

Examiners' report

A LEVEL

BUSINESS

OCR Level 3 Advanced GCE in Business

H431

For first teaching in 2015

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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Paper 3 series overview

Candidates reacted well with the context of PureGym and the vast majority could easily access the knowledge required for most of the longer questions. Questions 4 and 8 had a large amount of knowledge that could be used. This did cause some issues for candidates who were unable to be selective and tried to tell the examiner everything they knew.

In contrast, Question 6 was less successfully answered as some candidates did not know what capacity management involved. Likewise Question 5 (b) required a good understanding of the difference between recruitment and selection methods, which some candidates struggled to understand.

The standard of analysis was good and has improved from previous years. The standard of evaluation was similar to previous years, although fewer candidates were able to access the top evaluation marks for a justified evaluation. In many cases this was due to attempting to cover too many analytical points and not having enough time left to show excellent evaluation.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- developed their analysis beyond a simple impact, effect or consequence. Chains of analysis are more effective and show a better understanding of this skill - could differentiate between similar terms, such as selection and recruitment and monopoly and monopolistic competition - set out their working, stage by stage for the calculation questions. Not doing so is a risk that is not worth taking - were selective over which points to focus on in Questions 4 and 8. Not every external cause of change or element of the marketing mix needs to be covered.	- spent too long analysing too many points. Generally, two different points analysed well are enough to pick up all the AO3 analysis marks. More points are unlikely to add to the mark but will reduce the time available for AO4 evaluation - did not have a good enough understanding of the key terms necessary to provide an accurate answer to Questions 3, 5 (a) and 6 - did not thoroughly read the question. For example, in Question 8, the evaluation needed to be about the importance of product, not another element of the marketing mix, unless it was directly related to product - left all their evaluation until the end of their response to Questions 4 and 8. As 40% of the marks, it is not unreasonable that 40% of the answer should be evaluative material.

Question 1

1 State **two** ways to measure the size of a business.

1

2

[2]

Most candidates were able to state at least one way to measure the size of a business. The most common correct answer was by number of employees.

Question 2

2 Refer to **Extract B**.

One industry estimate is that there will be 8500 gyms and fitness centres in the UK by 2028.

Calculate PureGym's potential UK market share in 2028 based on this prediction.

Answer = % [2]

This question required candidates to find PureGym's prediction for the number of gyms in 2028 (Extract B) and use this to calculate the potential market share.

Most candidates were able to identify this figure and knew that the two numbers needed to be used in a formula. The most common error, was to invert the formula, calculating $8500/900$, instead of $900/8500$. Candidates who made this error could have gained a mark for an attempt with one error, however, most did not show any knowledge of the formula, because they did not include the mechanism to make the answer into a percentage (multiply by 100).

An inverted formula would have given an answer of 944%, and candidates who made this error often stopped a stage too early and gave an answer of 9.44%, which probably looked a more reasonable answer. These candidates therefore achieved no marks.

Any calculation question should be treated as a set of steps to find the correct answer. In most cases this should start with the formula to gain the first mark. The danger, if this is not done, is that the candidate risks an 'all or nothing' response and they will only get the marks if they find the correct answer.

Another common error was for the rounding of the correct answer not be mathematically correct. The correct calculation gave an answer of 10.6 (when rounded to one decimal place). Any correct rounding (even an answer of 11, which is correct to 0 decimal places) was rewarded as being correct. However, a significant number of candidates gave an answer of 10.5, ignoring the basic mathematical rules.

Quantitative skills are an important part of A Level Business, not just because it is part of the specification, but because accuracy is needed for business decision making. Having incorrect results, can lead to poor decision making and this is the skill being examined here. Candidates must take care to apply their quantitative skills correctly and this should be applied to all areas of the specification, not just accounting and finance.

Question 3

3 An analyst recently described the gym market as monopolistically competitive.

Explain **two** features of the UK gym market which would suggest this statement is true.

