CAMBRIDGE
International Education

Cambridge International AS & A Level

BUSINESS **9609/12**

Paper 1 Business Concepts 1 **May/June 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-Specific Marking Principles
(for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. corrasion/corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Indicates a point which is relevant and rewardable.
	Indicates a point which is inaccurate/irrelevant and not rewardable.
K	Indicates knowledge and understanding of the concepts and issues relating to the question.
APP	Indicates where application is made to an appropriate business context.
AN	Indicates where the answer has demonstrated analysis – **questions 4**, **5(a)**, **5(b)**, **6(a)** and **6(b)**.
EVAL	Indicates where the answer has demonstrated evaluation – (Section B Part (b) questions only).
BOD	Used when the benefit of the doubt is given in order to reward a response.
NAQ	Used when the answer or parts of the answer are not answering the question asked.
TV	Used when parts of the answer are considered to be too vague
SEEN	Indicates that content has been recognised but not rewarded.

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Annotation	Meaning
REP	Indicates where content has been repeated.
L1	Indicates a Level 1 point is made.
L2	Indicates a Level 2 point is made.
L3	Indicates a Level 3 point is made.
Off page comment	**Used to view PE comments on practice scripts only** – displayed at the bottom of the screen when clicking the comments button/toggle.

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Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.
- L1, L2 etc. must be clearly annotated on the response at the point where the level is achieved.

Assessment objectives

AO1 Knowledge and understanding
Demonstrate knowledge and understanding of business concepts, terms and theories.

AO2 Application
Apply knowledge and understanding of business concepts, terms and theories to problems and issues in a variety of familiar and unfamiliar business situations and contexts.

AO3 Analysis
Analyse business problems, issues and situations by:

- using appropriate methods and techniques to make sense of qualitative and quantitative business information
- searching for causes, impact and consequences
- distinguishing between factual evidence and opinion or value judgement
- drawing valid inferences and making valid generalisations.

AO4 Evaluation
Evaluate evidence in order to make reasoned judgements, present substantiated conclusions and, where appropriate, make recommendations for action and implementation.

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Mark Grids for Section A

Used for Q1(a), Q2(a) and Q3(a)

Two marks in total can be awarded for these questions. Ticks (✔) are used to show where the candidate has been given these marks.

AO1 Knowledge and understanding	Marks	
Knowledge of the term that demonstrates a clear understanding of the term.	**2**	Indicated by 2 ✔ ✔where appropriate in the answer
Knowledge of the term that demonstrates a partial understanding of the term.	**1**	Indicated by 1 ✔ where appropriate in the answer
No creditable response.	**0**	

Used for Q1(b), Q2(b) and Q3(b)

Three marks in total can be awarded for these questions. Ticks (✔) are used to show where the candidate has been given these marks.

AO1 Knowledge and understanding 1 mark	AO2 Application 2 marks
	2 marks Developed application of **one** relevant point to a business context. Indicated by a further ✔ where appropriate in the answer
1 mark Knowledge of **one** relevant point is used to answer the question. Indicated by 1 ✔ where appropriate in the answer	**1 mark** Limited application of **one** relevant point to a business context. Indicated by 1 ✔ where appropriate in the answer
0 marks No creditable response.	**0 marks** No creditable response.

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Question	Answer	Marks
1(a)	**Define the term *intrapreneurship.***	**2**

Indicative content

Responses may include:

AO1 Knowledge and understanding

CLEAR UNDERSTANDING (2 marks)

The following definitions are examples of responses that clearly define this business term and should therefore be awarded 2 marks:

- Where an employee working in a business thinks and acts like an entrepreneur
- Where an employee working in a business is encouraged to innovate/take risks/develop new ideas/initiate new ventures

Clear understanding of the term is worth 2 marks. This is indicated by 2 ticks ✔ ✔.

PARTIAL UNDERSTANDING (1 mark)

- Someone who has new ideas/takes risks/innovates

Partial understanding of the term is worth 1 mark. This is indicated by 1 tick ✔.

PUT 1 or 2 TICKS IN THE BODY OF THE SCRIPT.

Accept all valid responses.

