does not simply summarise what has already been said. There is also a depending factor included through reference to the economy. AO2 - level 3 AO3a - level 3 AO3b - level 3 9 marks.



There is a misconception that it is very difficult to achieve full marks on this type of question. Examiners are looking for key aspects in candidates' answers and if they feel they are all present then full marks can quite easily be achieved. If candidate work meets the criteria, centres should be confident in awarding full marks when conducting internal assessments.

It is quite commonplace that this does not happen and perhaps casts doubt into candidates minds that they are not doing what they should be.

Question 7(a)

Section C was based on the second case study in the paper. Questions in Section C were applied to a driving school called Teendrive. The USP of the business was that it targeted teenage customers who wanted to learn how to drive. This extended to customers under the age of 17 who could have lessons which took place on large privately owned car parks.

Q07a was the second 'state' question on the paper and was assessed in the same way as Q06a. Candidates were required to state a way that Teendrive must meet employment law. Again, as the mark was being awarded for AO2 (Application), candidates were required to include context in their answers before being awarded the mark.

7 (a) State **one** way that *Teendrive* must meet employment law.

(1)

one way is through paying their
highly experienced driving instructors above
minimum wage in UK.



This response states a way that employment law must be met by stating that the business must pay minimum wage. It is also in context through the reference to 'driving instructors'. Therefore one mark could be awarded.

7 (a) State **one** way that *Teendrive* must meet employment law.

(1)

Driving instructors have to be highly experienced and
qualified.



This response shows a lack of understanding from the candidate as although the business may want to employ highly experienced and qualified instructors, this would be something

that would not be specified in employment legislation. Therefore, zero marks were awarded.

Question 7(b)

This was a basic 'Identify...' question that always involves reading off a graph, chart, infographic or table. The majority of candidates scored 1 mark in this question but a number did not read the question carefully and selected the highest number in the table, rather than which led to the most expensive individual lesson.

Table 4 shows the price of block booked driving lessons at *Teendrive*.

Number of hours	Cost of lessons
Block of 10	£300
Block of 20	£590
Block of 30	£870

30

29.5

29

(Source: <https://www.teendrive.co.uk/>)

Table 4

- (b) Using the information in Table 4, identify which block of lessons would be the most expensive per individual lesson.

(1)

the block of 10 lessons are the most
expensive per lesson



Correct answer provided. One mark awarded.

Table 4 shows the price of block booked driving lessons at *Teendrive*.

Number of hours	Cost of lessons
Block of 10	£300
Block of 20	£590
Block of 30	£870

(Source: <https://www.teendrive.co.uk/>)

Table 4

- (b) Using the information in Table 4, identify which block of lessons would be the most expensive per individual lesson.

(1)

Block of 30



This response is an example of where the candidate has not read the question carefully and selected the most expensive price in the table. Even though the block of 30 lessons are the most expensive, it works out at the cheapest individual lesson when you divide £870 by 30 lessons. Zero marks awarded.

Question 7(c)

Question 7c was well answered for the most part with good use of context. Many candidates identified a reason why the idea of Teendrive came about and applied the answer to the business. This often came from linking the development point to offering cheaper driving lessons. Any issues tended to be because candidates stated a feature of what the business did rather than the reason for doing it.

(c) Outline **one** reason why the idea of *Teendrive* came about.

(2)

To allow cheaper driving lessons
for those who want to drive



Remember that examiners are looking for three things when assessing answers to 'outline' questions, in this question - a reason, a development point and context. This answer only has two of these things - there is no development point in the answer. 1 mark awarded.

(c) Outline **one** reason why the idea of *Teendrive* came about.

(2)

one reason is because of changes in consumer
needs as they wanted affordable
driving lessons so Teen drive provides this
through block booked driving lessons.



This response has all three. A reason is given, 'changes in consumer needs', which then has a development point by saying that the consumer needs are 'affordable driving lesson'. Context is also included through reference to 'driving lessons' and 'block booked'. Two marks awarded.

Question 7(d)

This was the second of the two 'justify' questions on the paper and proved to be accessible to candidates, with lots of good answers seen. This was largely due to having two rather generic options which candidates had little difficulty understanding. This allowed some good analysis to take place and those candidates that had good exam technique usually scored between 7 and 9 marks on this question.

Any issues with this question tended to stem from issues with exam technique covered earlier in Q06c. Too many candidates are analysing the advantages of both options, without any contrast, believing this leads to evaluative comment. Weak conclusions that add no value to an answer is also an area that centres could focus on to help improve candidate performance on this type of question.

In order to increase market share, the owner of *Teendrive* is considering two options:

Option 1: use market mapping to target new customers

Option 2: increase spending on advertising.

(d) Justify which **one** of these two options *Teendrive* should choose.

