



Cambridge International AS & A Level

BUSINESS

9609/22

Paper 2 Data Response

May/June 2020

MARK SCHEME

Maximum Mark: 60

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer | Marks | | | | | | | | | | | | |
|--|--|-----------|-----------|----------------------|----------|---|---|-----------------------|-----------------------------|----------|----------|-------------------------------------|---|----------|
| 1(a)(i) | <p>Define the term ‘redundant’ (line 2).</p> <table border="1" data-bbox="300 315 1332 577"> <thead> <tr> <th data-bbox="300 315 1099 380">Knowledge</th> <th data-bbox="1099 315 1332 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 380 1099 448">A correct definition</td> <td data-bbox="1099 380 1332 448">2</td> </tr> <tr> <td data-bbox="300 448 1099 515">A partial, vague or unfocused definition</td> <td data-bbox="1099 448 1332 515">1</td> </tr> <tr> <td data-bbox="300 515 1099 577">No creditable content</td> <td data-bbox="1099 515 1332 577">0</td> </tr> </tbody> </table> <p>Content: Redundancy is where an employee is made to leave an organisation because their job role is no longer required.</p> | Knowledge | Marks | A correct definition | 2 | A partial, vague or unfocused definition | 1 | No creditable content | 0 | 2 | | | | |
| Knowledge | Marks | | | | | | | | | | | | | |
| A correct definition | 2 | | | | | | | | | | | | | |
| A partial, vague or unfocused definition | 1 | | | | | | | | | | | | | |
| No creditable content | 0 | | | | | | | | | | | | | |
| 1(a)(ii) | <p>Explain the term ‘primary market research’ (line 4).</p> <p>Award one mark for each point of explanation:</p> <table border="1" data-bbox="300 842 1332 1137"> <thead> <tr> <th data-bbox="300 842 416 907"></th> <th data-bbox="416 842 1099 907">Knowledge</th> <th data-bbox="1099 842 1332 907">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 907 416 1008">A</td> <td data-bbox="416 907 1099 1008">Example or some other way of showing good understanding</td> <td data-bbox="1099 907 1332 1008">1</td> </tr> <tr> <td data-bbox="300 1008 416 1072">B</td> <td data-bbox="416 1008 1099 1072">An understanding of primary</td> <td data-bbox="1099 1008 1332 1072">1</td> </tr> <tr> <td data-bbox="300 1072 416 1137">C</td> <td data-bbox="416 1072 1099 1137">An understanding of market research</td> <td data-bbox="1099 1072 1332 1137">1</td> </tr> </tbody> </table> <p>Content:</p> <ul style="list-style-type: none"> • Market research is when a business investigates the needs of consumers to assess who may be interested in purchasing its product/service. • Primary involves the business conducting the research themselves, first-hand. • Examples include questionnaires, surveys etc. • Can be more specific than secondary, more expensive than secondary etc. <p>ARA</p> | | Knowledge | Marks | A | Example or some other way of showing good understanding | 1 | B | An understanding of primary | 1 | C | An understanding of market research | 1 | 3 |
| | Knowledge | Marks | | | | | | | | | | | | |
| A | Example or some other way of showing good understanding | 1 | | | | | | | | | | | | |
| B | An understanding of primary | 1 | | | | | | | | | | | | |
| C | An understanding of market research | 1 | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|--|---|-----------|---------------------------|--|---------------|---|---|-----------------------|--|---|----------|---|---|--------|--|---|---|-----------------------|---|---|
| 1(b)(i) | <p>Refer to Fig. 1.1. Calculate the number of respondents who think a coffee shop would be most successful on Main Street.</p> <table border="1" data-bbox="300 369 1332 629"> <thead> <tr> <th>Rationale</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Correct answer with or without correct working</td> <td>2</td> </tr> <tr> <td>Correct identification of figures</td> <td>1</td> </tr> <tr> <td>No creditable content</td> <td>0</td> </tr> </tbody> </table> <p>Answer = 24</p> <p>Correct figures 160 shoppers in total Coffee shop = 15%</p> <p>Formula $160 \times 15 / 100 = 24$ respondents</p> | Rationale | Marks | Correct answer with or without correct working | 2 | Correct identification of figures | 1 | No creditable content | 0 | 2 | | | | | | | | | | |
| Rationale | Marks | | | | | | | | | | | | | | | | | | | |
| Correct answer with or without correct working | 2 | | | | | | | | | | | | | | | | | | | |
| Correct identification of figures | 1 | | | | | | | | | | | | | | | | | | | |
| No creditable content | 0 | | | | | | | | | | | | | | | | | | | |
| 1(b)(ii) | <p>Explain two limitations of the sampling used by Thomas.</p> <table border="1" data-bbox="300 1032 1332 1489"> <thead> <tr> <th>Level</th> <th>Knowledge and Application</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2b (APP +APP)</td> <td>Explanation of two limitations of the sampling methods used by Thomas</td> <td>4</td> </tr> <tr> <td>2a (APP)</td> <td>Explanation of one limitation of the sampling methods used by Thomas</td> <td>3</td> </tr> <tr> <td>1b (K+K)</td> <td>Identification of two limitations of sampling</td> <td>2</td> </tr> <tr> <td>1a (K)</td> <td>Identification of one limitation of sampling</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditable content</td> <td>0</td> </tr> </tbody> </table> <p>Content:</p> <ul style="list-style-type: none"> • Random – is everyone likely to be in the target population for his shop? • Only 160 shoppers – is this enough on which to base such an important decision for Thomas? • At lunchtime – is this likely to have weighted the answers towards shops that sell food? • Friday 20 December – is one day likely to be representative of the whole year? • Friday 20 December – just before Christmas/holiday – is this a peak time for shoppers and would this give a representative sample? <p>ARA</p> | Level | Knowledge and Application | Marks | 2b (APP +APP) | Explanation of two limitations of the sampling methods used by Thomas | 4 | 2a (APP) | Explanation of one limitation of the sampling methods used by Thomas | 3 | 1b (K+K) | Identification of two limitations of sampling | 2 | 1a (K) | Identification of one limitation of sampling | 1 | 0 | No creditable content | 0 | 4 |
| Level | Knowledge and Application | Marks | | | | | | | | | | | | | | | | | | |
| 2b (APP +APP) | Explanation of two limitations of the sampling methods used by Thomas | 4 | | | | | | | | | | | | | | | | | | |
| 2a (APP) | Explanation of one limitation of the sampling methods used by Thomas | 3 | | | | | | | | | | | | | | | | | | |
| 1b (K+K) | Identification of two limitations of sampling | 2 | | | | | | | | | | | | | | | | | | |
| 1a (K) | Identification of one limitation of sampling | 1 | | | | | | | | | | | | | | | | | | |
| 0 | No creditable content | 0 | | | | | | | | | | | | | | | | | | |