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Question	Answer	Marks
1(b)	**Explain <u>one</u> reason why business objectives may change over time.** **THERE ARE 3 MARKS FOR THIS *QUESTION – 1 mark for knowledge and understanding and 2 marks for application*.** **Indicative content** Responses may include: **AO1 Knowledge and understanding – 1 mark for identifying ONE reason** • Business growth means objectives change • Previous objectives achieved • Previous objectives were unrealistic/not SMART • A business decides to become more ethical • Market/external conditions change • Technology changes • New legislation • Internal strategic change • New leadership and management • Financial situation changes **PUT 1 TICK IN BODY OF THE SCRIPT WHERE A REASON IS GIVEN.** **AO2 Application – 2 marks for a DEVELOPED explanation of ONE reason.** **– 1 mark for a LIMITED explanation of ONE reason.** • Move from survival objective to profit maximisation • Small business may find it difficult to achieve sustainability • Sustainability is set as a new business objective • Size of market changes – new opportunities or more competition • New developments in manufacturing – new machines – new software – electric cars replace traditional petrol cars • Business adapts to new H&S regulations, sustainability, equality and diversity • Decision to enter new markets – strategic objectives change • New senior management – new ideas – new products – new objectives – build the brand	**3**

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Question	Answer	Marks
1(b)	• Economic recession – new survival objectives • Changes in environmental/ethical standards – change to keep customers • Risk of bankruptcy – change objective to survival **PUT 1 or 2 TICKS IN THE BODY OF THE SCRIPT.** Accept all valid responses.	

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Question	Answer	Marks
2(a)	**Define the term *work-life balance*.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **CLEAR UNDERSTANDING (2 marks)** ***The following definitions are examples of responses that clearly define this business term and should therefore be awarded 2 marks*** • The division of time between time spent at work and time spent with family/leisure activities • A balance/equilibrium between time spent at work and time spent in private/social life • How employees balance time between their work and private/social life • How well people balance their professional work life with their private/social life Clear understanding of the term *work-life balance* is worth 2 marks. This is indicated by 2 ticks ✔ ✔. **PARTIAL UNDERSTANDING (1 mark)** • Do not work too much or too long hours [1] • Ability to have a private/social life [1] Partial understanding of the term is worth 1 mark. This is indicated by 1 tick ✔. **PUT 1 or 2 TICKS IN THE BODY OF THE SCRIPT.** Accept all valid responses.	**2**

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Question	Answer	Marks
2(b)	**Explain <u>one</u> disadvantage for a business of using off-the-job training.** **THERE ARE 3 MARKS FOR THIS *QUESTION – 1 mark for knowledge and understanding and 2 marks for application*.** **Indicative content** Responses may include: ***NOTE: Candidates may respond to this question with the assumption that off-the-job training takes place BEFORE an employee starts work in a business. This interpretation is perfectly acceptable, and marks should be awarded accordingly-see bullet point 7 in AO1 and AO2.*** **AO1 Knowledge and understanding – 1 mark for identifying ONE disadvantage.** • More expensive than on-the-job training • Means time away from the business • May not be relevant • The training course may be deficient • May not be available when needed • Wrong employees may be sent • Different tools and work practices may be different from those in the work-place **PUT 1 TICK IN THE BODY OF THE SCRIPT WHERE A DISADVANTAGE IS GIVEN.** **AO2 Application – 2 marks for DEVELOPED explanation of ONE disadvantage.** **– 1 mark for LIMITED explanation of ONE disadvantage.** • Can be very expensive – high fees and payment for expertise of consultants / additional to wages and salaries for the employees • Disruption to normal work - time away from the business – regular work/responsibilities halted • Learning does not take place in normal work environment – may be difficult to apply to specific job - no internal supervision • Less control over content – may not be as helpful as advertised • May only be available at certain times – not when a business needs it	**3**

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Question	Answer	Marks
2(b)	• Favouritism may lead to inappropriate employees sent on training • New employees may be confused by the different tools and work practices used in an off-the-job training school **PUT 1 or 2 TICKS IN THE BODY OF THE SCRIPT.** Accept all valid responses.	