- 1
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-
-
- 2
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-
-

[4]

Candidates found this question difficult. Many assumed monopolistic competition was a type of monopoly and answers about the characteristics of a monopoly, such as majority market share and the ability to be a price leader were common.

Where candidates were able to identify a feature of monopolistic competition, it was rare to also find applied context of the UK gym market.

Any question which makes specific reference to a specific industry, business or stakeholder, must have an applied answer. For example, in Question 1, there is no need for this answer to be applied to any business or stakeholder as the question is general – it asks for ways to measure the size of a business (any business). Whereas, this question specifically asks about the UK gym market, so specific context about the UK gym industry needed to be used to gain all the marks.

For example, the most common correct answer was that firms in the UK gym market sell similar, but slightly different products. Candidates who applied this answer often used the fact that some UK gyms have saunas and swimming pools (Extract A). Another common correct answer was that a monopolistically competitive market has many sellers. This was easily evidenced by the 8500 gyms expected to be in the UK gym market by 2028 – a figure that most candidates had used to answer Question 2.

Misconception



Application (AO2) is an essential skill in A Level Business. Any question that refers to a specific industry, business or stakeholder must have an applied answer. However, application is more than just using a name of an industry, business or stakeholder. For example, stating that the 'UK gym market has many gyms' is not an applied answer.

Application requires a piece of evidence or context that is unique to the industry, business or stakeholder. This is why so much evidence is given in the resource booklet and the question paper.

Not every answer can be easily applied. For example, a feature of monopolistic competition is that there are low barriers to exit. However, no barriers to exit are specifically mentioned in the resource booklet, so candidates would find it very difficult to apply this answer.

Candidates should be encouraged to give answers which can be easily applied – not the first answers they might think of, having memorised a list from a textbook. This is the skill of application.

Question 4*

4* Evaluate likely external causes of change facing PureGym.

[20]

Most candidates could identify one or more external causes of change. These are causes of change, which may affect the business, but which it has not control over.

Candidates often referred to a way of remembering these (for example PEST, PESTLE, SLEEP), which can work well. However, this can also lead to a candidate attempting to analyse and evaluate too many points.

In a 20-mark question, only two chains of developed analysis are required to gain all the AO3 marks. Since this question asks for causes (plural), the minimum requirement is only to analyse two external causes of change. Where candidate attempted to do more, it often led to superficial (basic) analysis because the candidate was keen to cover all the possible causes.

The ability to be selective is an essential skill for candidates and an analysis of two potential causes with evaluation of the likelihood of each was enough for most of the marks. A final step was then to make a judgement between the most likely or impactful cause of change, from the two that had been chosen. This format usually led to the best answers and gave candidates enough time to develop their analysis and give a justified evaluation of the causes. The more causes are covered, the more difficult it becomes for a candidate to give a justified evaluation.

Assessment for learning



When completing a class or homework task, students are often expected to give comprehensive answers which cover all the points that have been taught. This is a useful type of assessment but can ignore the importance of selectivity. In an exam, a candidate is restricted by the time allowed and, as such, they must focus on the most important/likely/impactful points for that specific industry, business or stakeholder.

A candidate might spend a significant amount of time answering a question for class or homework, but in an exam, a 20-mark question needs to be answered in around 30 minutes. For most candidates, this means an answer of perhaps 2-3 pages. To be able to develop chains of analysis and justify the evaluation, it is rare that every point could or should be covered.

Timed assessment tasks are a good way to practice the skill of selectivity and credit should be given to students who are able to focus their answers in this way.

The most common answer to this question was the lockdowns from the Covid pandemic. This cohort of candidates clearly remember the restrictions that this placed on businesses like PureGym and there were some excellent answers which were well applied to PureGym.

Very few candidates attempted to answer this question without clear application specifically to PureGym and it was common for candidates to provide more application than was necessary. Occasionally, this led to too much time being spent on explaining the context and not analysing and evaluating the cause of change.

