

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL BUSINESS

(9625)

Mark scheme

Unit 3: Business strategy

Specimen 2018

Mark schemes are prepared by the lead assessment writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same, correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the lead assessment writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

International A-level Business mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle)
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded
- put into a rank order the achievements of students (not to grade them – that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study Business in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about Business. It is important to assess the quality of **what the student offers**.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.
AO2	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
AO3	Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.
AO4	Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.

The marking grids

The specification has generic marking grids for each Assessment Objective that is customised with indicative content for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are three or four broad levels representing different levels of achievement. Do not think of levels as equivalent to grade boundaries.

The indicative content gives examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are simply indicative of what would appear at this level. You will find that they sometimes indicate areas of content that can be handled with

increasing sophistication and subtlety. You will also find statements which only characterise work at the bottom or top of the range.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different Assessment Objectives.

Using the grids

These levels of response mark schemes are broken down into levels, each of which has descriptors. The descriptors for the level show the performance characteristics of the level. There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as in the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level; eg if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the generic descriptors (presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Examiners are required to assign each of the students' responses to the most appropriate level according to its overall quality, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the Assessment Objectives and be careful not to over/under credit a particular skill. For example, in question 2.3 more weight should be given to AO3 than to AO1 and AO2. This will be exemplified and reinforced as part of examiner training.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Section A

Total for this section: 37 marks

Question	Part	Marking guidance	Total marks
01	1	<p>Explain how innovation can help Marason increase its market share.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Can provide its services more efficiently enabling lower prices and higher proportion of sales in the market. • Can enable It to provide new services broadening its offering and generating more sales and potentially increase market share. • Can improve customer service, eg the online experience enabling it to generate more sales and potentially increase market share. <p>Accept other valid content.</p> <p>Good explanation 4–3 marks</p> <p>Clear link between innovation and how this helps Marason increase its market share, eg new products and processes enable it to provide better products and services than competitors, thereby increasing its sales relative to them (4 marks).</p> <p>Clear link between innovation and how this helps Marason increase its sales, eg new products and processes enable it to provide better products and services, thereby increasing its sales (3 marks).</p> <p>Limited explanation 2 marks</p> <p>Attempts to links innovation to the sales of the business but not clear link, eg innovation of products means new products and services so people buy more (2 marks).</p> <p>Identifies issues 1 mark</p> <p>Shows understanding of innovative culture but no link to sales.</p> <p>Or identifies relevant idea, eg new products but does not show understanding of innovative culture (1 mark).</p>	<p>4</p> <p>AO1=1 AO2=1 AO3=2</p>
01	2	<p>Explain how Marason’s focus on reducing costs might lead to unethical behaviour in relation to its stakeholders.</p>	<p>9</p> <p>AO1=2 AO2=2 AO3=5</p>

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives in this question. More weight should therefore be given to AO3 than AO1 and AO2.

Level	Marks	Descriptor
3	7–9	<p>A good response that focuses on many of the demands of the question</p> <ul style="list-style-type: none"> • includes well-focused analysis with logical chains of reasoning • includes well-focused application to the given context • shows sound knowledge and understanding of business terminology and concepts with few, if any, errors • is well structured.
2	4–6	<p>A reasonable response which focuses on some of the demands of the question</p> <ul style="list-style-type: none"> • includes reasonable analysis but the analysis might not be fully developed or may lack some accuracy in places • includes reasonable application to the given context • focuses on issues that are relevant to the question, showing satisfactory knowledge and understanding of business terminology and concepts but some weaknesses may be present.
1	1–3	<p>A limited response that has little focus on the demands of the question</p> <p>A limited response with some understanding that may:</p> <ul style="list-style-type: none"> • include some limited analysis but lacks focus and development • include some limited application to the given context • include some limited knowledge and understanding of business terminology and concepts but some errors are likely.
	0	No credit worthy material.

Indicative content

- May reduce or freeze wages to keep costs low, which may be regarded as unethical by employees if profit are growing.
- May put pressure on employees to improve productivity to boost profits; employees may feel this is too much pressure and too stressful.
- May try to use its power to push down prices for suppliers threatening suppliers' business in order to increase its own profits.

Accept other valid content.

A **good response** will clearly link how reducing costs could lead to unethical behaviour by Marason in relation to its stakeholders, eg pushing down the prices of supplies to get its costs down, affecting suppliers, not paying employees a “fair” wage, not giving employees “fair” contracts.

A **reasonable response** may explain how Marason may reduce costs without clear link to ethical behaviour and stakeholders.

A **limited response** may show an understanding of ethics and/or may identify relevant points, eg low pay without linking to unethical behaviour, but with limited analysis and application.

Question	Part	Marking guidance	Total marks
01	3	To what extent does Marason’s use of big data guarantee that it will achieve high sales?	12 AO1=2 AO2=2 AO3=2 AO4=6

Examiners are reminded that AO1, AO2, AO3 and AO4 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives in this question. More weight should therefore be given to AO4 than AO1, AO2 and AO3.

Level	Marks	Descriptor
4	10–12	<p>An excellent response that focuses fully on the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and well-supported evaluation:</p> <ul style="list-style-type: none"> • includes supported evaluation in a final conclusion and within response • includes well-focused analysis with clear, logical chains of reasoning • includes well-focused application to the given context • shows sound knowledge and understanding of business terminology and with few, if any, errors • is well structured and well-focused on the question. <p>A complete and coherent overall argument with a clear conclusion. The conclusion is arrived at through a balancing of arguments, with appropriate weight given to each argument and to the argument overall. Where there are crucial arguments, these are distinguished from less crucial ones.</p>
3	7–9	<p>A good response that focuses on many of the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and some supported evaluation:</p> <ul style="list-style-type: none"> • includes some reasonable, supported evaluation • includes analysis with some logical chains of reasoning • includes some good application to the given context • shows sound knowledge and understanding of business terminology and concepts with relatively few errors • is relatively well-structured and generally focused on the question. <p>A relatively complete and coherent argument leading to an attempt to conclude. The content is detailed and correct and most of it is integrated. There is recognition of arguments and counter-arguments, but balance is not always present and the weight to be given to each argument is not always fully clear.</p>
2	4–6	<p>A reasonable response which focuses on some of the demands of the question</p> <p>Some reasonable analysis but generally unsupported evaluation:</p> <ul style="list-style-type: none"> • there is likely to be some attempt to make relevant judgements but these have little support from arguments or do not address the question as a whole

Level	Marks	Descriptor
		<ul style="list-style-type: none"> includes some reasonable analysis but which might not be adequately developed or becomes confused in places includes reasonable application to the given context shows satisfactory knowledge and understanding of business terminology and concepts but some weaknesses may be present. <p>There is an attempt to answer the question. There is likely to be a conclusion but it has little support and response may lack balance. The content is largely correct, though there may be some gaps and lack of detail.</p>
1	1–3	<p>A limited response that has little focus on the demands of the question</p> <p>A limited response with some understanding.</p> <ul style="list-style-type: none"> includes attempted evaluation which is weak and unsupported includes some limited analysis but it may lack focus and/or become confused includes some limited application to the given context includes some limited knowledge and understanding of business terminology and concepts but errors are likely.
	0	No credit worthy material.

The demands of this question are to decide whether using big data will guarantee the company high sales.

Indicative content

- The use of big data can help understand customers and their buying behaviour better and Marason can develop products to meet customer needs more precisely which can increase sales.
- It can recommend other products that Marason may want.
- It can anticipate what is going to be demanded and when. This enables the business to hold the appropriate amount of inventory and not end up with unsold products or unsatisfied customers; its sales can increase because it has the right products in stock to sell.
- However, whilst big data provides the information that Marason needs this does not in itself make the business successful. The company still needs to have the right supplies and the right product for customers to buy. There is no point understanding the customer if the business does not act on this information effectively and ensure it has the right products in the right place at the right time.
- Overall one view is that big data may help better decision making and lead to high sales but the success of the business lies in providing the right products to the right people at the right price and time. Big data is an element of success but cannot guarantee the company will achieve high sales.

Credit other valid content.

Question	Part	Marking guidance	Total marks
01	4	<p>Marason wants to maintain a culture that is normally associated with start-up businesses as it continues to grow.</p> <p>Do you think this is possible?</p> <p>Assess the arguments for and against and make a judgement.</p>	<p>12</p> <p>AO1=2 AO2=2 AO3=2 AO4=6</p>

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives in this question. More weight should therefore be given to AO4 than AO1, AO2 and AO3.

Level	Marks	Descriptor
4	10–12	<p>An excellent response that focuses fully on the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and well-supported evaluation:</p> <ul style="list-style-type: none"> • includes supported evaluation in a final conclusion and within response • includes well-focused analysis with clear, logical chains of reasoning • includes well-focused application to the given context • shows sound knowledge and understanding of business terminology and with few, if any, errors • is well structured and well-focused on the question. <p>A complete and coherent overall argument with a clear conclusion. The conclusion is arrived at through a balancing of arguments, with appropriate weight given to each argument and to the argument overall. Where there are crucial arguments, these are distinguished from less crucial ones.</p>
3	7–9	<p>A good response that focuses on many of the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and some supported evaluation:</p> <ul style="list-style-type: none"> • includes some reasonable, supported evaluation • includes analysis with some logical chains of reasoning • includes some good application to the given context • shows sound knowledge and understanding of business terminology and concepts with relatively few errors • is relatively well-structured and generally focused on the question. <p>A relatively complete and coherent argument leading to an attempt to conclude. The content is detailed and correct and most of it is integrated. There is recognition of arguments and counter-arguments, but balance is not always present and the weight to be given to each argument is not always fully clear.</p>
2	4–6	<p>A reasonable response which focuses on some of the demands of the question</p> <p>Some reasonable analysis but generally unsupported evaluation:</p> <ul style="list-style-type: none"> • there is likely to be some attempt to make relevant judgements but these have little support from arguments or do not address the question as a whole • includes some reasonable analysis but which might not be adequately developed or becomes confused in places • includes reasonable application to the given context • shows satisfactory knowledge and understanding of business terminology and concepts but some weaknesses may be present. <p>There is an attempt to answer the question. There is likely to be a conclusion but it has little support and response may lack balance. The content is largely correct,</p>

Level	Marks	Descriptor
		though there may be some gaps and lack of detail.
1	1–3	<p>A limited response that has little focus on the demands of the question</p> <p>A limited response with some understanding:</p> <ul style="list-style-type: none"> • includes attempted evaluation which is weak and unsupported • includes some limited analysis but it may lack focus and/or become confused • includes some limited application to the given context • includes some limited knowledge and understanding of business terminology and concepts but errors are likely.
	0	No credit worthy material.

The demands of the question are to decide whether it is possible for Marason to retain a start-up culture when growing. The overall judgement will need supporting.

Indicative content

- It may be difficult because as Marason grows it may introduce systems and processes to maintain overall control; however this can make Marason more “corporate” and less “entrepreneurial”.
- As Marason grows there are more people and departments and divisions with their own values, issues and challenges; it can be difficult to maintain one overall shared sense of culture.
- With bigger sums of money and bigger risks involved managers may become more cautious and less entrepreneurial.

However, Marason can try to influence the culture, eg

- it can reward those who are entrepreneurial
- it can encourage risk-taking and not punish failure
- it can publicise the successes of those who take risks
- it can appoint those with an entrepreneurial attitude.

Overall one view is that it may depend how Marason manages the growth and the resources it is prepared to invest in keeping the culture as it wishes, The pressures may well be on for the culture to change but managers may be able to take actions to try and prevent this.

Credit other valid arguments and judgements.

Section B

Total for this section: 43 marks

Question	Part	Marking guidance	Total marks
02	1	<p>Explain why Unilever might have adopted a product organisational structure.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Has very distinct product categories. The customer base will differ between these groups as will the market conditions and factors such as the distribution channels. • By grouping products the company can develop strategies that meet the needs of each group, eg marketing and operations strategies. • Logical to adopt this approach if the products are quite distinct in terms of their competitive environments. <p>Credit other valid content.</p> <p>Good response</p> <p>Clearly explains the potential reasons why Unilever has adopted a product organisational structure, eg its products may be very different in terms of marketing and therefore better to make decisions separately rather than as a whole (4–3 marks).</p> <p>Reasonable response</p> <p>Some explanation of the reasons why a business has adopted a product structure without making clear how this refers specifically to Unilever (2 marks).</p> <p>Limited response</p> <p>An understanding of product organisational structure and/or identification of relevant factors, eg better decision making (1 mark).</p>	<p>4</p> <p>AO1=1 AO2=1 AO3=2</p>
02	2	<p>Examine the possible reasons why a short-termist approach might damage the long-term success of Unilever.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • May lead to lack of investment for the future, eg lack of investment in the brand, in research and development, in training. • With a short-term approach the business may lack the market intelligence, the products and the skills required for long-term success. <p>Credit other valid content.</p> <p>Good response (5–6 marks)</p> <p>Explains how short-termism might affect the business and clearly links to long-term success, eg focus on short-term rewards with the consequence that there is less product development /investment in the brand for the future, leading to less long-term sales.</p> <p>Reasonable response (3–4 marks)</p> <p>Explains how short-termism might affect the business, eg focus on short-term rewards so less investment for the future as this involves costs.</p>	<p>6</p> <p>AO2=2 AO2=2 AO3=2</p>

Question	Part	Marking guidance	Total marks
		<p>Limited response</p> <p>Identifies relevant point with limited link to short-termism, eg focus on short-term rewards leading to less investment (2 marks).</p> <p>Identifies relevant point, eg less investment (1 mark).</p>	
02	3	<p>Analyse the possible benefits to Unilever of operating on a large scale.</p>	<p>9</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=5</p>

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives in this question. More weight should therefore be given to AO3 than AO1 and AO2.

Level	Marks	Descriptor
3	7–9	<p>A good response that focuses on many of the demands of the question</p> <ul style="list-style-type: none"> • includes well-focused analysis with logical chains of reasoning • includes well-focused application to the given context • shows sound knowledge and understanding of business terminology and concepts with few, if any, errors • is well structured.
2	4–6	<p>A reasonable response which focuses on some of the demands of the question</p> <ul style="list-style-type: none"> • includes reasonable analysis but the analysis might not be fully developed or may lack some accuracy in places • includes reasonable application to the given context • focuses on issues that are relevant to the question, showing satisfactory knowledge and understanding of business terminology and concepts but some weaknesses may be present.
1	1–3	<p>A limited response that has little focus on the demands of the question</p> <p>A limited response with some understanding that may:</p> <ul style="list-style-type: none"> • include some limited analysis but lacks focus and development • include some limited application to the given context • include some limited knowledge and understanding of business terminology and concepts but some errors are likely.
	0	No credit worthy material.

Indicative content

- Economies of scale, eg purchasing resources on a large scale may allow it to get lower input prices; it may be able to share marketing costs over more units, it may benefit from financial economies.
- It can operate in many countries and benefit from the resources each has to offer.
- It can reduce risk by having different products and operating in different markets.

Credit other valid content.

Good response

Makes clear link between large-scale and the benefits to Unilever, eg may enable it to benefit from economies of scale which can lead to higher profit margins or lower prices.

Reasonable response

May explain some of the benefits of large-scale but not fully developed, eg large-scale leads to lower unit costs due to economies of scale.

Limited response

Identifies possible benefits, eg lower unit costs.

Question	Part	Marking guidance	Total marks
02	4	Do you think that the emerging social trends that Unilever has to respond to in its markets (line 11) are an opportunity or a threat? Justify your answer.	12 AO1=2 AO2=2 AO3=2 AO4=6

Examiners are reminded that AO1, AO2, AO3 and AO4 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives in this question. More weight should therefore be given to AO4 than AO1, AO2 and AO3.

Level	Marks	Descriptor
4	10–12	<p>An excellent response that focuses fully on the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and well-supported evaluation:</p> <ul style="list-style-type: none"> • includes supported evaluation in a final conclusion and within response • includes well-focused analysis with clear, logical chains of reasoning • includes well-focused application to the given context • shows sound knowledge and understanding of business terminology and with few, if any, errors • is well structured and well-focused on the question. <p>A complete and coherent overall argument with a clear conclusion. The conclusion is arrived at through a balancing of arguments, with appropriate weight given to each argument and to the argument overall. Where there are crucial arguments, these are distinguished from less crucial ones.</p>

Level	Marks	Descriptor
3	7–9	<p>A good response that focuses on many of the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and some supported evaluation:</p> <ul style="list-style-type: none"> • includes some reasonable, supported evaluation • includes analysis with some logical chains of reasoning • includes some good application to the given context • shows sound knowledge and understanding of business terminology and concepts with relatively few errors • is relatively well-structured and generally focused on the question. <p>A relatively complete and coherent argument leading to an attempt to conclude. The content is detailed and correct and most of it is integrated. There is recognition of arguments and counter-arguments, but balance is not always present and the weight to be given to each argument is not always fully clear.</p>
2	4–6	<p>A reasonable response which focuses on some of the demands of the question</p> <p>Some reasonable analysis but generally unsupported evaluation:</p> <ul style="list-style-type: none"> • there is likely to be some attempt to make relevant judgements but these have little support from arguments or do not address the question as a whole • includes some reasonable analysis but which might not be adequately developed or becomes confused in places • includes reasonable application to the given context • shows satisfactory knowledge and understanding of business terminology and concepts but some weaknesses may be present. <p>There is an attempt to answer the question. There is likely to be a conclusion but it has little support and response may lack balance. The content is largely correct, though there may be some gaps and lack of detail.</p>
1	1–3	<p>A limited response that has little focus on the demands of the question</p> <p>A limited response with some understanding:</p> <ul style="list-style-type: none"> • includes attempted evaluation which is weak and unsupported • includes some limited analysis but it may lack focus and/or become confused • includes some limited application to the given context • includes some limited knowledge and understanding of business terminology and concepts but errors are likely.
	0	No credit worthy material.

Indicative content

- Population is urbanizing so Unilever can potentially target its customers more efficiently; it can focus and target promotion and distribution activities on urban areas.
- The ageing population may mean that Unilever needs to change/develops products to meet their needs more closely; this is an opportunity but it depends how well it does this, relative to others around it.

- More diverse population may create niches that it can target.
- Shopping habits changing may lead to new distribution channels.
- These changes therefore lead to opportunities but also threats. It depends on how Unilever responds to them; this in turn depends on whether it has anticipated them and what actions it takes relative to competitors.
- Whether these changes are an opportunity or threat for Unilever may depend on its response. It is a big business with a successful track record which suggests it has responded to change effectively in the past.

Credit other valid content.

Question	Part	Marking guidance	Total marks
02	5	Some commentators believe that Unilever’s three objectives (line 7) must conflict with each other. Do you agree?	12 AO1=2 AO2=2 AO3=2 AO4=6

Examiners are reminded that AO1, AO2, AO3 and AO4 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the Assessment Objectives in this question. More weight should therefore be given to AO4 than AO1, AO2 and AO3.

Level	Marks	Descriptor
4	10–12	<p>An excellent response that focuses fully on the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and well-supported evaluation:</p> <ul style="list-style-type: none"> • includes supported evaluation in a final conclusion and within response • includes well-focused analysis with clear, logical chains of reasoning • includes well-focused application to the given context • shows sound knowledge and understanding of business terminology and with few, if any, errors • is well structured and well focused on the question. <p>A complete and coherent overall argument with a clear conclusion. The conclusion is arrived at through a balancing of arguments, with appropriate weight given to each argument and to the argument overall. Where there are crucial arguments, these are distinguished from less crucial ones.</p>
3	7–9	<p>A good response that focuses on many of the demands of the question</p> <p>Likely to demonstrate sound, focused analysis and some supported evaluation:</p> <ul style="list-style-type: none"> • includes some reasonable, supported evaluation • includes analysis with some logical chains of reasoning • includes some good application to the given context • shows sound knowledge and understanding of business terminology and concepts with relatively few errors

Level	Marks	Descriptor
		<ul style="list-style-type: none"> is relatively well-structured and generally focused on the question. <p>A relatively complete and coherent argument leading to an attempt to conclude. The content is detailed and correct and most of it is integrated. There is recognition of arguments and counter-arguments, but balance is not always present and the weight to be given to each argument is not always fully clear.</p>
2	4–6	<p>A reasonable response which focuses on some of the demands of the question</p> <p>Some reasonable analysis but generally unsupported evaluation:</p> <ul style="list-style-type: none"> there is likely to be some attempt to make relevant judgements but these have little support from arguments or do not address the question as a whole includes some reasonable analysis but which might not be adequately developed or becomes confused in places includes reasonable application to the given context shows satisfactory knowledge and understanding of business terminology and concepts but some weaknesses may be present. <p>There is an attempt to answer the question. There is likely to be a conclusion but it has little support and response may lack balance. The content is largely correct, though there may be some gaps and lack of detail.</p>
1	1–3	<p>A limited response that has little focus on the demands of the question</p> <p>A limited response with some understanding:</p> <ul style="list-style-type: none"> includes attempted evaluation which is weak and unsupported includes some limited analysis but it may lack focus and/or become confused includes some limited application to the given context includes some limited knowledge and understanding of business terminology and concepts but errors are likely.
	0	No credit worthy material.

The demands of the question are to make a judgement on whether the three objectives identified in the item must inevitably conflict.

Indicative content

Unilever's objectives are:

- to grow the business
- to reduce environmental impact
- to increase social impact.

There may be conflict, eg growth may lead to more pollution and negative environmental impact.

There may not be conflict, eg growth may create jobs and provide funds to reward community, employees etc, eg growth may be achieved in a way that is not harmful for the environment.

The extent to which the objectives conflict depends on how growth is managed. Clearly Unilever believes that the objectives complement each other, eg by behaving in a more environmentally

friendly way this may save costs (eg less waste) and boost growth; greater social responsibility may attract customers and staff, thereby helping growth.

Credit other valid content.

Assessment Objective grid

	A01	A02	A03	A04	Total
Section A					
01.1	1	1	2		4
01.2	2	2	5		9
01.3	2	2	2	6	12
01.4	2	2	2	6	12
Section B					
02.1	1	1	2		4
02.2	2	2	2		6
02.3	2	2	5		9
02.4	2	2	2	6	12
02.5	2	2	2	6	12
Paper total	16	16	24	24	80

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UNITED KINGDOM

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