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Question	Answer	Marks
3(a)	**Define the term *psychographic market segmentation*.** **Indicative content** Responses may include: **AO1 Knowledge and understanding** **CLEAR UNDERSTANDING (2 marks)** • Market research method to divide a market or customer group into segments/based on beliefs/values/lifestyle/interests/likes/opinions/attitudes/needs and wants/social status and other psychographic criteria. Clear understanding of the term *psychographic segmentation* is worth 2 marks. This is indicated by 2 ticks ✔ ✔. **PARTIAL UNDERSTANDING (1 mark)** • Market research method to better understand a target market. [1] Partial understanding of the term is worth 1 mark. This is indicated by 1 tick ✔. **PUT 1 or 2 TICKS IN THE BODY OF THE SCRIPT.** Accept all valid responses.	**2**

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Question	Answer	Marks
3(b)	**Explain <u>one</u> disadvantage for a business of market segmentation.** ***THERE ARE 3 MARKS FOR THIS QUESTION – 1 mark for knowledge and understanding and 2 marks for application*** **Indicative content** Responses may include: **AO1 Knowledge and understanding - 1 mark for identifying ONE disadvantage of market segmentation** • Can be expensive • Can be time consuming • Producing products for each specific segment may not be feasible • Targeting small market segments can lead to unprofitability/lack of revenue • Risks of ignoring or neglecting the mass market • Segmentation may be based on very generalised/limited information/inaccurate information • Segments may be too small • Difficult to manage multiple products, services, prices, and promotions • Certain customer groups may be overlooked or alienated **PUT 1 TICK IN THE BODY OF THE SCRIPT WHERE A DISADVANTAGE IS GIVEN.** **AO2 Application – 2 marks for DEVELOPED explanation of ONE disadvantage of market segmentation.** **– 1 mark for LIMITED explanation of ONE disadvantage of market segmentation.** • Research and development and production costs likely to be high as several different product variations are marketed • Time spent in identifying/creating a niche market • Limited production possibility – few customers in every group • High marketing expense in attempts to meet each groups specific interests, beliefs, and preferences • Possible limited/misleading information on each segment • Promotional costs might be high – different adverts and promotions for each segment - marketing economies of scale not fully exploited • Extensive market research likely required to implement effective segmentation • Production and stock holding costs likely to be high for supplying differentiated products to segments	**3**

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Question	Answer	Marks
3(b)	• A target niche market could overlook customers who might be interested in the product **PUT 1 or 2 TICKS IN THE BODY OF THE SCRIPT.** Accept all valid responses.	

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Question	Answer	Marks
4	**Analyse <u>ONE</u> likely impact on a business if it operates over maximum capacity.** ***Note: no marks can be awarded if a relevant impact has not been identified*** **Indicative content** Responses may include: **Knowledge and understanding – 1 mark for identifying ONE impact.** • Capital equipment/machines overused • Excessive pressure on employees • Inability to meet market/customer demands • Ability to meet spikes in demand in short term • Ability to increase production levels/profits/efficiency • Increased production costs • Decrease in quality • Insufficient inventory • Less efficient output • Negative influence/positive influence on the business **Application – 2 marks for a DEVELOPED application of ONE impact.** **– 1 mark for LIMITED application of ONE impact.** • Non-stop production – not enough time to maintain/repair machines • Employees under stress – constantly at maximum capacity • Over-capacity likely means business unable to respond to meet new or unexpected demands • However, over-capacity, for example overtime, 24/7 operation will maximise production potential and satisfy demand	**5**

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Question	Answer	Marks
4	• Costs increase as business needs to incentivise extra production – dis-economies of scale • Quality may suffer with constant pressure to produce • More materials needed which may not arrive on time • Malfunctioning machinery/overworked employees **Analysis – 2 marks for DEVELOPED analysis of ONE impact** **– 1 mark for LIMITED analysis of ONE impact.** • Where productive capacity is at its limit – poor maintenance means regular breakdowns – orders delayed – reputation lost • Employees under pressure – stress – low morale – tired – mistakes made – high absenteeism – high labour turnover – difficult to recruit • Business is inflexible – capacity cannot be increased to meet new or unexpected orders – customers unhappy – effect on reputation • This allows the business to meet special orders or unexpected demand for a short time • Production may be rushed – lack of attention to detail – overtime/temporary staff – quality suffers • Production stops leading to dissatisfied customers • Lost revenue/increased costs affects profitability and risks liquidation Accept all valid responses.	