(9)

In my opinion the team of highly ~~skilled~~ expertised driving instructors should increase spending on advertisement because it will increase their reputation. This is because by advertising the cheaper and massive success rate at the driving tests people will see this and book theirs or their childrens tests. Increasing sales leading to the ~~be~~ block booked driving lessons company being able to expand, hire new staff, get more cars.

However it will increase costs because they are spending more money to promote and advertise the driving lessons for kids. But this may lead to the business ~~costs more~~ Break even point to increase causing them to increase prices for existing customers potentially causing them to go to competitors.

In conclusion the excellent pass rate driving lesson business should increase spending on advertisement because it may increase reputation, sales and profit.



The two responses selected for this item have been chosen to highlight how a good conclusion can help to elevate the quality of an answer. This response is well written and the first two sections contain strong analysis and a good level of context. The second paragraph also considers the negative aspects of the selected option. Therefore, we have the basis of a very good answer. However, when we get to the conclusion things do not look so good. The conclusion adds nothing of value to the answer, it is a generic closing statement that neither justifies an opinion or brings in other key factors that could be considered. This response had the potential to score 9 marks but the final decision was: AO2 - level 2 AO3a - level 3 AO3b - level 2 7 marks awarded overall.

In order to increase market share, the owner of *Teendrive* is considering two options:

Option 1: use market mapping to target new customers

Option 2: increase spending on advertising.

more people
lower prices

most word of mouth
not effective

(d) Justify which **one** of these two options *Teendrive* should choose.

(9)

Teendrive should increase their spending on advertising, because then they could raise awareness and reach more customers. This leads to them experiencing an ~~even~~ increase in ~~people~~ ^{teens} paying for lessons. Therefore, their profit will increase which they can spend on hiring more, experienced driving instructors to keep up with the demand.

However, most of *Teendrive's* customers come from word of mouth recommendations meaning this may not be very effective. This leads to them spending more money but not ~~see~~ seeing an increase in customers which could cause a fall in profit. Therefore, they may not be able to afford ~~the~~ to keep hiring the highly experienced driving instructors they have.

In conclusion, in order to increase market share *Teendrive* should increase spending on advertising because if more people know about the business they are likely to see an increase in customers meaning they can lower prices to make the company more

accessible to everyone as they are making more profit. It depends on how effective their advertising strategies are and whether they are bringing in enough customers for the price. Most importantly, Teendrive should make sure their prices stay affordable so they can keep their unique selling point which attracts lots of customers.



In contrast, this answer does a lot more with the conclusion. It justifies the opinion that increased advertising is the best option but does recognise that the choice of advertising strategies is a depending factor. The conclusion also goes to make another excellent point in that no matter what the business decides to do then the USP of the price charged must not be changed. A good point as there is a danger that increased advertising could increase business costs which may end up with higher prices. The difference in the quality of the conclusion was the key reason why this response scored 9 marks and the first response was awarded 7.



The quality of the conclusion in 9 and 12 mark questions can be very varied. Practice writing them and develop a technique that allows you to write conclusions that add something new to the answer rather than generic closing statements.

Question 7(e)

This question tested all four skill areas of 'Understanding' or 'AO1b', 'Application' or 'AO2', 'Analysis' or 'AO3a', and 'Evaluation' or 'AO3b'. To reach Level 3 overall, a candidate's answer had to be convincing across all of these Assessment Objectives.

There were lots of good answers to this question with many candidates demonstrating a sound knowledge of how an improvement in the economic climate could affect a business. Many candidates also made good use of the economic data provided in the case study within their answer. Evaluation should have come from exploring that an improvement in the economic climate may have led to increased competition or created inflationary pressures. A relatively high proportion of candidates attempted to do this, with some more able candidates also noting that the improvement was very limited and may not have had much of an impact. Others considered the elasticity of the product and said that driving lessons can be seen as an essential part of a young person's life, therefore any changes in the economic climate may have no impact on demand.

One issue with understanding in the question stemmed from the word 'climate'. A number of candidates thought that this referred to environmental climate and gave answers that focused on how the business could protect the environment by using electric cars.

The extra 15 minutes allocated to the paper in recent years helped candidates to develop more detailed questions.

(e) Evaluate the likely impact of an improvement in the economic climate to the success of Teendrive. You should use the information provided as well as your knowledge of business.

(12)

A likely impact of improvement in the economic climate is that people who want to be as eco friendly as possible, but still be a driver will be more interested to join onto teendrive.

This will result in more customers who want to be eco friendly, they will also then tell people by word of mouth, as already stated, that teendrive is a better alternative option, leading to higher profits to the driving school.

If teendrive continue with helping improving improve the climate they will have a better chance of success by attracting people. As stated in figure 3, the level of unemployment fell slightly to 4.2%, meaning that the driving school also attracted workers through improvement of the economic climate.

As a result, I think teenagers will become more acknowledged which will very likely result in higher profits to them. This will lead to more cash inflows to the business and give the owner of the diving school more disposable income. It will also mean that they can improve teenagers and expand what they have such as variety of cars for people wanting to learn.



