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OCR
Oxford Cambridge and RSA

Examiners' report

GCSE

BUSINESS

OCR Level 1/Level 2 GCSE (9-1) in Business

J204

For first teaching in 2017

J204/01 Summer 2025 series

Version 1

Contents

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.

Paper 1 series overview

Teachers appear to have used OCR resources (including the practice paper and previous live papers available online from Teach Cambridge) to good effect. Examiners saw a marked improvement in the way candidates tackled both high tariff questions on the paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• demonstrated a breadth of knowledge across the topics on the specification (especially in Section A) • applied their answers in Section B to the contexts given in Texts 1 – 3 • suggested impacts on the business, when answering analysis questions • gave comparative, contextual, reasons to support recommendations • used the graphical data given in Text 3 when answering Question 18 (d).	• left one or more multiple choice questions entirely blank or attempted to change an answer by writing one letter on top of another letter, making the selection unclear • gave generic answers to questions in Section B, rather than applied answers • made a recommendation when required by the question but gave limited or no reason to support that recommendation • made no use of the data given in Text 3 when answering Question 18 (d).

Section A gives candidates time to settle into the examination. This section of the paper was generally well answered by most candidates. However, some candidates did not gain marks by leaving one or more multiple choice questions (MCQ) blank. This is poor examination technique. Candidates should be encouraged to indicate a response to all 15 questions. A minority of candidates also did not gain marks because the letter written in the box was unclear. Candidates should be discouraged from trying to alter an answer by writing over it – say by trying to change a B to a D, or vice versa. In such cases it is impossible for the examiner to know which letter was the last to be written. If a candidate wishes to change their response, they should fully cross out their original answer and replace it with their new selection, and if necessary, this should be written to the side of the box provided.

OCR support

Centres are advised to give candidates plenty of practice at answering multiple choice questions throughout their programme of study. OCR has produced lots of practice multiple choice questions for centres to use. These can be accessed on Teach Cambridge J204 section under Teaching, Progress Checking, Check in tests.

The resource organises the practice multiple choice questions by topic, so that it can be used appropriately throughout the programme of study.

For Section B it is important to remind candidates that questions which include the name of the business require applied answers (rather than generic answers) to gain full marks. However, AO2 'Application of knowledge and understanding' refers to the use of context, and not simply the mentioning of context. A name drop of the business, relevant personnel or the product/service the business offers is insufficient for the award of application. The candidate must use the context to help answer the question, i.e. the contextual reference must add something cognitive to the response which demonstrates further understanding by the candidate of the topic in question. This is an important issue because, as per the specification, 32% of marks on this paper are reserved for application of knowledge and understanding.

Each of Questions 16 to 18 contain at least one AO3a 'analyse' question and at least one AO3b 'evaluate'/ 'recommend' question. To increase candidate accessibility to marks, these skills are independently assessed and so, for example, a candidate may gain full marks for evaluation without any analysis (or vice versa). It is, therefore, important that candidates are clear as to the difference between the two skills, because to achieve maximum marks they will need to fully demonstrate both skills i.e. analysis and evaluation.

On this paper analysis means developing an initial point, by means of a chain of argument, to reach a consequence or impact on the business. The maximum tariff for analysis on any question on this qualification is two marks. Therefore, even on the highest tariff questions only two analytical points are needed to achieve the maximum marks awardable for this skill. It should be noted, however, that the skill of analysis is tested many times on the paper including questions using the command word 'analyse' and questions using the command word 'evaluate'.

Each time the skill of evaluation is rewarded on this qualification, it has a tariff of three marks. Candidates should be encouraged to reach decisions and give reasoned justification to support their argument using contextual information. While a valid justification that applies to most businesses would achieve two of the available three evaluation marks, an answer which argues using the circumstances of the business in the text would be deemed stronger and would be awarded the full three marks available.

The nine-mark question on this paper (Question 18 (d)) also includes the testing of candidate ability to interpret and use numerical data. On Question 18 (d), the two application marks are reserved for the demonstration of numerical skill. For an award of nine out of nine, candidates are required to show that they have used the numerical data given in Text 3. This series examiners saw an increase in the proportion of candidates who calculated data from the graph and used it as part of their response. Those who did not include numerical data were still able to achieve seven of the available nine marks.

The range of questions presented on this year's examination paper gave candidates of all abilities the opportunity to demonstrate their grasp of the core constructs of business. Many of the scripts showed that the candidate had, at least, attempted to answer all the questions set, with a consequent very low question omit rate across the paper (except for Question 17 (d) (i) and (ii)). The questions addressed a wide range of topics taken from the specification and were a true test of a candidate's ability to apply their knowledge and understanding to how businesses operate. Questions 16 (c), 17 (c) and 18 (c) (i) gave high ability candidates the opportunity to demonstrate the depth of their understanding and analytical skill. In addition, the higher tariff seven- and nine-mark questions tested candidates' ability to evaluate, with an increased proportion of candidates scoring full marks.

Section A overview

The majority of multiple choice questions were well answered. Only three questions appeared to cause difficulty (Questions 3, 8 and 10).

Question 3

3 Two bakeries have different objectives.

What is a likely reason for this?