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Question	Answer	Marks
5(a)	**Analyse <u>two</u> reasons why a lack of accurate cost information may lead to business failure.** **Indicative content** Responses may include: **AO1 Knowledge and understanding – 1 mark for identifying ONE reason.** • Lack of clear business direction • Inability to make key business decisions • Lack of understanding of operating costs • Inability to determine an appropriate pricing strategy (**underpricing and overpricing can be counted as two separate reasons**) • Inability to obtain appropriate funding • Inability to understand the income and expenditure requirements of the business • Unable to meet legal accountancy requirements • Affects financial situation e.g. bankruptcy more likely **AO2 Application – 1 mark for application/explanation of ONE reason.** • Poor understanding of the key performance indicators for the business • Business lacks accurate information to plan the 'now' and predict the 'future' • Inability to understand critical costs e.g. production, supplies, employees • Unable to decide on appropriate prices for products/services	**8**

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Question	Answer	Marks
5(a)	• Unable to understand the type and cost of funding needs • Unable to control and monitor business income and expenditure • Inaccurate accounting documents produced • May spend money that the business hasn't actually got **AO3 Analysis – up to 2 marks for analysis of ONE reason – 2 marks for DEVELOPED analysis of ONE reason (L2 AN) or 1 mark for LIMITED analysis of ONE reason (L1 AN).** • Business may lose sight of business objectives and drift • Business makes non-rational decisions e.g. buys too many machines and recruits too few employees • Business fails to reduce supply costs – ceases to remain competitive • Over pricing of products threatens the viability of the business • Business uses long term funding when short term funding will do leading to unnecessary credit costs • Business unable to use accurate budgeting leading to insufficient control and monitoring of income and expenditure • The business could be fined for breaking the law regarding false accounting • The business will be unable to complete purchases and becomes illiquid Accept all valid responses.	

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Question	Answer	Marks
5(b)	**Evaluate the importance of using budgets for the success of a large road construction project.** **Indicative content** Responses may include: **AO1 Knowledge and understanding – 2 marks for DEVELOPED knowledge and understanding (L2 K) – 1 mark for LIMITED knowledge and understanding (L1 K)** • Budgets used to measure performance – control costs – monitor progress – establish priorities • Success – measured in terms of completion on time / within cost estimates / according to specification requirements • Construction projects – often large-scale – significant level of investment – high risk activities **AO2 Application/Context – 2 marks for DEVELOPED application/context (L2 APP) – 1 mark for LIMITED application/context (L1 APP)** • Purchase of cement/tarmac/hard core • Quality of road surface - how long before repairs are needed? • Need to build bridges/tunnels/remove houses/impact on environment - green fields/removal of farms • Interruptions such as severe weather conditions • Journey times/transport • Effect of construction on local community e.g. noise	**12**

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Question	Answer	Marks
5(b)	**AO3 Analysis – 2 marks for DEVELOPED analysis (L2 AN) – 1 mark for LIMITED analysis (L1 AN)** • Setting budgets allows a significant measure of control over a major investment project – a business budget operates as a financial action plan – shows the costs for each activity – provides information and support for management decisions throughout the project – shows the different between actual and budgeted expenditure – allowing monitoring and control • Budgets serve as road maps for project managers and stakeholders, informing decisions throughout the construction process – potentially offers tight cost control – provides an appropriate financial framework – identifies areas of overspending, suggests where and when corrective action is needed – helps manage cash flows • Budgets identify specific priorities required during a project and indicate the planning required to efficiently complete each phase • The discipline of planning, constructing and using budgets supports mechanisms to manage costs correctly, allocate resources efficiently – a project proceeds in accordance with agreed budget guidelines and timelines • Without these benefits of budgeting a large road construction project is unlikely to be successful. • A large road construction project is complex from planning to opening and requires an appropriate funding model and funding controls, it needs effective management and contingency planning – a budget will recognise and contribute to the effective support of these issues	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5(b)</td><td>

AO4 Evaluation – 6 marks for evaluation (EVAL)

<table>
<tr><td>DEVELOPED evaluation IN context:</td><td>Developed/Supported judgement in context</td><td>(L3 EVAL)</td><td>SIX marks</td></tr>
<tr><td>DEVELOPED evaluation IN context:</td><td>Developed/Reasonable evaluative comments in context</td><td>(L3 EVAL)</td><td>FIVE marks</td></tr>
<tr><td>DEVELOPED evaluation NOT in context:</td><td>Developed/Supported judgement without context</td><td>(L2 EVAL)</td><td>FOUR marks</td></tr>
<tr><td>DEVELOPED evaluation NOT in context:</td><td>Developed/Reasonable evaluative comments without context</td><td>(L2 EVAL)</td><td>THREE marks</td></tr>
<tr><td>LIMITED evaluation NOT in context:</td><td>Limited supported judgement</td><td>(L1 EVAL)</td><td>TWO marks</td></tr>
<tr><td>LIMITED evaluation NOT in context:</td><td>An attempt to balance the arguments/Weak attempt at evaluative comments</td><td>(L1 EVAL)</td><td>ONE mark</td></tr>
</table>

A judgment/conclusion is made as to the importance of using budgets for the success of a large road construction project. These judgements/conclusions may be made at any point in the essay, not only in a concluding section.

- What is meant by the ‘success’ of a large road construction project – is it completed as specified – is it within cost – on time?
- There may be other measures of success discussed – environmental effect of the project or efficiency of the construction process
- Success may be defined in economic terms, such as value for money – but social, environmental and political considerations may be considered to be significant
- Effective budgeting may be considered to be very important/critical to the success of a major construction project – a vital way of maintaining a measure of control
- Without budgets opportunity cost may be very high – can there be effective control of a major investment project without effective budgets?
- Is effective project management more important than budgets?

Accept all valid responses.

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Question	Answer	Marks
6(a)	**Analyse <u>two</u> advantages to a business of satisfying human needs at work.** **Indicative content** Responses may include: **AO1 Knowledge and understanding – 1 mark for identifying ONE advantage (K)** • Employees will be more motivated • May create an inspiring workplace/workforce • May improve employee and business performance • May strengthen employee loyalty to a business/low labour turnover • Improve the image/reputation of a business • Avoid pressure group criticism **AO2 Application – 1 mark for application of ONE advantage (APP)** • May satisfy fundamental, security, belonging, esteem, or self-actualisation needs within a business • Supportive, positive working culture created • Great incentive for worker productivity • Employees content to stay in a business • Alignment of business and employees' mission and purpose • Business working environment more attractive • Workers are treated correctly	**8**

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Question	Answer	Marks
6(a)	**AO3 Analysis – up to 2 marks for analysis of each advantage – 2 marks for DEVELOPED analysis of each advantage (L2 AN) – 1 mark for LIMITED analysis of each advantage (L1 AN)** • A business demonstrates its commitment to employees and this confidence and respect is rewarded by positive attitude of employees • A rich culture/working environment encourages good work and more engaged employees encourages clear purpose and trust • High productivity results as employees more motivated and satisfied – leads to higher profits • Employees more likely to stay in the business – more loyalty and continuity – less labour turnover • Better quality work as individual jobs become more meaningful, especially if higher order needs are satisfied • More and more skilled external employees attracted to the business – business reputation strengthens • Recognition and satisfaction of human needs at work feeds through into enhanced productivity and quality resulting in greater competitiveness • Improves the reputation and image of the business with customers Accept all valid responses.	

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Question	Answer	Marks
6(b)	**'The only way to stop industrial action in a public sector railway business is to remove trade union involvement in the workplace'. Evaluate this view.** **Indicative content** Responses may include: **AO1 Knowledge and understanding – 2 marks for DEVELOPED knowledge and understanding (L2 K) – 1 mark for LIMITED knowledge and understanding (L1 K)** • Public sector business – a business owned and operated by a government-owned and government financed business • Industrial action – disruption caused by employee strikes, stoppages, boycotts • Trade Unions are organisations that exist to protect and further the interests of their members **AO2 Application/Context – 2 marks for DEVELOPED application/context (L2 APP) – 1 mark for LIMITED application/context (L1 APP)** • What does a railway business do? – operate trains, provide rail tracks, signalling equipment, transport links, fares policy, safety concerns • Railway jobs – e.g. train drivers, signal operators, station masters • Railway companies or trade unions – e.g. TFL, ASLEF	**12**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>6(b)</td><td>

AO3 Analysis – 2 marks for DEVELOPED analysis (L2 AN) – 1 mark for LIMITED analysis (L1 AN)