The most successful structure for a good answer was where the candidate selected the two most likely external causes of change. Each was analysed, in terms of the likely impact on PureGym and the analysis was developed, showing the full effect on the business. Each cause was also evaluated as to the extent of the impact of the cause of change and/or the likelihood of that cause impacting PureGym.

Once both causes have been analysed and evaluated, an overall, justified judgement can be given. Often this was making a judgement over the most likely or the cause with the greatest potential impact on PureGym. This type of evaluation is usually best placed at the end of an answer, so that each cause has already been analysed and evaluated.

By using an approach such as this, the candidate gives themselves three opportunities to evaluate – once after each cause has been analysed and again at the end of the response. Since 40% (8 out of 20) of the marks available for this question are for evaluation (AO4), it is difficult for a candidate to do a thorough evaluation of all the points at the end of the response. Mid-response evaluation helps candidates to provide enough depth and breadth to provide a justified evaluation.

Misconception



Many candidates only attempt evaluation at the end of their response. This can lead to a good answer and gain all the AO4 marks, however, it can also lead to rushed and superficial evaluation.

Candidates should create and take advantage of any opportunity in their response to show evaluation skills. A simple paragraph at the end of a response is highly unlikely to provide enough evaluation to gain 40% of the available marks.

Exemplar 1

One likely external cause of change that PureGym faces is the ever increasing movement of fitness into digital fitness, after the Covid-19 lockdowns. This may cause PureGym to have to change their future objectives from expanding the number of gyms they open to building a stronger digital product range for the 50% increase in fitness related apps. This could be a disadvantage to PureGym as it may require significant costs into ~~R&D~~ Research and Development of online fitness products, compared to little R&D costs required for opening 400 more locations, which they are already experienced in. This may in turn lead to a period of profit decline as they spend in order to keep up with the changing customer habits. However, this could also be seen as a benefit in the long term as the costs associated with running an online fitness app or other online fitness products will be far lower than the operational costs required to run new gyms across the world. Therefore this could appeal more to the 36% of the population who say they do not have time to visit the gym, which could result in turnover increases as well as profit increases. This importantly would defend on customers choosing to use PureGym's online fitness apps, over other established competitors.

The exemplar above shows a well-structured point about one external cause of change facing PureGym. Within this exemplar the candidate has clearly identified an external cause of change – the social change of using digital fitness brought on by the pandemic, which was the most common answer.

There are three pieces of context used within this one paragraph (50% increase in fitness apps, 400 more locations and 36% of the population who do not have time to visit the gym). This is clearly a well applied point and is not generic – it is specific to PureGym.

There are two clear chains of analysis. The first is that building a digital app might increase PureGyms costs (require significant costs) for research and development, compared to them building 400 more gyms which is based on their current business model. This point is then developed by stating that this may lead to a period of profit decline for PureGym. This is a developed piece of analysis and shows that the candidate has thought about the impact on the business and how this impact will follow through to the end effect on the business's profits.

There is a second chain of developed analysis that begins straight afterwards – the other side of the analysis, that PureGym might gain a benefit from this because the operational costs of running an app are likely to be lower than the operational costs of a new gym. This could lead to a greater profit.

Two-sided analysis is an excellent way to show AO3 skills, and this is a very good example of a candidate who does this quickly, efficiently and in context.

The paragraph finishes with a piece of simple evaluation that the importance of this would depend on whether customers choose PureGym's fitness app over the competitors.

Question 5 (a)

5

- (a) Analyse **one** method of non-monetary motivation PureGym could use for its personal trainers to ensure the efficient operation of its gyms.

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..... [6]

The key to answering this question was a good understanding of 'non-monetary'. The most common incorrect answer was 'free' gym membership. Since this is a 'free' benefit for a personal trainer, it is a monetary method of motivation.

There is a wealth of non-monetary answers that could have been used, including job rotation, enrichment and enlargement. The most common correct answer was to use an 'employee of the month' award as a form of recognition.

However, even when a candidate gave a correct non-monetary method of motivation, many did not apply their answer to PureGym. This is necessary to gain any analysis marks for this question as the maximum mark for a correct non-contextual answer is 1 mark.

Exemplar 2

PureGym could use appraisal methods such a 360° appraisal to ensure efficient operation. Appraisal could initially improve the personal trainer's motivation and morale because the appraisal they take part of which they talk through how they are getting on, what they wish to achieve in the shorter/ longer term, the benefits of what they do etc with a manager or someone higher up. ~~It~~ could be taken as a good in depth self-assessment of their job and what they do to help others. This can then motivate them to do much better, or increase the quality of the training they're giving for example which would then impact on the efficient operation of Pure Gyms as they'll be able to keep customer retention as high as possible if customer satisfaction is as high as possible. This means PureGym will have the customer base it needs to operate at full capacity as efficiently as possible with theory 4 workers [6]

This response is a good example of a 1 mark answer. Appraisal is not a form of motivation, but the candidate does correctly identify recognition (talk through how they are getting on). There is some good analysis of how this might lead to more efficient operation of the gyms, but there is no application to the specific context of PureGym, so AO3 marks cannot be given. Using names such as 'gyms', 'trainers' and 'PureGym' is not enough to show application.

If the candidate has applied their point, then this answer would have been closer to full marks. This could have been reference to a task that a trainer does, mentioned in the resource booklet. Alternatively, any specific criteria that would be applicable to PureGym, such as clients reaching their health or fitness goals. There are many ways in which this answer could have been applied, but as it was not it has to remain at 1 mark.

Question 5 (b)

(b) Analyse **two** methods of recruitment that PureGym could use to recruit personal trainers.

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..... [6]

The most common error made by candidates in this question, was a confusion between recruitment and selection. These two terms have different points of knowledge in the specification and methods of selection were not given as knowledge for this question.

The most common correct answer was using a job advertisement.

Using employment agencies and websites, such as LinkedIn and Indeed, was also a common answer but candidates did not always explain and analyse this as a method of recruitment, as opposed to selection. For example, an employment agency can be used to recruit a wide range of potential employees, but they are also used as a selection method, sometimes to do pre-interviews or run assessment centres. Candidates who correctly identified this as a method of recruitment sometimes did not gain any further marks as the subsequent analysis was not about recruitment.

The most common incorrect answer was an interview, which is clearly a method of selection, not recruitment.

As with any question that references PureGym, the answer had to be specifically applied to the business to validate any analysis.

Question 6

6 Discuss how PureGym could improve its capacity management.

[10]

Responses to this question were usually applied very well to the context of PureGym. The most common pieces of context surrounded the busiest/peak times for PureGym, found in Extract E. This evidence was well-used and gave an excellent starting point for how PureGym could improve its capacity management.

A few candidates chose not to attempt this question. As the context was relatively straightforward, the assumption is that the term 'capacity management' was probably not well-understood by all candidates. The term 'capacity' does not appear in the resource booklet, so candidates needed to be able to use their knowledge of business terminology and concepts to be able to access any marks. In this respect, this proved to be one of the more difficult questions on this examination.

However, for candidates who were able to respond correctly to this question, the context provided some clear signposts as to appropriate ways in which PureGym could improve.

The most common answers used the peak times, days and months, to look at how business operations could adapt based on this information. For example, Sunday is PureGyms quietest day, so selling discounted memberships that only allowed access on non-peak days was a sensible and well analysed solution.

Some candidates referred to the comprehensive amount of training equipment (over 200 pieces in most gyms) and suggested that it was unlikely that all equipment was equally well-used. A potential solution of reducing the less used training equipment and replacing it with more well-used machines might reduce queues and waiting times, was another well-argued solution for many candidates.

There was no set answer being required for this question – candidates could be creative with their solutions and any contextually relevant way of improving capacity management could be rewarded and it was rewarding to read some of the very interesting and unique solutions suggested by candidates.

This type of open question, where candidates can flex their creative skills is one of the joys of A Level Business and helps the qualification to prepare candidates for the real world of business and entrepreneurship.

Assessment for learning



Some questions do have a 'right' answer. However, longer, evaluative questions in A Level Business do not. This is true of the real world of Business as well where the skill to be creative is highly prized.

Answer books and mark schemes give typical answers, but when preparing candidates for their A Level, there should be opportunities for candidates to come up with something that the teacher probably will not have thought of.

Many questions in the mark scheme have 'ARA' at the end. This means 'all reasonable answers' and allows for the rewarding of correct answers beyond what is listed in the mark scheme.

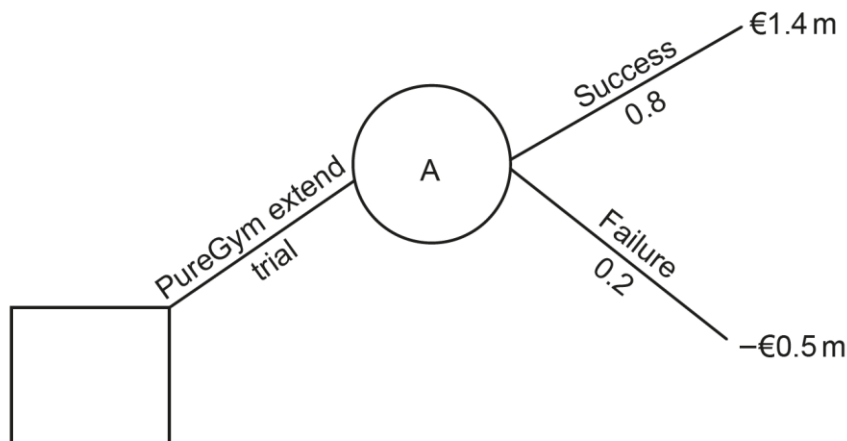
Teachers must give their students opportunities to be creative and go beyond the usual answers and to reward this at the highest Level – assuming it is a reasonable answer/solution. This is what makes Business such a fascinating subject to teach and examine.

Question 7 (a)

- 7 GymMaschine (GM) is an organisation based in Switzerland which manufactures gym equipment. GM has approached PureGym as a potential customer for its equipment.

GM is considering offering PureGym a trial of its equipment in one gym. Based on whether that trial is successful, GM will decide whether to extend the trial to more gyms.

Based on supplying to another gym chain, GM has used a decision tree. A section of that decision tree is shown below.



- (a) Calculate the value for A.

[3]

Some candidates had little idea of how to answer this question, which is most likely due to a lack of understanding. Decision trees can be one of the trickier quantitative techniques, but with the use of a calculator, most candidates should be able to tackle this question.

The most common error was that candidates did not know how to use the probability figures in combination with the expected outcomes. This often led to candidates simply adding the two numbers together (i.e. $1.4\text{m} + -0.5\text{m} = 0.9\text{m}$).

Another common error was that candidates did not know how to do the final step of the technique – simply to add the two calculated numbers together to give the correct answer of 1.02m .

There were also many examples of candidates who did not use their calculator properly for the final stage and gave an answer of 1.11m (subtracting 0.01m , instead of 0.1m).

Very few candidates made any errors with the units although a large number did translate the figures into the full numbers (i.e. $1,120,000$ instead of 1.12m). There is no issue with this approach, but there is a risk that a mistake is made with the units. It is usually better to use the units as displayed in the question paper.

Question 7 (b)

(b) Explain **two** reasons why the information shown on the decision tree **may not** be useful to GM.

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2

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[4]

This question required an understanding of the theory of using decision trees and the ability to apply this to the specific context of PureGym and/or the decision tree in the stem of Question 7.

By far the easiest way to apply the context of the decision tree is to use the figures contained within it. However, relatively few candidates attempted to do this. This may have been due to a lack of confidence in using decision trees, or a lack of understanding of the need to apply specific knowledge to this type of question.

For example, one of the most common correct answers stated that decision trees only use predicted figures, which may make them inaccurate for decision making. This could have been very simply exemplified by a reference to the probability of success and/or failure.

Assessment for learning



The best context is almost always using numbers. This is no different from most walks of life where carefully used figures can make an argument stronger. If a business states that 'most consumers prefer its product' then this is OK – but if they can state that '95% of consumers prefer its product', this is usually seen as better evidence and excellent application.

The same is true in A Level Business. There are almost always numbers that can be used by candidates in an examination resource booklet, and yet many candidates ignore them.

This is not necessarily about formulae or calculations, it can be as simple as being confident in knowing what a number is telling the reader.

Using numbers when teaching areas of the specification that are traditionally not based on numbers (for example when teaching enterprise) can build up student's understanding and confidence and this can pay dividends in the examinations.

Question 7 (c)

- (c) GM is considering investing in a new piece of manufacturing equipment to improve its productive efficiency and output of exercise bikes. The equipment it is considering costs €43 000. The table shows investment appraisal data.

Year	Net return (€)	Discount rate 5%	Present value (€)
0	(43 000)	1.0	(43 000)
1	11 000	0.952	
2	16 000	0.907	14 512
3	19 000	0.864	16 416
4	24 000	0.823	19 752

By completing the present value for **Year 1**, calculate the net present value (NPV) for this investment.

Answer = € [3]

Net present value is probably the more complicated investment appraisal technique. However, most candidates made a reasonable effort to calculate this figure. Very few candidates left out this question, which was encouraging to see.

The gap left for Year 1 in the table gave a clear hint as to what was required as the first step in this calculation and most candidates were able to calculate this figure. Many candidates wrote their answer in the gap, which was fine, but candidates should be encouraged to set out each stage of their work in the answer space as well.

Where errors were made, they often came from candidates taking the present value and then attempting to divide it by the four years, as opposed to subtracting the cost. This suggests some confusion between Net Present Value (NPV) and Average Rate of Return (ARR), despite the majority getting the first calculation correct.

Some candidates calculated the correct NPV but then divided their answer by four years. The answer provided on the answer line was therefore incorrect, so full marks could not be given. However, if the candidate had clearly shown each stage of their calculation, some marks could still be given. This shows the importance of candidates clearly showing their working, stage by stage.

Question 8*

8* Discuss the extent to which 'product' is the most important element of the marketing mix for PureGym.

[20]

The marketing mix is always a popular question, and some candidates take the opportunity to tell the examiner everything they know about the four and seven Ps. Unfortunately, this was also one of the biggest issues with some answers to this question.

As with Question 4, the temptation here was to attempt to do too much, where less usually gave candidates a better chance to develop better analysis and evaluation.

Those candidates who attempted to cover every element of the marketing mix (especially those who covered every element of the extended marketing mix for a service) often ran out of time to do a justified evaluation and often their analysis also lacked depth.

Product, as an element of the marketing mix, had to be covered and no marks could be given without some knowledge of product. Fortunately, very few candidates ignored this element.

There is a wealth of evidence and context in the resource booklet about PureGym's product, and it was common that candidates gained all the AO2 application marks within the first few paragraphs of their answer. This also meant that a great deal of time was wasted repeating more context that was not adding to the candidates answer.

Selectivity over, not just the elements of the marketing mix, but also the context was vital. Some candidates attempted to put far too much context into their answer (in contrast to their answers to some earlier questions) and it was not unusual to have paragraphs of repeated or described context. The time spent writing this would have been far better used to develop their analytical points which, in many cases were often too brief and rushed.

The most common other element of the marketing mix used by candidates was price. Again, there was a great deal of data in the resource booklet about PureGym's prices and how consumers feel about pricing in the industry. By focussing too much on the context, candidates often ignored or were too brief about using their knowledge of elasticity and pricing methods, which would have improved their analysis and evaluation.