This type of response was seen quite often. It is a good example of how a lack of knowledge on a key part of the specification can have quite a damaging affect on the overall outcome. The candidate shows no understanding of the term 'economic climate' and as a result writes a detailed answer exploring how the business could become more eco-friendly. Although the candidate has spent quite a bit of time doing this, none of the work answers the question. As a result zero marks were awarded.

- (e) Evaluate the likely impact of an improvement in the economic climate to the success of Teendrive. You should use the information provided as well as your knowledge of business.

(12)

One benefit of an improved economic climate is that more ~~teen~~ young people may be willing to purchase ~~or~~ book driving lessons. This is because they might not have ^{all} the money which they have to pay to Teendrive available and as a result, they might borrow ^{the} money from a bank. Therefore, if interest rates has been reduced to 4.15%, more young people can borrow money from the bank as they don't have to pay a lot of money in return for the loan. This means that those young people ~~can~~ are more likely to book their driving lessons with Teendrive as they have the money. As a result, the sales of the 'fast pass' courses are likely to increase, and the ^{sales} revenue. ~~the~~ Teendrive has a higher chance of making a profit, which it can retain some to train their instructors.

However, ~~other~~ the economic climate may change quickly due to other factors such as ~~the~~ consumer income. Teendrive shouldn't be in haste to make decisions just because the interest rates have been reduced in the UK. Teendrive would need to plan extensively before it makes important decisions. This is because when there is an improvement in

the economic climate, other driving schools would want to take advantage of the climate. Therefore, Teendrive and its competitors might make similar decisions, which might mean that there is less or no differentiation between their Teendrive's lessons and that of its competitors. This could mean ^{that} young people might not value its intensive courses if its competitors are doing the same courses.

Overall, I believe that ~~the~~ ^{an} improvement in the economic climate could lead to the success of Teendrive. However, Teendrive has to also consider ~~it~~ the costs of hiring the car park it uses to teach young people on how to reverse parking, as if the park is too expensive, Teendrive might have a lot of costs, which could mean that it has less chance of breaking-even. It depends upon the needs of customers in 2024, so it is vital that Teendrive makes informed decisions also in order to have success.



This response is a very good answer which demonstrates that candidates who understood the term 'economic climate' found this an accessible question. The first part of the answer explores how an improvement in the economic climate would benefit the business as it would lead to an increase in demand. The candidate has referred to changes in interest rates and young people having access to more funds in order to help pay for the lessons. The answer then adds balance by saying that the improvement in the economy may increase competition levels which could have a potentially negative impact on the business. This is done in detail and well analysed. Finally, a good conclusion is used to draw together

and justify an opinion. The one area of potential improvement in this answer can be seen in the conclusion. The candidate has used the 'it depends' rule, which is an excellent technique to use in a conclusion. However, the point about 'the needs of the customer in 2024' is not developed to explain what is meant by this statement. Context is seen throughout the answer. AO1b - level 3 AO2 - level 3 AO3a - level 3 AO3b - level 2 11 marks awarded overall.

Paper Summary

The feedback from this year's Examiners' Report is clear. To allow improved candidate performance, centres should instruct and guide candidates towards:

- Not repeating the question in the first line of their response – it wastes time and allows no extra marks to be scored.
- Ensuring that 3 mark 'Explain one ...' questions are not 'over-engineered'. 3 marks can be obtained in as few as three sentences.
- Recognising the difference between an 'Explain one benefit/drawback/impact...' question and an 'Explain one method/way...' question.
- Ensuring that formulae are learnt – 'Calculate' questions are worth 8 marks per examination paper. There also needs to be a level of understanding as to what is being calculated. Some candidates learn formulae but then struggle to answer questions when they have to do more than substitute figures into the formulae.
- Ensuring that 'linking words/terms' are used in answers, such as 'thus', 'therefore', 'because', or 'this leads to' in order to allow more connected writing and development of answers. This is vitally important for answers that require extended writing.
- Recognising the importance of including context/application in 'Outline...' questions as a way of scoring marks.
- The use of context in shorter answers for Sections B and C is constantly an issue that leads to candidates dropping marks.
- Realising that 'Justify' questions do not require the consideration of both options, and that some structures can make it considerably harder to demonstrate the evaluative skill.
- Recognising that all questions are marked according to the Assessment Objectives (AOs) that they are designed to test. A 'good answer' is not necessarily a 'good answer' unless it satisfies the Assessment Objectives (AOs) that are associated with the command word that was used.
- When using the source material to select relevant context it is important to understand the relevance of this information rather than copying extracts from the material and including it in answers.
- Questions are designed to allow candidates to be accessed across the full range of grades. Some will be more difficult than others but they will all allow candidates to access the question in some way.
- Many questions are missed out by candidates rather than making some form of attempt to answer. Two marks out of a possible nine are better than achieving zero.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