- Disruption may be caused by militant employees seeking higher wages and/or better working conditions – strikes – go-slow – stoppages – work-to-rule – refusing to work on certain days if demands are not met
- Trade Unions may encourage and organise disruption in an effort to improve members' conditions if collective bargaining process breaks down
- Trade Union representatives may organise and publicise the strikes and stoppages and finance publicity and communication and ensure maximum impact of the disruption
- The railway business managers may lack the expertise of the private sector and/or the level of financial accountability required to run a railway business, resulting in poor quality service, financial loss and low employee morale
- Disruption may occur in a railway business due to factors such as skill shortages, poor weather, and low investment (such as poor signalling equipment)
- Alternative/addition to trade union representation is effective communication/consultation/co-operation between managers and employees

AO4 Evaluation – 6 marks for evaluation (EVAL)

DEVELOPED evaluation IN context:	**Developed/Supported judgement in context**	**(L3 EVAL)**	**SIX marks**
DEVELOPED evaluation IN context:	**Developed/Reasonable evaluative comments in context**	**(L3 EVAL)**	**FIVE marks**
DEVELOPED evaluation NOT in context:	**Developed/Supported judgement without context**	**(L2 EVAL)**	**FOUR marks**
DEVELOPED evaluation NOT in context:	**Developed/Reasonable evaluative comments without context**	**(L2 EVAL)**	**THREE marks**
LIMITED evaluation NOT in context:	**Limited supported judgement**	**(L1 EVAL)**	**TWO marks**
LIMITED evaluation NOT in context:	**An attempt to balance the arguments/Weak attempt at evaluative comments**	**(L1 EVAL)**	**ONE mark**

</td><td></td></tr>
</table>

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Question	Answer	Marks
6(b)	*A judgment/conclusion is made as to the view that the only way to stop disruption in a public sector railway business is to remove trade union involvement in the workplace.* *These judgements/conclusions may be made at any point in the essay, not only in a concluding section.* • Is it the only way to eliminate disruption? – government legislation could be introduced to restrict the ability of trade unions to disrupt • Trade unions may or may not be strong or militant and so may not play a big role in causing disruption • Poor management of a railway business may be more responsible for disruption than Trade unions • This assertion potentially ignores the positive role of Trade unions – working in partnership with employers in collective bargaining and contributing to better workplace environments • Do you remove out all the potentially positive roles of Trade unions? – is it an extreme proposal? – do trade unions contribute positively to working environments that protect the rights of works? Accept all valid responses.	

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Mark Grids for Section B

Used for Q5(a) and Q6(a)

Level	AO1 Knowledge and understanding 2 marks	AO2 Application 2 marks	AO3 Analysis 4 marks
2			**3–4 marks** **Developed analysis** • Developed analysis that identifies connections between causes, impacts and/or consequences of **two** points. • Developed analysis that identifies connections between causes, impacts and/or consequences of **one** point.
1	**1–2 marks** • Knowledge of **two** relevant points is used to answer the question. • Knowledge of **one** relevant point is used to answer the question.	**1–2 marks** • Application of **two** relevant points to a business context. • Application of **one** relevant point to a business context.	**1–2 marks** **Limited analysis** • Limited analysis that identifies connections between causes, impacts and/or consequences of **two** points. • Limited analysis that identifies connections between causes, impacts and/or consequences of **one** point.
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.

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Mark Grids for Section B

Used for Q5(b) and Q6(b)

Level	AO1 Knowledge and understanding 2 marks	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 6 marks
3				**5–6 marks** **Developed evaluation in context** • A developed judgement/conclusion is made in the business context. • Developed evaluative comments which balance some key arguments in the business context.
2	**2 marks** **Developed knowledge** of relevant key term(s) and/or factor(s) is used to answer the question.	**2 marks** **Developed application** of relevant point(s) to the business context.	**2 marks** **Developed analysis** that identifies connections between causes, impacts and/or consequences.	**3–4 marks** **Developed evaluation** • A developed judgement/conclusion is made. • Developed evaluative comments which balance some key arguments.
1	**1 mark** **Limited knowledge** of relevant key term(s) and/or factor(s) is used to answer the question.	**1 mark** **Limited application** of relevant point(s) to the business context.	**1 mark** **Limited analysis** that identifies connections between causes, impacts and/or consequences.	**1–2 marks** **Limited evaluation** • A judgement/conclusion is made with limited supporting comment/evidence. • An attempt is made to balance the arguments.
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.

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