All seven of the extended marketing mix could be evidenced from material in the resource booklet and this was perhaps why so many candidates attempted to cover them all. However, those candidates who just focused on product and one other element of the marketing mix, or extended marketing mix, had more time to develop effective chains of analysis.

Exemplar 3

However, it could be argued that promotion is more important as it is how Pure Gym gain customers. By Pure Gym promoting the reasons for going to the gym such as losing weight, getting more toned, or having more variety in workouts, they will incentives people to start going to the gym as they see the benefits of it. This will be effective increasing awareness of the benefits of going to the gym as well as ~~increase~~

increase the knowledge of support available for new/existing gym goers.

Overall, I think it's evident that ~~price~~ ^{product} isn't the most important factor. This is due to each aspect of the marketing mix playing such a pivotal roll in increasing success for Pure Gym. This is apparent from low prices increasing sales, as it increases target market, product helping retain customers as high quality product ~~retains customers~~ ^{increases satisfaction}, promotion also aiding in increasing brand awareness and increasing customer numbers ~~while~~ and place making it accessible. ~~Why~~ However, it depends on how well they're all implemented as in order to be most effective they need to be equally distributed and used. Most importantly is ~~the~~ the way the product, place, price and promotion is tailored for each country Pure Gym use it. This is because those factors will be different in somewhere like the UK and in places like North Africa.

Evaluation makes up 40% of the marks for a 20-mark question. Exemplar 3 above shows some of the evaluation that made up this answer. Candidates often do not understand the difference between analysis and evaluation.

Analysis (AO3) is about impacts, effects and consequences. In terms of this question, this would be about the elements of the marketing mix, in particular product as part of the marketing mix. For example, this might be analysis of how PureGym can use its product (made up of the equipment it has, the service provided and the facilities available for members) to increase its customer base.

Analysis can also be about how the negative aspects of an element of the marketing mix. For example, that as a budget gym PureGym might face a loss of customer memberships, sales revenue and profit if it increases its price.

However, evaluation (AO4) is a different skill. At the heart of evaluation is the ability to give an answer to the question – in this case the extent to which product is the most important element of the marketing mix for PureGym.

At the bottom end of evaluation, would be a simple judgement that it is very important, or not important at all. On its own, this would not garner any marks as there must be some element of why this is the case. This is different from analysis of the effect of product on the business. For example, a simple judgement that product is very important for PureGym might be argued as being the case because the gym industry is so competitive, with 8000 gyms expected in the UK by 2028. This gives a reason as to why the candidate come to that judgement. The reason is different from the previous analysis, but it may reference it.

The next step up in evaluation is to give an evaluative comment about the extent of the importance. It would be highly unlikely that a candidate is ever asked a question which has a totally unarguable answer. This would not be fair and would not allow the candidate to develop their evaluation. Therefore, there is always scope to argue that product is not always the most important element of the marketing mix – the extent is likely to depend on other factors – perhaps the time of year, for example in February when demand is at its peak as customers want to shed weight after Christmas. This might mean that the product is far less important than the promotion as new customers need to be enticed into the gym in the first place.

The top Level of evaluation, shown above, goes to the final stage and gives a justified evaluation, based on the evaluative comments that have already been made. For example, if a candidate has evaluated and judged the extent to which product is the most important element and evaluated and judged the extent to which price is the most important element of the marketing mix for PureGym. The final stage is to evaluate and judge which of those two elements is more or most important.

The examiner is not looking for a 'right' answer to this. Each candidate can come up with their own answer and it will be based on the elements they chose to analyse and evaluate in the body of their answer. In the exemplar conclusion above, the candidate decides that product is not the most important element. This is justified by reference to their previous evaluative comments and, most importantly, the context of PureGym.

Evaluative questions are not asked in a vacuum – they are asked about real businesses and candidates are expected to give a realistic and contextually relevant answer. The examiner does not have to agree with the judgement made – they may fundamentally disagree. However, if the evaluation is valid and in context, it can be rewarded at the top Level of AO4.

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We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

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If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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