A Both bakeries use market segmentation

B It is illegal for food producers to set identical objectives

C One bakery makes bread and the other makes cakes

D The same entrepreneur owns both bakeries

Your answer ☐ **[1]**

The correct answer (C) was selected by only half of candidates. Incorrect answers were relatively evenly split across the other three options. This appears to indicate a lack of understanding of reasons businesses have different objectives.

Assessment for learning

Centres are advised not to overlook the third bullet point of Topic 1.4 on the specification i.e. different businesses may have different objectives.

Question 8

8 A fancy dress shop operates as a partnership. Its four partners have produced a business plan outlining their aim to grow the business.

The business plan will be useful to the partners because it will:

A help identify new costume suppliers and suitable markets

B help raise finance by persuading new investors to buy shares

C include an estimate of the dividends payable to shareholders

D include photographs of all their current fancy dress costumes

Your answer ☐ **[1]**

The correct answer (A) was selected by just under half of candidates. Incorrect answers were mainly split between answers B and C despite the word 'partnership' or 'partners' being emphasised three times in the question wording. Since a business partnership does not have shareholders or issue shares, answers B and C could not be correct for this fancy dress shop which operates as a partnership.

Question 10

10 SP Engineering plc makes gearboxes for tractors. Market data for tractor gearboxes are shown in the table.

Year	UK sales of tractor gearboxes by SP Engineering plc (million)	Total UK market for tractor gearboxes (million)
2021	1.5	5
2022	1.6	6
2023	1.8	8
2024	2.1	10

The data shows that SP Engineering plc is:

A earning more profit year on year

B experiencing external growth

C losing market share

D operating in a declining market

Your answer [ ] **[1]**

This question was testing topic 2.4 of the specification, bullet point four 'interpretation of market data'. The correct answer, (C) losing market share, was selected by only a quarter of candidates. Incorrect answers were fairly evenly split between answers A and D. Answer A could not be correct because no cost data was provided. Answer D could not be correct because the righthand column of the table shows that market size is increasing.

Misconception

? A significant proportion of candidates appear to equate increased sales with increased profits. There is no direct correlation. If the increased sales came at a considerably increased cost, then profits might fall.

Section B overview

Candidates should use the information provided in each of the appropriate texts when answering the questions in Section B. This is especially important when the name of the business is included in the question because this indicates that some of the available marks are for the skill of Application.

Question 16 (a)

16

Text 1

© Data about Lidl and Lidl store openings.

Adapted from uk.linkedin.com/company/lidl-gb and www.google.com/search?q=how+many+new+stores+did+lidl+open+in+the+uk+in+2023&rlz=1C1GCEO_ .

Passage removed due to third party copyright restrictions.

(a) Explain **one** purpose of planning business activity.

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.... **[2]**

Examiners were looking for an explanation of the purpose of planning business activity. By far the most common correct answer was to reduce risk.

Those candidates who developed their answer through to explanation were awarded full marks.

Question 16 (b)

(b) Explain **three** advantages for Lidl of operating as a private limited company.

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2 ....

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3 ....

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[6]

This is the first question in Section B to include the name of the business (in this case Lidl). Therefore, for full marks responses need to explain advantages for Lidl, rather than generic advantages. By far the most common answers to this question related to limited liability, raising finance through share issue and avoidance of a hostile takeover. All these answers were valid and when applied to Lidl gained full marks.

Candidates who did less well on this question tended to give answers that showed accurate understanding but no application to Lidl, thus severely limiting their marks. Consider Exemplars 1 and 2.

Exemplar 1

1 Limited liability which means that the owners are not responsible if the business goes into debt because they are legally separate.

2 Lidl can generate money by selling shares which can be a good source of finance if Lidl needs additional money to expand.

3 Lidl can control who ~~by~~ buys shares which can prevent the company from being taken over. This would maximise the owners' control over ~~the~~ Lidl.

[6]

This is a carefully written answer that shows robust understanding of three valid advantages of being a private limited company. Response 1, limited liability, mirrors bullet point 1 on the mark scheme. Response 2, finance from shares, mirrors bullet point 3 on the mark scheme. Response 3, control of ownership, mirrors bullet point 2 on the mark scheme. However, none of these responses are specifically applied to Lidl. The candidate gains all three AO1b marks for understanding but none of the AO2 marks for application. So, despite the candidate showing a clear understanding of the benefits of being a private limited company, the candidate gains only three of the available six marks.

Exemplar 2

1 ~~[illegible]~~ limited liability which is an advantage as if lidl were to get into legal or financial trouble, like if a ~~product~~ food item contained metal, than their possesions are protected as only money invested into the business can be taken from them.

2 capital can ~~be~~ raised by selling shares ~~on~~ to family and friends (invite only). Therefore they can gain more income which can help them to grow ~~[illegible]~~ in a very competitive market.

3 There is no risk of a hostile takeover as shares are invite only. Therefore ~~[illegible]~~ lidl cannot be bought by a competitor to gain more market share as it is a very competitive market as it states in the case study.

[6]

In Exemplar 2, the candidate makes similar points to those in Exemplar 1, but this time each of the three advantages is applied to explain a specific benefit to Lidl, using the information provided in Text 1. Response 1, limited liability explains that the owners' possession is protected even in the event of legal action being taken if some food item contained metal. