Cambridge Assessment International Education

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.

© UCLES 2020

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.

© UCLES 2020

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(i)</td><td>Define the term ‘redundant’ (line 2).

<table>
<tr><th>Knowledge</th><th>Marks</th></tr>
<tr><td>A correct definition</td><td>2</td></tr>
<tr><td>A partial, vague or unfocused definition</td><td>1</td></tr>
<tr><td>No creditable content</td><td>0</td></tr>
</table>

Content:
Redundancy is where an employee is made to leave an organisation because their job role is no longer required.</td><td>2</td></tr>
<tr><td>1(a)(ii)</td><td>Explain the term ‘primary market research’ (line 4).

Award one mark for each point of explanation:
<table>
<tr><th></th><th>Knowledge</th><th>Marks</th></tr>
<tr><td>A</td><td>Example or some other way of showing good understanding</td><td>1</td></tr>
<tr><td>B</td><td>An understanding of primary</td><td>1</td></tr>
<tr><td>C</td><td>An understanding of market research</td><td>1</td></tr>
</table>

Content:
• 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.

ARA</td><td>3</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(i)</td><td>Refer to Fig. 1.1. Calculate the number of respondents who think a coffee shop would be most successful on Main Street.

<table>
<tr><th>Rationale</th><th>Marks</th></tr>
<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>
</table>

Answer = 24

Correct figures
160 shoppers in total
Coffee shop = 15%

Formula
160 X 15 / 100 = 24 respondents</td><td>2</td></tr>
<tr><td>1(b)(ii)</td><td>Explain two limitations of the sampling used by Thomas.

<table>
<tr><th>Level</th><th>Knowledge and Application</th><th>Marks</th></tr>
<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>
</table>

Content:
• 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?

ARA</td><td>4</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(c)</td><td>

Analyse two qualities that Thomas will need to be a successful entrepreneur.

<table>
<tr><th>Level</th><th>Knowledge and Application (4 marks)</th><th>Marks</th><th>Analysis (4 marks)</th><th>Marks</th></tr>
<tr><td>2b</td><td>Shows understanding of two (or more) qualities needed to be a successful entrepreneur in context</td><td>4</td><td>Good analysis of two (or more) qualities needed to be a successful entrepreneur in context</td><td>4</td></tr>
<tr><td>2a</td><td>Shows understanding of one quality needed to be a successful entrepreneur in context</td><td>3</td><td>Good analysis of one quality needed to be a successful entrepreneur in context</td><td>3</td></tr>
<tr><td>1b</td><td>Shows knowledge of qualities needed to be a successful entrepreneur</td><td>2</td><td>Limited analysis of two (or more) qualities needed to be a successful entrepreneur</td><td>2</td></tr>
<tr><td>1a</td><td>Shows knowledge of entrepreneurship</td><td>1</td><td>Limited analysis of one quality needed to be a successful entrepreneur</td><td>1</td></tr>
<tr><td>0</td><td colspan="4">No creditable content</td></tr>
</table>

Note: Any relevant quality that an entrepreneur might need can be valid

Content:

- 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.

ARA

</td><td>**8**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(d)</td><td>
Recommend which of the two options Thomas should choose for his new shop. Justify your recommendation.
<table>
<tr><th>Knowledge and Application (4 marks)</th><th>Marks</th><th>Analysis and Evaluation (7 marks)</th><th>Marks</th></tr>
<tr><td></td><td></td><td>Justified recommendation based on arguments in context</td><td>7</td></tr>
<tr><td></td><td></td><td>Developed recommendation based on arguments in context</td><td>6</td></tr>
<tr><td></td><td></td><td>An evaluative statement/recommendation based on arguments in context</td><td>5</td></tr>
<tr><td>Shows understanding of the two options for Thomas’s new shop</td><td>3–4</td><td>Arguments based on the two options for Thomas’s new shop</td><td>3–4</td></tr>
<tr><td>Shows knowledge of business decision making</td><td>1–2</td><td>Limited analysis of business decision making</td><td>1–2</td></tr>
<tr><td colspan="4">No creditable content</td></tr>
</table>
Content:
Option 1: A coffee shop
• Hits two of the segments form 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?

Option 2: A sandwich shop
• 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.

ARA
</td><td>11</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(i)</td><td>Define the term ‘tertiary sector’ (line 1).

<table><tr><th>Knowledge</th><th>Marks</th></tr><tr><td>A correct definition</td><td>2</td></tr><tr><td>A partial, vague or unfocused definition</td><td>1</td></tr><tr><td>No creditable content</td><td>0</td></tr></table>
Content
Businesses that sell services (intangible goods) instead of end products.</td><td>2</td></tr>
<tr><td>2(a)(ii)</td><td>Explain the term ‘performance related pay’ (lines 12–13).

Award one mark for each point of explanation:<table><tr><th>Knowledge</th><th>Marks</th></tr><tr><td>Example or some other way of showing good understanding</td><td>1</td></tr><tr><td>Understanding of performance related</td><td>1</td></tr><tr><td>Understanding of a pay</td><td>1</td></tr></table>
Content:
• 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.

ARA</td><td>3</td></tr>
</table>

© UCLES 2020

Question	Answer	Marks
2(b)(i)	**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.**	**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

Answer = 7.5%

Marketing specialists

$\frac{2}{40} \times 100 = 5\%$

Administrative workers

$\frac{11}{88} \times 100 = 12.5\%$

Difference

12.5% – 5% = 7.5%

Formula: $\frac{\text{Number of workers who left}}{\text{Average number of workers}} \times 100$

OFR

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(ii)</td><td>

Analyse how Hetti could use the ideas of two motivational theorists to reduce the labour turnover of the administrative support workers.

<table>
<tr><th>Level</th><th>Knowledge and Application (4 marks)</th><th>Marks</th><th>Analysis (4 marks)</th><th>Marks</th></tr>
<tr><td>2b</td><td>Shows understanding of two motivation theories context</td><td>4</td><td>Good analysis of two motivation theories to improve the labour turnover for the administrative support workers</td><td>4</td></tr>
<tr><td>2a</td><td>Shows understanding one motivation theory in context</td><td>3</td><td>Good analysis of one motivation theory to improve the labour turnover for the administrative support workers</td><td>3</td></tr>
<tr><td>1b</td><td>Shows knowledge of two motivation theories</td><td>2</td><td>Limited analysis of two motivation theories</td><td>2</td></tr>
<tr><td>1a</td><td>Shows knowledge of one motivation theory</td><td>1</td><td>Limited analysis of one motivation theory</td><td>1</td></tr>
<tr><td>0</td><td colspan="4">No creditable content</td></tr>
</table>

Content:

- 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?

ARA

</td><td>**8**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)</td><td>
Explain one possible advantage to MS of being labour intensive
<table>
<tr><th>Level</th><th>Knowledge and Application</th><th>Marks</th></tr>
<tr><td>2 (APP)</td><td>Explanation of an advantage to MS of being labour intensive</td><td>2</td></tr>
<tr><td>1 (K)</td><td>Explanation of an advantage of being labour intensive</td><td>1</td></tr>
<tr><td>0</td><td>No creditable content</td><td>0</td></tr>
</table>
Content:
• 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

ARA
</td><td>2</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(d)</td><td>

BO has an objective to increase its revenue by targeting a younger market segment (lines 25–26).

Recommend how BO should change its marketing mix to achieve this objective. Justify your recommendation.

<table>
<tr><th>Knowledge and Application (4 marks)</th><th>Marks</th><th>Analysis and Evaluation (7 marks)</th><th>Marks</th></tr>
<tr><td></td><td></td><td>Justified recommendation based on argument in context</td><td>7</td></tr>
<tr><td></td><td></td><td>Developed recommendation based on argument in context</td><td>6</td></tr>
<tr><td></td><td></td><td>An evaluative/recommendation statement based on argument in context</td><td>5</td></tr>
<tr><td>Shows understanding of changing the marketing mix in context</td><td>3–4</td><td>Argument based on changing BO’s marketing mix to achieve their objectives</td><td>3–4</td></tr>
<tr><td>Shows knowledge of the marketing mix</td><td>1–2</td><td>Limited analysis of changes to the marketing mix</td><td>1–2</td></tr>
<tr><td colspan="4">No creditable content</td></tr>
</table>

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.

Content:

- 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.

ARA

</td><td>**11**</td></tr>
</table>