



Examiners' Report

June 2025

GCSE Business 1BS0 02

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Introduction

This was the seventh sitting of the 2017 Specification in GCSE Business. Again, entries rose with over 70,000 candidates sitting this examination.

This report gives feedback on Paper 2 (1BS0_02) 'Building a business'. It should be used by a centre as a critical document to enhance both teacher and candidate understanding of the core skills that are under test in each type of question. Going forward, it should be used to fine-tune the approach taken by candidates in answering each style of question used within the examination. The aim is that this document can be used in the classroom to support future candidate performance. Please do ensure that it is used in the classroom, since the purpose of this report is that it should not be hidden away for the exclusive use of teachers.

Within this report, each question will have at least two worked exemplars which will highlight common mistakes and/or provide examples of high-scoring responses. Where appropriate, I have included 'Examiner Tips' on how candidate performance could be improved in future examination series.

The source material for sections B and C were once again in a separate booklet. This benefited 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.

Question 1(c)

This question was aimed at easing candidates into the paper and proved to be well answered by the majority of candidates. Most understood customer service and could explain a benefit with common answers being linked to 'customer satisfaction', 'customer loyalty', and 'better reviews/positive word of mouth'. These were commonly developed with logical linked strands including 'increased sales', 'increased revenue', and 'increased market share'.

Any issues with the question tended to stem from candidates' inability to be specific in their development points. Some candidates made vague development points such as 'this leads to a more successful business'. Candidates must be more specific and consider in what way would a business be more successful.

(c) Explain **one** benefit to a business of providing good customer service. (3)

A benefit of businesses providing good customer service is the customers will come back and put in good words so other people come to.



2 marks awarded. The candidate has made a point '...customers will come back and put in a good word...' and then they have generated a linked strand of development through 'so other people come to'. Thus, in this response we have a benefit and a single linked strand.



Make good use of connective words to ensure that two development points are made when answering 'explain' questions. Many centres use the initials BLT to help candidates remember this – 'Because' and 'Leads to'. Without two development points, three marks cannot be awarded.

(c) Explain **one** benefit to a business of providing good customer service.

(3)

The business would have a good reputation. This leads to satisfy customers. This leads to be a better word - of - mouth. Therefore a better reputation.



3 marks awarded. The candidate has stated a benefit '...satisfy customers...' which is valid followed by '...this leads to better word of mouth...' and then ends up at '...better reputation...'. Thus, there is a valid point and two logical linked strands.



There is no need to over elaborate when answering questions. 'Explain' questions for instance should only require three sentences to answer the question. Anything more is not required and wastes time.

Question 1(d)

Overall, there was a good attempt made by many candidates on this question.

Some candidates struggled to link both pressure groups and the marketing mix within their responses. On occasion, responses did not highlight a part of the marketing mix that would be impacted. In other instances, candidates showed a lack of understanding of pressure groups at times confusing them with focus groups. Good responses often highlighted that pressure groups would impact the product and require them to use sustainable materials in order to produce the product.

(d) Explain **one** impact a pressure group may have on the marketing mix of a business.

Pressure groups may force the business⁽³⁾ to lower prices. This leads to less sales revenue. Therefore, the business will have little or no profit.

(Total for Question 1 = 8 marks)



3 marks awarded. There is a change to the marketing mix through '...lower prices...'. The candidate demonstrates understanding of a pressure group through the use of the word 'force'. They then develop their response by linking to less sales revenue and therefore little or no profit.



Make sure to read the question carefully before answering. Many candidates skim read questions and then provide answers that do not fully answer the question that has been set.

(d) Explain **one** impact a pressure group may have on the marketing mix of a business.

(3)

~~A pressure group may influence a business to change their marketing mix to change the business.~~ One impact a pressure group may have on a business's marketing mix is that they may influence a business to become more environmentally friendly which can lead to a change in their product and therefore make their marketing mix more product focused.

(Total for Question 1 = 8 marks)



2 marks awarded. The candidate has identified a change in the marketing mix, through '... change in their product...'. This has been developed through '...may influence a business to become more environmentally friendly... (reference to pressure group awarded)'. The further development 'make their marketing mix more product focused' is not awarded as it is too vague.



Don 't repeat the question at the start of your answer. It does not score any marks and wastes valuable time.

Question 2(a)

Question 2(b)

Question 2(c)

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 awarded 2 marks. If an incorrect answer is given, workings have to be fully correct to score 1 mark. Thus, most candidates scored either 0 or 2 marks.

A mix of answers, many stating an incorrect answer of 20%. In general, this was not answered very well. Candidates appeared to be 'guessing' at the formula – not many instances of a correctly worded formula (regardless of this not being awardable).

Table 1 contains information about a new piece of machinery purchased by a business.

Total profit made from the machinery	£3 000 000
Number of years machinery is used for	20 years
Cost of the machinery	£600 000

Table 1

- (c) Using the information in Table 1, calculate the average rate of return. You are advised to show your workings.

(2)

$$\begin{aligned} \text{average annual profit} &= \frac{3\,000\,000}{20} \\ &= 150\,000 \\ \text{ARR} &= \frac{150\,000}{600\,000} \times 100 \\ &= 25\% \end{aligned}$$



2 marks awarded. The correct answer is seen on the answer line. Thus, no need to look at the workings.



Ensuring that formulae are learnt – 'Calculate' questions are worth 8 marks per examination paper.

Table 1 contains information about a new piece of machinery purchased by a business.

Total profit made from the machinery	£3 000 000
Number of years machinery is used for	20 years
Cost of the machinery	£600 000

Table 1

- (c) Using the information in Table 1, calculate the average rate of return. You are advised to show your workings.

(2)

$$600,000 \div 3,000,000 \times 100 = 20$$

20 %



0 marks awarded. The response is incorrect with 20%. The correct response is 25%.



Calculate questions, when not involving a whole number answer, will always refer to '...2 decimal places...' in the root. Candidates will never have to round up or round down, because the questions have been engineered to prevent that from being required. Candidates just need their answer to be written to the first two decimal places on their calculator.

Question 2(d)

As candidates progress through Section A, the questioning becomes harder. This is due to the 'ramped' nature of the paper. Question 2(d) was an 'Explain one benefit...' question.

This question has been answered very well. As a broad approach was taken to the term 'flexible hour contracts', many candidates received three marks with the overwhelming correct response being focused on motivation/happiness (or both). This was usually developed with logical links to productivity, but also customer service. It was more unusual to see a candidate refer to an element of flexible working but when these were included they were either 'staff work shifts which suit their needs' or 'employees only work when needed'. The most common mark awarded was three marks, and it was rare to see an incorrect response.

(d) Explain **one** benefit to a business of employing people on flexible hours contracts. (3)

One benefit is that there is no set wage for the employee. This is good because a business can decide when they want to pay the wage, when needed. As a result, this allows the business to save ^{operating} ~~fixed~~ costs and ~~pay~~ pay less than a contractor. The impact will be more revenue leading to more gross profit and ~~a~~ security within employment.



2 marks awarded. The candidate has stated 'business can decide when to pay the wage when needed' and has developed their response 'this allows the business to save operating costs'. The reference to 'pay less than their contract' or 'no set wage' is not awardable as there is a minimum wage, and businesses cannot pay less than what is stated in a contract. The final sentence is not valid, as operating costs does not logically lead to more revenue.



Avoid using default answers such as 'this will lead to business success' or 'this will lead to increased profits'. They do not always answer the question and can sometimes be awarded no marks. Be selective on how to use development points and make sure they actually fit into what the question is asking.

(d) Explain **one** benefit to a business of **employing people on flexible hours contracts**.

(3)

One benefit to a business employing people on flexible hours contracts is they can ask an employee to come to work whenever they are needed. Leading to the business always having enough staff. Therefore customers can be satisfied.



3 marks awarded. The candidate has given a benefit through '... ask an employee to come to work whenever they are needed..' and that is then developed through '...always having enough staff...' which is then further developed through '...therefore customers can be satisfied...'.



Always read your answer back and use your fingers to count the point (in this case it's a benefit) and then the two linked strands. This will help you to identify whether you have repeated a linked strand and/or whether your answer is too short or too long.

Question 2(e)

Question 2(e) was a relatively standard question linked to the benefit to a business of using product trials. It was well answered.

Responses included the business getting feedback to alter the product, if necessary, test before buying, customers more likely to buy it. Many candidates were able to gain three marks with the most common response being 'customers can test the product, meaning they are more likely to buy it'. This would then be developed with logical linked strands such as 'will lead to increase sales' or 'will lead to customer loyalty'. The second most popular response focused on gathering data/feedback. This was developed with logical link strands, including 'products can be tweaked' and 'leading to higher customer satisfaction'. The most common mark awarded was three marks.

(e) Explain **one** benefit to a business from using product trials to promote a product.

(3)

One benefit is that the business is able to sample their products. This means that the ~~good~~ potential customers will be able to witness their tangible, physical products in person. This will lead to increased customer awareness therefore resulting in a high chance of footfall for the business.

(Total for Question 2 = 12 marks)



3 marks awarded. There is a benefit there through '...sample their products...' This is then linked to a further two valid linked strands through '... will be able to witness tangible products in person...' which is linked to '...this will lead to increased customer awareness...'



Ensure that 3 mark 'Explain one ...' questions are not 'over-engineered'. 3 marks can be obtained in as few as three sentences.

(e) Explain **one** benefit to a business from using product trials to promote a product.

(3)

one benefit from using product trials to promote a business is that they will receive Customer feedback this will lead to an increase in sales depending on Customer feedback

(Total for Question 2 = 12 marks)



2 marks awarded. The candidate has stated a benefit within this response through '...receive customer feedback...' and then there is some development '...increase in sales...'. A benefit plus a linked strand.

Question 3(b)

The second 'calculate' question on the paper which was answered very well by many candidates who were able to calculate the percentage of total profit made by the business in Devon in 2023.

A well answered question on the whole, however a large number of candidates still struggle with these basic quantitative skills. Centres must ensure they practice the quantitative skills listed in the annex of the specification.

Figure 2 shows the profit of a business from its four locations in south-west England in 2023.

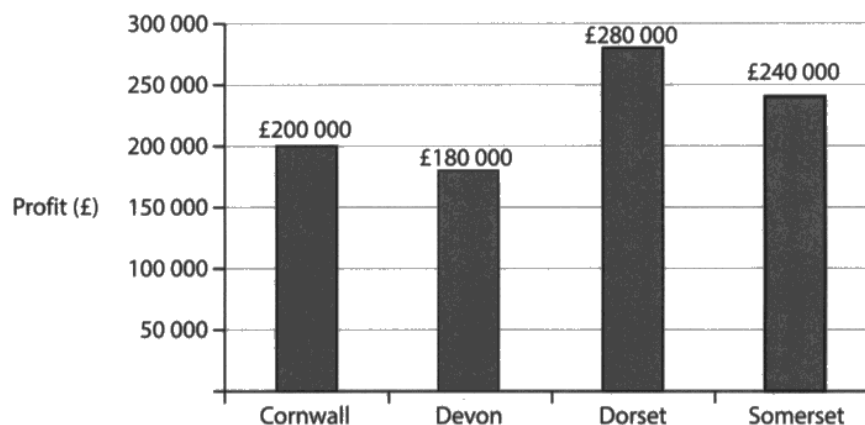


Figure 2

- (b) Using the information in Figure 2, calculate the percentage of total profit made by the business in Devon in 2023. You are advised to show your workings.

(2)

$$200,000 + 180,000 + 280,000 + 240,000 = 900,000$$

$$\frac{180,000}{900,000} = 0.2$$

20%

20 %



2 marks awarded. The correct response is seen on the answer line so nothing else needs to be considered.



One other point to note for 'calculate' questions is when candidates do not place the answer in the space provided. Examiners will still award full marks for the correct answer if it is written elsewhere, but only if it is clearly the candidate's final answer. If there is any confusion that this is the case then no marks will be awarded, meaning the candidate is risking marks by not placing the answer in the space provided.

Figure 2 shows the profit of a business from its four locations in south-west England in 2023.

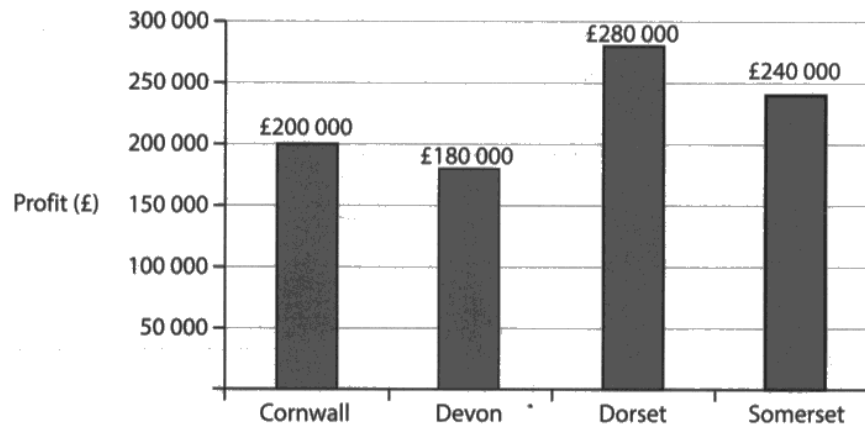


Figure 2

- (b) Using the information in Figure 2, calculate the percentage of total profit made by the business in Devon in 2023. You are advised to show your workings.

(2)

$$\begin{array}{r}
 180,000 \\
 \hline
 200,000 + 280,000 + 240,000 \\
 720,000
 \end{array}
 \times \frac{100}{100} = 25\%$$



0 marks awarded. The response is incorrect and that then makes you look at the workings. The workings are also incorrect.



Candidates should always include their workings, as they can achieve 1 mark if they are correct, even if the final answer is incorrect.

Question 3(c)

This question has been answered very well. Many candidates were able to gain three marks with the most common correct response being focused on the idea of increased motivation. When this response was included, most candidates would gain three marks as they were able to logically develop this with linked strands such as 'work harder', 'increased productivity', and 'increased sales'. Another common correct response focused on how training will enable the employee to do their job effectively or improve their performance. This was usually developed in one of two ways. Some candidates would include linked strands such as 'leads to higher quality', or 'improved customer satisfaction'. Some candidates included linked strands such as 'less mistakes are made' and 'less wastage'.

(c) Explain **one** reason why businesses train their employees.

(3)

By training employee's, it reduces the number of defects produced that would have to be replaced. As a result, the costs of the business would be reduced, which therefore increases profits.



3 marks awarded. The candidate has stated a reason through '...reduces the number of defects produced...'. This then has a linked strand that develops the reason through '...the costs of the business would be reduced...'. That is then developed through '...therefore increases profits...'. Thus, there is a reason and two subsequent logical linked strands of development.



There is no point adding a definition at the start of 'Explain...' questions, it will not provide you with any additional marks.

(c) Explain **one** reason why businesses train their employees.

(3)

One reason is so they always know
what they are doing in the job.
This is because they will
always understand what to do, and
therefore helping the business win
anything.



1 mark awarded. The candidate gives a reason '...so they always know what they are doing in the job...'. Then we have repetition and then there is a linked strand that adds nothing. Thus, 1 mark for the reason and then there is nothing else that follows.

Question 3(d)

Question 3(d) was an 'Explain one method ...' question. A 'method' question requires a candidate to explain a process. Thus, those candidates who finished off their responses with '...this leads to an increase in sales', for example, got no credit for that part of their response. For a method question, which are traditionally not answered as well, candidates found this one accessible. A wide range of methods were given, and a lot were able to develop them comfortably.

The candidates that focussed upon higher pay/salary, fringe benefits and training answered this question better than those who used other methods. Less likely to leave, more likely to stay, feeling motivated and valued were common linked strands. Candidates who used the linked strands of more sales, more profit and increased productivity weren't developing the method and therefore these linked strands were not awardable.

Some candidates misread the question and their responses were about "retraining" instead of "retaining".

Despite all the advice and training given, there are some centres that still need to decipher the difference between an 'impact' and a 'method' question in terms of how they are answered.

(d) Explain **one** method that a business could use to retain employees.

(3)

They could give the employees fringe benefits to keep them feeling happy ~~each~~ ^{every} day at the business. Therefore employees are more likely to stay if they are happy and enjoying the work place. Leading to businesses not having to seek more employees and spend money ^{on} ~~and~~ advertising. Leading to more retained profit.



3 marks awarded. '...Fringe benefits...' is a valid method of retaining employees. That is then developed through '... to keep them feeling happy at the business...' ' are more likely to stay. These are valid linked strands.



A number of candidates start answers by giving a definition of the key term in the question. This is not needed and will take up valuable time.

(d) Explain **one** method that a business could use to retain employees.

(3)

One method may be remote working.
This would allow employees to work
from home, which may allow the business
to recruit better staff.



2 marks awarded There is a valid method '...remote working...' and a valid linked strand of the method 'allow employers to work from home'. The last part is not awarded as this is a benefit to the business.

Question 3(e)

Q3e was the first of the levelled questions. This question 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.

Most candidates displayed a limited knowledge of job enrichment. At the standardisation meeting we decided to give credit to candidates where a broad interpretation of job enrichment was demonstrated.

A number of candidates did not actually understand what job enrichment actually meant, some thinking it was some sort of financial reward which would cost the business money whereas others just didn't know. The better answers concentrated on improved motivation, increase in productivity etc. The most common correct response that closely linked to job autonomy was a focus on job rotation. This was then developed with logical strands such as 'increased motivation', 'increased productivity', 'leading to increase sales' or 'customer satisfaction'. However, it was much more common to see candidates begin with an initial point on motivation, meaning they showed less understanding of job enrichment making it more difficult to award marks for AO1b.

There were a lot of blanks for this question. A large proportion of learners failed to show understanding of job enrichment beyond stating it would increase motivation or increase productivity. Some responses incorrectly highlight that job enrichment would attract higher-quality job applicants.

Although separated in the specification to job rotation, as we accepted both then this response was highly scored, but it is clear that centres need to focus on this topic in the future.

(e) Discuss the impact on a business from using job enrichment.

(6)

An advantage of a business using job enrichment is that it looks after the employees in the business. This means that the employees ~~may~~ are more likely to stay with your business because they know they are being treated equally and fairly. This means that the business will have enough staff to keep the business running and also ~~are~~ able to meet the demand of the market.

If the business does ~~not~~ ~~have~~ not use job enrichment it may cause staff to lose motivation and this will lower the rate of production or even the possibility of the employee leaving the job.

(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 35 MARKS



9

Turn over ►



Level 1 - 1 mark awarded. This was a limited response. The candidate demonstrates that they do not really understand what '...job enrichment...' is in the first paragraph. The second paragraph is better, but it does still does not convince. The final award was AO1b = L1 and AO3a = L1. This would perhaps lead to 2 marks, but we felt that this response only just crept into Level 1 on both assessment objectives.



Understanding (AO1b) looks at the use of terminology used within the response. It is also the development of the answer written in a way that describes the points clearly and accurately. Analysis (AO3a) can come from discussing just one impact in one long paragraph, but it is usually easier if a candidate discusses two impacts using two shorter paragraphs.

(e) Discuss the impact on a business from using job enrichment.

(6)

One impact on a business of using job enrichment is employees become more motivated. Job enrichment is when employees are given a different range of tasks to do, and an increased responsibility. This helps employees to not feel demotivated by repetition of work but motivated and excited to do a range of different jobs. This would therefore increase productivity for the business meaning ~~more~~ the business as a whole is more efficient and successful.

Another impact of a business using job enrichment is that employees feel happy and enjoy working at this business leading to the business getting a good image meaning the most skilled best quality employees would want to work there. This would ~~increase~~ positively increase the brand image and quality of the business.

(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 35 MARKS



P 7 8 7 8 2 R A 0 9 2 4

9

Turn over ►



Level 3 - 5 marks awarded. The candidate has stated '...employees become more motivated...' and this is then developed by the candidate with several linked strands. In the second paragraph, there is another impact with more linked strands. There are enough linked strands in the response to allow it to reach Level 3 on AO3b, but the judgement made on AO1b was that there was not a crisp enough understanding of '...job enrichment...'. Thus, AO1b = L2, AO3b = L3.



It is often easier to generate five linked strands over two impacts rather than one impact to reach a Level 3 judgement in 'Analysis' or 'AO3a'. Separating the two impacts into two paragraphs aids the readability of the answer.

Question 4(a)

In Section B, all of the questions now require 'Application' or 'AO2' – hence this is why there is an extract to help candidates think about this skill at the start of the section. 'Outline...' questions are marked as follows – they require a point – in this case a 'method', to score 1 mark. To score 2 marks, there has to be development of the method AND the existence of 'Application' somewhere within the response. This year, the case studies or extracts were placed in a separate 'Source Booklet' to minimise the amount of time a candidate spends flicking between the extract and the questions.

Therefore, this question required candidates to outline a drawback to Pladis of focusing on new market segments. A development point then had to be included to say why this would be a drawback. Application had to be included somewhere in the answer that related specifically to Pladis. Not many candidates were able to include all three with most scoring one mark. Commonly suggested responses included either the cost of focusing on a new segment or a lack of focus on old segments.

The most common correct responses were either 'does not guarantee success/the new market may not like the product' or 'The business may neglect the current market/products'. Surprisingly, the second of these responses was more regularly developed for two marks with a common correct response being 'the business may neglect the current biscuit products that they sell, meaning they lose market share in their home market'.

Unfortunately, it was rare to see more refined and potentially more impressive responses focused on things including market research, or research and development. As a result, the vast majority of candidates scored 1 mark on this question with candidates either not explaining the drawback or failing to relate their response to the context.

SECTION B

Answer ALL questions. Write your answers in the spaces provided.

In the Source Booklet, look at Figure 3 and read Extract A, then answer Questions 4, 5 and 6.

- 4 (a) Outline **one** drawback to *Pladis* of focusing on new market segments.

(2)

One drawback to Pladis of focusing on new market segments would be that it could be time consuming due to research having to occur.





1 mark awarded. The candidate has made a point about the business having to spend more time, which is valid. There is no development and no application, so this response cannot reach 2 marks.



The modal mark for 'Outline...' questions is always 1 mark. It should be easy to move to 2 marks. Thus, with three 'Outline...' questions on the examination paper, three extra marks could be achieved relatively easily, just through simple practise of the technique. It is always one of lack of development and/or lack of context that lets candidates down.

SECTION B

Answer ALL questions. Write your answers in the spaces provided.

In the Source Booklet, look at Figure 3 and read Extract A, then answer Questions 4, 5 and 6.

- 4** (a) Outline **one** drawback to *Pladis* of focusing on new market segments.

one drawback is that there⁽²⁾
biscuit customer might
not like the new changes
As a result sales will decrease

10





2 marks awarded. There is a valid statement in that 'biscuit customers might not like the new changes...'. Then there is development through '...as a result sales will decrease..'. Thus, there is a drawback, plus one linked strand of development and application through the use of the word 'biscuit'.



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 a reason why it is important to meet customer needs). 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 should have been a fairly straightforward question for candidates.

This was overall poorly answered because many candidates missed the fact that it was actually "factories" and often discussed better promotion or advertising of goods and linked to consumers as opposed to business customers. The better answers concentrated on cutting of costs due to logistical aspects and cheaper labour. Many candidates were able to include logical points with the most common focusing on cheaper labour. Other relatively common correct responses were 'quicker distribution', and 'to avoid tariffs'. Application and context would often restrict marks for many candidates, but where this was included, it usually focused on 'cheaper ingredients such as' or a reference to Brazil. Unfortunately, it was not uncommon to see candidates gain zero marks by including an incorrect response that focused on a new factory leading to increased awareness or an increased customer base.

(b) Analyse the benefit to Pladis from having factories in different countries.

(6)

The benefits to Pladis from having factories in different countries is that they will earn a worldwide reputation which means that more customers could be attracted to their different types of biscuits such as McVitie's White chocolate, ~~and~~ Go Ahead Buns and many more. This ~~it~~ would lead to ~~an increased brand awareness~~ to an ~~increased~~ increased number of sales which equates to higher profit which would therefore lead to Pladis Ltd. becoming a successful biscuit manufacturer.

Another benefit to Pladis from having factories in different countries is that Pladis would gain a larger audience throughout the world meaning that more people people will be able to go and physically buy Pladis's biscuits and that would lead to ~~an~~ an increase in sales and increased profit margin leading to Pladis maybe becoming the world's largest biscuit manufacturer.

(Total for Question 4 = 8 marks)



P 7 8 7 8 2 R A 0 1 1 2 4

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Turn over ►



0 marks awarded. There is nothing of value within this response. Having factories in many countries does not realistically enhance the reputation of the firm. There is application within the response, but the application only counts if the analysis is valid. AO2 = L0, AO3a = L0.



Note that a generic answer that has no context/application whatsoever, cannot score above 3 marks, since one of the two 'Assessment Objectives' or 'AOs' has been ignored by the candidate.

(b) Analyse the benefit to Pladis from having factories in different countries.

(6)

One advantage is that labour in countries outside of the UK is much cheaper. Having 25 biscuit factories in 11 countries means that employing people to work there is much cheaper. This means that the business Pladis has more cash to invest in things such as enrobic machines to help cover biscuits with chocolate quicker. This increases the rate of the production of Digestive biscuits. This means more biscuits can be shipped to countries such as Brazil. This increases the revenue made for this 8th second largest biscuit manufacturer in the world. Therefore increasing profit that could be used to help expand to other countries. Putting Pladis at a competitive advantage over competitors such as Nestlé and KitKat.

(Total for Question 4 = 8 marks)



11

Turn over ►



Level 3 - 6 marks awarded. There is a point regarding a reduction in cost which has been developed with numerous linked strands, allowing a judgement of Level 3 to be made for AO3a. There are also numerous and varied examples of application within the response. Thus, for AO2 Level 3 was awarded.

Question 5(a)

Many candidates struggled to answer this question, and many blank responses were seen. Evidence from the calculations presented, demonstrated lack of knowledge of the formula to calculate GPM. The question asks candidates to calculate the answer to 2 decimal places. It was disappointing that a number of candidates did not read the question, and despite performing the correct calculation they did not give the answer to 2 decimal places. Answers that were correct, but did not follow this instruction, were awarded one mark.

5 Table 2 contains information about the financial performance of *Pladis* in 2022.

	£ millions
Sales revenue	2 544.1
Cost of sales	1 788.9
Gross profit	755.2
Other operating expenses and interest	662.2

(Source: adapted from <https://find-and-update.company-information.service.gov.uk/company/09295357/filing-history>)

Table 2

- (a) Using the information in Table 2, calculate to 2 decimal places, *Pladis*' gross profit margin. You are advised to show your workings.

(2)

$$\begin{array}{l} \cancel{1788.9 + 662.2} \\ \frac{1788.9 + 662.2}{2544.1 + 755.2} \times 100 \\ = 74.29151638 \end{array}$$

79.29 %



0 marks awarded. The answer is incorrect. Thus, the response cannot be given 2 marks. There is nothing of value in the workings either.



If the question asks you to provide your answer to two decimal places and you calculate a whole number as your answer – that means you have made an error. The two decimal place requirement only appears in questions where it is needed.

5 Table 2 contains information about the financial performance of *Pladis* in 2022.

	£ millions
Sales revenue	2 544.1
Cost of sales	1 788.9
Gross profit	755.2
Other operating expenses and interest	662.2

(Source: adapted from <https://find-and-update.company-information.service.gov.uk/company/09295357/filing-history>)

Table 2

(a) Using the information in Table 2, calculate to 2 decimal places, *Pladis*' gross profit margin. You are advised to show your workings.

(2)

~~755.2~~ £ millions

$$\begin{aligned} \text{Total Costs} &= \text{Revenue} - \text{profit} \\ &= 2544.1 - 755.2 \\ \frac{755.2}{2544.1} \times 100 & \quad \text{TC} = 1788.9 \\ &= 29.68438 \rightarrow 29.68\% \end{aligned}$$



The candidate has provided a correct answer to two decimal places. Thus 2 marks can be awarded and there is no reason to look at the workings.



Workings are never looked at by an examiner, once an acceptable correct answer is seen on the answer line.

Question 5(b)

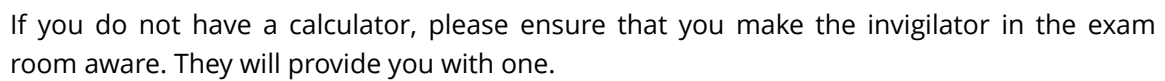
This was another 'Calculate...' question. Again, the same principles apply. If the correct answer is seen on the answer line, the candidate automatically receives 2 marks. The only way 1 mark can be generated is if the candidate does not give the correct answer on the answer line but provides the correct workings. There are no marks for providing the formulae.

This question performed better than the previous question with many candidates scoring full marks.

(b) Using the information in Table 2, calculate *Pladis*' net profit. You are advised to show your workings. (2)

$$755.2 - 662.2 = 93$$

£ 93 million



(2)

£ 755.2 million

0 marks awarded. Incorrect final answer on answer line. No correct workings.

(b) Using the information in Table 2, calculate *Pladis'* net profit. You are advised to show your workings.

(2)

$$\begin{aligned}
 \text{Net profit} &= \cancel{8.8} - \text{cost of sales} \\
 &= \text{G.P.} - \text{expenses} \\
 &= 755.2 - 662.2 = 93
 \end{aligned}$$

$$\begin{aligned}
 \frac{\text{Net profit} \times 100}{\text{Sales revenue}} &= \frac{93}{2544.1} \times 100 = 3.655516686
 \end{aligned}$$

$$\begin{aligned}
 &3.655516686 \\
 &\underline{3.66} \\
 &\text{£ } \dots\dots\dots \text{million}
 \end{aligned}$$



0 marks awarded. The candidate has used a scattergun approach. There are several calculations carried out so therefore no marks are awarded, despite the correct answer of 93 appearing within the answer box.

Question 5(c)

This 'Analyse...' question is marked in the same way as Question 4(b).

A generic answer that contained no 'Application' or 'AO2' could not achieve a mark above 3 marks. It is also worth pointing out that re-writing or paraphrasing the extract does not score any 'Application' or 'AO2' marks at all. Use of the extract is only valid as 'Application' or 'AO2' if it is used as part of valid points with subsequent linked strands of 'Analysis' or 'AO3a' that actually answer the set question.

Examiners were instructed to award 0 marks if there was nothing evident within a response to show that the candidate either had an explicit or implicit understanding of batch production.

Candidates generally performed poorly on this question, with responses mostly focused on quality issues, increased waste, storage restrictions, and costs without the required application. Where responses were found to be creditworthy, candidates mostly focused on the specific costs of the machinery (£12m), downtime between batches, or the efficiency in comparison to flow production. It would help candidates when learning batch to use the method of comparing the batch production to one of the other production methods to make their point and get the chain of analysis from there.

There were lots of answers saying about the whole batch being thrown away with errors which could not be credited. There were many responses that gained zero marks as the answers were too general and could also be applied to flow production, a number confused the 2 methods. Very few candidates actually achieved L2 and above.

(c) Analyse the drawback to Pladis' from using batch production.

(6)

The drawback to Pladis using batch production is that the machines will need to be cleaned ~~thoroughly~~ thoroughly before starting a new batch. This means they will have less time making their different batches of biscuits. This could lead to the customer demand for the biscuits to increase but then the production to remain the same. This could lead to unsatisfied customers ~~as~~ ^{constantly} as they are unable to buy the biscuits due to the production of them being too slow.

However, by doing batch production it's cheaper for Pladis as they ~~won't~~ won't need lots of machines to each produce one type of biscuit. This means they would increase sales which would lead to larger amounts of profits for expanding.

(Total for Question 5 = 10 marks)



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Turn over ►



Level 2 - 4 marks awarded. The first paragraph demonstrates understanding of a drawback through 'cleaning machines thoroughly'. There is then some linked development through 'less time making different batches of biscuits' and maybe some further development through 'lead to unsatisfied customers'. Thus, analysis was awarded at Level 2. There is some application through 'biscuits' being mentioned twice. Thus, application was also awarded for Level 2. The final paragraph does not answer the question.

(c) Analyse the drawback to Pladis' from using batch production.

(6)

The drawback to Pladis might be because of the cost of not only manufacturing, but also maintaining the batch production lines and technology. Whilst the factory technology means ~~it~~ that it will be produced much faster and efficiently than by a human, the initial investment is huge and the maintenance of the technology will most likely be costly.

(Total for Question 5 = 10 marks)



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Turn over ►



Level 1 - 1 mark awarded. There is no application within this response, which means the response cannot score anything other than Level 0 for AO2. There is some validity within the analysis though which focuses around the cost of operating a batch production line towards the end of the response. AO3a was awarded Level 1.



Detailed reference is made in the examiner's report each year about the importance of application and context in answers. Despite this, it still remains a key issue and a key area where candidates lose marks each year.

Question 6(a)

A 'State one...' question requires students to make a statement in their answer and because the question contains Pladis, there must be some evidence of 'Application' or 'AO2' to score the mark on offer. Most candidates were able to state a way to improve quality but often could not score a mark due to the lack of any 'Application' or 'AO2' relating to the products or services sold by Pladis.

Note that 'State...' questions test 'Application' or 'AO2'. Thus, simply stating 'raw materials' would be generic and would score 0 marks.

There were a lot of 0 marks issued as the answer wasn't in context despite being correct.

A large proportion of responses highlighted that higher quality ingredients would improve the overall quality of the biscuits. Some responses incorrectly stated that improved packaging or branding would improve quality.

6 (a) State **one** way Pladis could improve the quality of its products.

(1)

one way is by buying new machines such
as an 'enrobing machine'



1 mark awarded. This is valid. New machinery is a way of improving quality. In this instance the candidate has mentioned a machine which is specific to biscuit manufacture. Thus, it can score 1 mark. If the candidate had just said 'new machine' that would have scored 0 marks. 1 mark was awarded for 'enrobing machine'.



If the name of a business is written in the question, then context must be included in the answer.

6 (a) State **one** way *Pladis* could improve the quality of its products.

(1)

Buy higher quality raw materials



0 marks awarded. There is nothing in this response. It lacks the required application to allow it to score. Thus, 'raw materials' is generic.

Question 6(b)

This question was another 'Outline one ...' question. To score 1 mark was relatively easy. Candidates had to provide a method of external growth. The majority of candidates focused on 'mergers' and 'takeovers'. However, to score the second mark, there must be some logical development of the method AND 'Application' or 'AO2' contained somewhere within the entirety of the response. More often than not, candidates struggled to attain this second mark.

Candidates often demonstrated that they understood the concept of external growth and would refer to mergers and takeovers. However, it was not uncommon to see candidates also refer to internal methods of growth such as 'new factories', 'new markets', and 'increased promotion'. Unfortunately, many candidates would not achieve the second mark either because they included application but without development assuming the second mark was for the context, or they included development but there was no context to qualify it.

This question seemed to be answered the best out of all the outline questions, using the correct terminology of takeover or merger.

(b) Outline **one** method of external growth that *Pladis* may use.

(2)

One method of external growth that *Pladis* may use is promotion. This would lead to many people seeing it, and attracting a wider audience.



0 marks awarded. This is an internal method of growth, so not awarded.



Note that the name of the business does not count as application. This is because it is written in the wording of the question.

(b) Outline **one** method of external growth that *Pladis* may use.

(2)

A partnership with another brand,
this ^{would} ~~may~~ increase their range of
products meaning more customers.



1 mark awarded. There is a correct method identified 'partnership with another brand' (joint venture) and a correct linked strand. However, the response has no application, therefore only 1 mark can be awarded.



Practising this style of question is of paramount importance. Once the style has been mastered there is an easy route to 2 marks. More often than not, lack of practice results in only 1 mark being scored.

Question 6(c)

There still appears to be ingrained misconceptions as to how to approach the 'Justify' question. A number of students simply developed the benefits of both options within their answer. This approach does not naturally lead to any 'Evaluation' or 'AO3b'. 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 a challenge for candidates. Whilst both options were equally popular, candidates who focused their answer on becoming a plc being the most suitable often displayed a lack of understanding on how this would help fund the four new production lines. Many responses drifted off about limited liability for PLCs as well as shareholders offering ideas.

This led to weak answers as both the analysis and evaluation were based on poor knowledge of becoming a plc. More balanced answers came from the option of loan capital as more candidates did relate this to funding the new production lines and could also identify the limitations of this source of finance. Conclusions are still weak – the majority of candidates simply repeat themselves, which limits the marks awarded for AO3b.

In order to fund the four new production lines, *Pladis* considered the following two options:

Option 1: become a public limited company (plc)

Option 2: loan capital. interest large sum

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

(9)

I think the biscuit company should choose loan capital. ~~Loan~~ Loan capital allows the manufacturer to borrow large sums of money. This means the ~~led~~ can fund the £12 million investment. As a result, the company can produce ~~mcivities~~ biscuits at a faster rate and volume. Therefore can increase their profits.

However, interest has to be payed on a loan. This means the business have to pay back extra money to the bank. This could cause the second largest biscuit manufacturer to go into debt. As a result it would have to close some of the 25 factories to cover costs.



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Turn over ►

Therefore, increasing market share of competitors.

In conclusion, the global company should choose option 2, however it depends upon how quickly they need the investment.

(Total for Question 6 = 12 marks)

TOTAL FOR SECTION B = 30 MARKS





Level 2 - 4 marks awarded. The candidate makes a point about the use of loan capital in the first paragraph and then there is some use of application. The candidate is automatically jumping from loan capital to being able to produce more. In the second paragraph the candidate makes a simple statement about interest. Thus, there is some evaluation or AO3b demonstrated. There is some application in paragraph 1 and paragraph 2. Thus, AO2 = Level 2, AO3a = L2 and AO3b = Level 1. On a raw adding up of the levels this could be given 5 marks, but 4 marks was more appropriate based on the level descriptors.



A balanced evaluation coming from analysing the benefits/advantages and drawbacks/limitations of one of the options. Balanced evaluation will not come from analysing the benefits on Option 1 and the limitation of Option 2.

In order to fund the four new production lines, *Pladis* considered the following two options:

Option 1: become a public limited company (plc)

Option 2: loan capital.

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

(9)

I would recommend option 2 because it would enable them to gain the money quickly. This is because, once approved by the bank, the biscuit manufacturer could receive their money in one lump sum of money. This allows the capital expansion of their production lines, potentially avoiding costs from ~~it happen~~ gaining capital over a longer period of time. As a result, they can meet demand and increase sales and revenue quickly and efficiently.

However, the drawback of this option would be that bank loans would increase the fixed costs of the ~~business~~ *Pladis*. This is because the bank would charge the biscuit manufacturer interest on top of paying the loan back monthly ~~on~~. As a result, fixed costs would increase which would decrease profit margins and increase the chance of loss.

In conclusion, I still believe that loan capital



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is the best option as it can be obtained quickly, without having to divide the ownership of the business. Also, as the second largest biscuit manufacturer, the bank would be highly likely to grant them a loan. However, this would depend on whether Pladis is already in debt (as borrowing more money would be unwise) and whether the Average rate of return for the new machinery would be substantial enough to accommodate these increased costs.

(Total for Question 6 = 12 marks)

Whether the Average rate of return for the new machinery would SEE BELOW

TOTAL FOR SECTION B = 30 MARKS





Level 3 - 8 marks awarded. The candidate has opted for option 2, loan capital to fund the new production lines. There is a balanced evaluation with some use of context within the response. The candidate has provided a conclusion to draw together their recommended option. A02 - Level 2, A03a - Level 3 and A03b - Level 3.



An answer without a good conclusion considering the importance/magnitude of the benefits/drawbacks raised cannot be awarded Level 3 for evaluation (A03b).

Question 7(a)

This question is a 'Give ...' question. Note, how the question does not make reference to a business from the Section C extract or case study. That is because a 'Give ...' question tests 'Knowledge' or 'AO1a'. As a result, no 'Application' or 'AO2' is required to score the mark. This question should be straightforward since the specification lists examples of documents used in recruitment and many candidates correctly stated job description, person specification, application form or contract of employment. Unfortunately, some candidates stated a CV which would be sent by the applicant to the business.

SECTION C

Answer ALL questions. Write your answers in the spaces provided.

In the Source Booklet, look at Figure 4 and read Extract B, then answer Question 7.

- 7 (a) Give the name of **one** document a business may send to an applicant during the recruitment process.

(1)

The business may send a job description
to document.



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1 mark awarded. This is a valid document that could be sent out to an applicant during the recruitment process. 1 mark was awarded.

SECTION C

Answer ALL questions. Write your answers in the spaces provided.

In the Source Booklet, look at Figure 4 and read Extract B, then answer Question 7.

- 7 (a)** Give the name of **one** document a business may send to an applicant during the recruitment process.

(1)

CV or a past experienced jobs.



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0 marks awarded. A CV is a document that an applicant would send into the business. Thus, it is not valid.

Question 7(b)

Question 7(c)

This is the final 'Outline one...' question. The candidate is required to give an impact of globalisation on Polestar, develop it, and then provide some 'Application' or 'AO2' somewhere within the confines of the response.

Many candidates could access the marks for this question. The better responses tended to be focussed upon a wider target market, more sales, more competition and avoiding tariffs. Some candidates thought globalisation was to do with global warming. There were many responses with no application applied which limited the mark awarded to 1.

(c) Outline **one** impact globalisation may have on Polestar. (2)

one impact is that Polestar can be sold anywhere in the world. Therefore sales will increase due to market size increasing for cars.



2 marks awarded. There is a clear benefit provided through 'Polestar can be sold anywhere in the world...'. There is then development in the second sentence. However, to allow two marks to be awarded the response must have application. 'Polestar' is in the question so this does not count, but we do have 'cars'. As a result, we have an impact with development and application.



Words contained in the question do not count as 'Application' or 'AO2'.

(c) Outline **one** impact globalisation may have on *Polestar*.

(2)

It may not allow polestar to sell outside
of Europe meaning they only cover a
small geographical area from a selling point of
view.



0 marks awarded. This response does not make any sense. Globalisation allows more selling opportunities, not less. Thus, there is nothing of value with this answer.

Question 7(d)

This question was the second of the two 'Justify...' questions that appear on the paper. It was by far the most badly answered question.

Candidates that chose the just in time (JIT) option tended to do better on this question, with most of them understanding the effects storage costs had on their fixed costs and subsequent unit cost of manufacturing an EV. Candidates who chose finding a new supplier generally offered little more than it was cheaper, as many candidates went down the route of the impact on quality and this wasn't awardable unless it was related to production costs.

Many candidates kept forgetting about the very important words "reduce costs" many just gave advantages and disadvantages of JIT in general without relating them to costs. Very few obtained balance in either option. Where candidates did score marks they were usually for the advantage of either option as the disadvantage was generally not linked to reducing costs. The better ones linked JIT to lack of economies of scale and unable to get discounts for bulk buying.

Many candidates veered off this question as they didn't respond to it in terms of production costs but instead chose to go down the route of customers and lost sales which wasn't awardable.

In order to reduce its costs of production, Polestar is considering the following two options:

Option 1: increased use of just in time (JIT) stock control

Option 2: finding new suppliers for its components. — need to be nice

(d) Justify which **one** of these two options Polestar should choose. ^{new}

(9)

Polestar a Chinese multinational car manufacturer is looking to reduce its cost of production.

Option 1 they should consider increasing the use of just in time stock control. This could help the Polestar company as they would have more availability of stock ready accessible and also can sell as many as they need. This can lead to a possible increase in sales due to more stock arriving. Therefore doubling revenue and possible gross profit.

However a potential disadvantage of just in time is space and storage. This is important due to them being multinational and receiving other stock from overseas as well. This could lead them



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to having no space. therefore needing
to buy more storage costing them
and making loss.

In conclusion polyester should use
just in time as it may help
to double profit. they should
avoid new suppliers as
as it's expensive.





0 marks awarded. This response is not at all strong. The candidate has not focused on costs of production, and there are some conceptual issues with the understanding of 'Just in Time'. Note that the candidate keeps trying to bring the answer back to profit. Thus, the response has nothing of value.



It is far easier to build evaluation when answering a 'justify' question by selecting just one option and exploring the advantages and disadvantages of this option. There is no need to write about both options in the answer.

In order to reduce its costs of production, Polestar is considering the following two options:

Option 1: increased use of just in time (JIT) stock control

Option 2: finding new suppliers for its components.

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

(9)

* like semi-conductors and headlights

One benefit of a just in time (JIT) stock control is a reduction in warehouse and storage costs. This is a benefit because less raw materials* are kept within the business at certain times leading to a reduction in operating costs and therefore, Polestar's net profit increases.

However, one disadvantage of a JIT stock control is the potential reduction of business output. This is because an unreliable supplier may not deliver 'hard to get hold of' and important raw materials on time leading to a reduction in productivity and therefore, costs of production increase.



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Overall, I'd say that option one is more likely to reduce operating costs. However, it depends on the reliability of the new suppliers as customer orders may become delayed or canceled like Tesla. JIT stock management will reduce operating costs by reducing the cost of storing raw materials.





Level 2 - 6 marks awarded. The candidate has selected option 1 'increased use of JIT' and has offered both positive and negative aspects of this choice. The response offers sound application of knowledge to the business context (A02) and there is a judgement made which refers back to the question in relation to reducing costs of production. A02 - 2, A03a - 2, A03b - 2.

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.

On the whole, the 'Evaluate...' question was a reasonably well answered question. There were lots of good answers to this question with many candidates demonstrating a sound knowledge of the importance of aesthetics in the design mix. Evaluation should have come from exploring if other aspects of the design mix were more important, allowing a justified decision to be made if aesthetics was the most important element. A relatively high proportion of candidates attempted to do this, but if there were any issues it was that some candidates concentrated their answers purely on aesthetics rather than considering other elements of the design mix.

Most answers were in the 4-8 mark range, with some basic 'Analysis', 'Application' and a touch of 'Evaluation' and thus failed to reach the upper levels of the mark scheme.

It is worth pointing out that this question is designed to be testing, and alongside the 'Justify...' questions, it provides an opportunity to help isolate Level 8 and 9 GCSE candidates.

- (e) Evaluate the importance of the aesthetics element of the design mix for Polestar's electric vehicles (EVs). You should use the information provided as well as your knowledge of business.

POOD, PDD, cone

(12)

Aesthetics are important because it allows the customers to have more of a chance of buying the electric cars as they look nicer. This will lead to customers showing off their product, as a result Polestar can start to gain a good reputation, therefore more customers want to buy the product and other car manufacturers like Audi, sales decrease.

Another thing is it allows Polestar to charge a higher price than £44,450-£71,900, this will lead to profits increasing. As a result Polestar can expand further and manufacture the cars in China in more factories.

On balance aesthetics are ~~more~~ important because it can gain the attraction of magazines like 'WhatCar,' however it all depends on if customers



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like the aesthetics of the AUs and agree with the Swedish designer's views.

(Total for Question 7 = 25 marks)

TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 90 MARKS





Level 2 - 8 marks awarded The candidate does understand 'aesthetics' as shown by the first paragraph and there are plenty of linked strands that develop this as you move through the response. There is some low level evaluation in the final paragraph, and there is some application, which is reasonably varied. The response was awarded AO1b = Level 2, AO2 = Level 2, AO3a = Level 3 and AO3b = L1.



Spending too much time on earlier questions becomes costly at the end of the paper, if you struggle to finish.

- (e) Evaluate the importance of the aesthetics element of the design mix for Polestar's electric vehicles (EVs). You should use the information provided as well as your knowledge of business.

(12)

A reason why the aesthetic element is vital is because this makes customers want to buy the car. This means customers will be buying cars from you instead of rivals such as Tesla. This would lead to you having more market share in the electrical motored vehicle industry. As a result, you increase profit.

However, another part of the design mix that is important is the quality of the car. If the quality of the car is good, customers will want to buy it due to the luxury of aspects such as the steering wheel. This would also lead to an increase in sales of cars due to its "exterior and internal looks". As a result, an increase in profits.

Overall, success of this car depends upon if ~~as~~ customers want to buy an electric car instead of a petrol or diesel car.



P 7 8 7 8 2 R A 0 2 1 2 4

TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 90 MARKS



Level 1 - 4 marks awarded. The candidate does not convince with their understanding of 'aesthetics' in paragraph 1. The candidate then provides some development in paragraph 2 and demonstrates understanding of aesthetics through ' exterior and interior looks', therefore is awarded as analysis. There is some application through 'steering wheel'. The last paragraph adds nothing. AO1b = Level 1, AO2 =Level 2, AO3a= Level 2, AO3b = Level 0.

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.
- 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.
- Making sure that generic advantages and disadvantages are not used, irrespective of the wording of the question. This was particularly problematic in Question 7d where candidates did not link their response to 'reducing its cost of production'.
- 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.
- Plan time carefully to ensure enough time is allowed to complete the later questions on the paper.

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>