| Question | Answer | | | | Marks | |
|----------|---|--|--------------|--|----------|--------------|
| 1(c) | Analyse two qualities that Thomas will need to be a successful entrepreneur. | | | | 8 | |
| | Level | Knowledge and Application (4 marks) | Marks | Analysis (4 marks) | | Marks |
| | 2b | Shows understanding of two (or more) qualities needed to be a successful entrepreneur in context | 4 | Good analysis of two (or more) qualities needed to be a successful entrepreneur in context | | 4 |
| | 2a | Shows understanding of one quality needed to be a successful entrepreneur in context | 3 | Good analysis of one quality needed to be a successful entrepreneur in context | | 3 |
| | 1b | Shows knowledge of qualities needed to be a successful entrepreneur | 2 | Limited analysis of two (or more) qualities needed to be a successful entrepreneur | | 2 |
| | 1a | Shows knowledge of entrepreneurship | 1 | Limited analysis of one quality needed to be a successful entrepreneur | | 1 |
| | 0 | No creditable content | | | | |
| | <i>Note: Any relevant quality that an entrepreneur might need can be valid</i> | | | | | |
| | <p>Content:</p> <ul style="list-style-type: none"> • Risk-taking – Thomas will be taking risks in setting up his own business. • Confidence – Thomas needs to have confidence that he will make good decisions when setting up his new shop. • Ability to make decisions – about the opening of his business, i.e. the options. • Self-starter – Thomas will not have a boss in his new business so needs to motivate himself. • Creative – to gain a USP in his new business. • Determined – Thomas is likely to have to overcome setbacks in his new shop venture. <p>ARA</p> | | | | | |

| Question | Answer | | | | Marks | |
|--|---|--------------|--|--|-----------|--------------|
| 1(d) | Recommend which of the two options Thomas should choose for his new shop. Justify your recommendation. | | | | 11 | |
| Knowledge and Application (4 marks) | | Marks | Analysis and Evaluation (7 marks) | | | Marks |
| | | | Justified recommendation based on arguments in context | | | 7 |
| | | | Developed recommendation based on arguments in context | | | 6 |
| | | | An evaluative statement/recommendation based on arguments in context | | | 5 |
| Shows understanding of the two options for Thomas's new shop | | 3–4 | Arguments based on the two options for Thomas's new shop | | | 3–4 |
| Shows knowledge of business decision making | | 1–2 | Limited analysis of business decision making | | | 1–2 |
| No creditable content | | | | | | |
| <p>Content:</p> <p><i>Option 1: A coffee shop</i></p> <ul style="list-style-type: none"> • Hits two of the segments from the research, so could potentially sell to 35% of the market. • Synergy between coffee shop and bakery – similar customers etc. • Other shops in local area suggest that there are potential customers. • Lower profit margin than Option 2. • Higher competition than Option 2 – four takeaway shops and five cafes – will Thomas have a USP? <p><i>Option 2: A sandwich shop</i></p> <ul style="list-style-type: none"> • Job production – will it be able to keep up with demand – however may give shop a USP over the international franchise. • Low competition compared to Option 1 – however competitor spends heavily on promotion, so may be a barrier to entry. • Higher profit margin compared to Option 1. • Hits less of a market than Option 1 (25%) but it is the biggest single segment of the market. <p>ARA</p> | | | | | | |

| Question | Answer | Marks | | | | | | | | |
|---|--|-----------|-------|---|---|--|---|------------------------|---|---|
| 2(a)(i) | <p>Define the term ‘tertiary sector’ (line 1).</p> <table border="1" data-bbox="300 315 1332 577"> <thead> <tr> <th data-bbox="300 315 1099 380">Knowledge</th> <th data-bbox="1099 315 1332 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 380 1099 448">A correct definition</td> <td data-bbox="1099 380 1332 448">2</td> </tr> <tr> <td data-bbox="300 448 1099 515">A partial, vague or unfocused definition</td> <td data-bbox="1099 448 1332 515">1</td> </tr> <tr> <td data-bbox="300 515 1099 577">No creditable content</td> <td data-bbox="1099 515 1332 577">0</td> </tr> </tbody> </table> <p>Content Businesses that sell services (intangible goods) instead of end products.</p> | Knowledge | Marks | A correct definition | 2 | A partial, vague or unfocused definition | 1 | No creditable content | 0 | 2 |
| Knowledge | Marks | | | | | | | | | |
| A correct definition | 2 | | | | | | | | | |
| A partial, vague or unfocused definition | 1 | | | | | | | | | |
| No creditable content | 0 | | | | | | | | | |
| 2(a)(ii) | <p>Explain the term ‘performance related pay’ (lines 12–13).</p> <p>Award one mark for each point of explanation:</p> <table border="1" data-bbox="300 808 1332 1104"> <thead> <tr> <th data-bbox="300 808 1099 873">Knowledge</th> <th data-bbox="1099 808 1332 873">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 873 1099 972">Example or some other way of showing good understanding</td> <td data-bbox="1099 873 1332 972">1</td> </tr> <tr> <td data-bbox="300 972 1099 1037">Understanding of performance related</td> <td data-bbox="1099 972 1332 1037">1</td> </tr> <tr> <td data-bbox="300 1037 1099 1104">Understanding of a pay</td> <td data-bbox="1099 1037 1332 1104">1</td> </tr> </tbody> </table> <p>Content:</p> <ul style="list-style-type: none"> • Pay is the reward given to workers for their labour. • Performance related means that this is linked to the output that the worker produces, or by meeting a required target. <p>ARA</p> | Knowledge | Marks | Example or some other way of showing good understanding | 1 | Understanding of performance related | 1 | Understanding of a pay | 1 | 3 |
| Knowledge | Marks | | | | | | | | | |
| Example or some other way of showing good understanding | 1 | | | | | | | | | |
| Understanding of performance related | 1 | | | | | | | | | |
| Understanding of a pay | 1 | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---|--|-----------|-------|---|---|---|---|---|---|---------|---|-----------------------|---|---|
| 2(b)(i) | <p>Refer to Table 2.1. Calculate the difference between the labour turnover of the specialist marketing workers and the labour turnover of the administrative support workers.</p> <table border="1" data-bbox="300 389 1332 779"> <thead> <tr> <th data-bbox="300 389 1114 454">Rationale</th> <th data-bbox="1114 389 1332 454">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 454 1114 519">Correct answer with or without correct working or %</td> <td data-bbox="1114 454 1332 519">4</td> </tr> <tr> <td data-bbox="300 519 1114 584">Correct calculation of LT for both groups</td> <td data-bbox="1114 519 1332 584">3</td> </tr> <tr> <td data-bbox="300 584 1114 649">Correct calculation of LT for one group</td> <td data-bbox="1114 584 1332 649">2</td> </tr> <tr> <td data-bbox="300 649 1114 714">Formula</td> <td data-bbox="1114 649 1332 714">1</td> </tr> <tr> <td data-bbox="300 714 1114 779">No creditable content</td> <td data-bbox="1114 714 1332 779">0</td> </tr> </tbody> </table> <p>Answer = 7.5%</p> <p>Marketing specialists $\frac{2}{40} \times 100 = 5\%$</p> <p>Administrative workers $\frac{11}{88} \times 100 = 12.5\%$</p> <p>Difference $12.5\% - 5\% = 7.5\%$</p> <p>Formula: $\frac{\text{Number of workers who left}}{\text{Average number of workers}} \times 100$</p> <p>OFR</p> | Rationale | Marks | Correct answer with or without correct working or % | 4 | Correct calculation of LT for both groups | 3 | Correct calculation of LT for one group | 2 | Formula | 1 | No creditable content | 0 | 4 |
| Rationale | Marks | | | | | | | | | | | | | |
| Correct answer with or without correct working or % | 4 | | | | | | | | | | | | | |
| Correct calculation of LT for both groups | 3 | | | | | | | | | | | | | |
| Correct calculation of LT for one group | 2 | | | | | | | | | | | | | |
| Formula | 1 | | | | | | | | | | | | | |
| No creditable content | 0 | | | | | | | | | | | | | |

| Question | Answer | | | | Marks |
|----------|---|--|--------------|--|--------------|
| 2(b)(ii) | Analyse how Hetti could use the ideas of two motivational theorists to reduce the labour turnover of the administrative support workers. | | | | 8 |
| | Level | Knowledge and Application (4 marks) | Marks | Analysis (4 marks) | Marks |
| | 2b | Shows understanding of two motivation theories context | 4 | Good analysis of two motivation theories to improve the labour turnover for the administrative support workers | 4 |
| | 2a | Shows understanding one motivation theory in context | 3 | Good analysis of one motivation theory to improve the labour turnover for the administrative support workers | 3 |
| | 1b | Shows knowledge of two motivation theories | 2 | Limited analysis of two motivation theories | 2 |
| | 1a | Shows knowledge of one motivation theory | 1 | Limited analysis of one motivation theory | 1 |
| | 0 | No creditable content | | | |
| | <p>Content:</p> <ul style="list-style-type: none"> • McClelland (Three Needs Theory) – Workers have a need for affiliation so may be motivated by social events, opportunities to work with colleagues etc. • Herzberg (Two Factor Theory) – The factors in the table are unlikely to motivate (i.e. hygiene factors). Do workers have enough holidays and, for example, a staff restaurant? Otherwise this could be a reason for their demotivation and labour turnover. • Vroom (Expectancy Theory) – although the bonus is part of the payment system for the admin workers it is not expected so is unlikely to motivate them and keep them in the business – are targets too high? Should the bonus be paid more often to reduce labour turnover? • Taylor (Scientific Management) – is the pay high enough to motivate – low compared to national average. • Mayo (Hawthorne Effect) – is there enough supervision – PRP suggests monitoring but is it effective? • Maslow (Hierarchy of Needs) – Table suggests that social needs are most important for the workers – are these needs being met? <p>ARA</p> | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|------------|---|-------|---------------------------|-------|------------|---|---|-------|---|---|---|-----------------------|---|---|
| 2(c) | <p data-bbox="300 248 1193 282">Explain one possible advantage to MS of being labour intensive</p> <table border="1" data-bbox="300 315 1334 645"> <thead> <tr> <th data-bbox="300 315 429 380">Level</th> <th data-bbox="429 315 1102 380">Knowledge and Application</th> <th data-bbox="1102 315 1334 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 380 429 479">2 (APP)</td> <td data-bbox="429 380 1102 479">Explanation of an advantage to MS of being labour intensive</td> <td data-bbox="1102 380 1334 479">2</td> </tr> <tr> <td data-bbox="300 479 429 577">1 (K)</td> <td data-bbox="429 479 1102 577">Explanation of an advantage of being labour intensive</td> <td data-bbox="1102 479 1334 577">1</td> </tr> <tr> <td data-bbox="300 577 429 645">0</td> <td data-bbox="429 577 1102 645">No creditable content</td> <td data-bbox="1102 577 1334 645">0</td> </tr> </tbody> </table> <p data-bbox="300 678 421 712">Content:</p> <ul data-bbox="300 714 1326 958" style="list-style-type: none"> • Can be more flexible – particularly important for MS as each business is unique) • Workforce can be flexible and respond to times of high peak need • No maintenance issues (compared to being capital intensive) • May be perceived as being better quality – some businesses may feel that the customer service is better • Can employ experts who can adapt to each customer’s needs <p data-bbox="300 992 363 1025">ARA</p> | Level | Knowledge and Application | Marks | 2 (APP) | Explanation of an advantage to MS of being labour intensive | 2 | 1 (K) | Explanation of an advantage of being labour intensive | 1 | 0 | No creditable content | 0 | 2 |
| Level | Knowledge and Application | Marks | | | | | | | | | | | | |
| 2 (APP) | Explanation of an advantage to MS of being labour intensive | 2 | | | | | | | | | | | | |
| 1 (K) | Explanation of an advantage of being labour intensive | 1 | | | | | | | | | | | | |
| 0 | No creditable content | 0 | | | | | | | | | | | | |

| Question | Answer | | | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-------|--|-------------------------------------|-------|-----------------------------------|-------|--|--|---|---|--|--|---|---|--|--|---|---|--|-----|---|-----|--------------------------------------|-----|--|-----|-----------------------|--|--|--|-----------|
| 2(d) | <p>BO has an objective to increase its revenue by targeting a younger market segment (lines 25–26).</p> <p>Recommend how BO should change its marketing mix to achieve this objective. Justify your recommendation.</p> <table border="1" data-bbox="300 450 1332 1173"> <thead> <tr> <th data-bbox="300 450 662 546">Knowledge and Application (4 marks)</th> <th data-bbox="662 450 770 546">Marks</th> <th data-bbox="770 450 1225 546">Analysis and Evaluation (7 marks)</th> <th data-bbox="1225 450 1332 546">Marks</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td data-bbox="770 546 1225 645">Justified recommendation based on argument in context</td> <td data-bbox="1225 546 1332 645">7</td> </tr> <tr> <td></td> <td></td> <td data-bbox="770 645 1225 743">Developed recommendation based on argument in context</td> <td data-bbox="1225 645 1332 743">6</td> </tr> <tr> <td></td> <td></td> <td data-bbox="770 743 1225 878">An evaluative/recommendation statement based on argument in context</td> <td data-bbox="1225 743 1332 878">5</td> </tr> <tr> <td data-bbox="300 878 662 1012">Shows understanding of changing the marketing mix in context</td> <td data-bbox="662 878 770 1012">3–4</td> <td data-bbox="770 878 1225 1012">Argument based on changing BO's marketing mix to achieve their objectives</td> <td data-bbox="1225 878 1332 1012">3–4</td> </tr> <tr> <td data-bbox="300 1012 662 1111">Shows knowledge of the marketing mix</td> <td data-bbox="662 1012 770 1111">1–2</td> <td data-bbox="770 1012 1225 1111">Limited analysis of changes to the marketing mix</td> <td data-bbox="1225 1012 1332 1111">1–2</td> </tr> <tr> <td colspan="4" data-bbox="300 1111 1332 1173" style="text-align: center;">No creditable content</td> </tr> </tbody> </table> <p data-bbox="300 1173 1332 1272"><i>Note: There are many possible changes that could be made and context is likely to come from the combination of the elements of the mix to meet the needs of the new target market.</i></p> <p data-bbox="300 1308 421 1339">Content:</p> <ul data-bbox="300 1344 1332 1823" style="list-style-type: none"> • Product – need to stock books aimed at a younger audience (under 30 years) – perhaps books that are not so targeted on specific areas, or make the topics more suitable for younger readers. Could start to sell e-books. • Price – younger target market are unlikely to have such high incomes, so skimming is unlikely to be successful. May need to be more competitive in their pricing strategy or use it to penetrate the market as they will be new to this target market. • Promotion – the current below the line promotion may still be suitable. However they may need to target social media and methods more suitable for a younger audience. • Place – the retail shop may still be appropriate but it may be necessary to develop an online presence or to have distribution that suits the younger audience – postal sales are unlikely to be suitable. <p data-bbox="300 1854 363 1886">ARA</p> | | | | Knowledge and Application (4 marks) | Marks | Analysis and Evaluation (7 marks) | Marks | | | Justified recommendation based on argument in context | 7 | | | Developed recommendation based on argument in context | 6 | | | An evaluative/recommendation statement based on argument in context | 5 | Shows understanding of changing the marketing mix in context | 3–4 | Argument based on changing BO's marketing mix to achieve their objectives | 3–4 | Shows knowledge of the marketing mix | 1–2 | Limited analysis of changes to the marketing mix | 1–2 | No creditable content | | | | 11 |
| Knowledge and Application (4 marks) | Marks | Analysis and Evaluation (7 marks) | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Justified recommendation based on argument in context | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Developed recommendation based on argument in context | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | An evaluative/recommendation statement based on argument in context | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shows understanding of changing the marketing mix in context | 3–4 | Argument based on changing BO's marketing mix to achieve their objectives | 3–4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shows knowledge of the marketing mix | 1–2 | Limited analysis of changes to the marketing mix | 1–2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No creditable content | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |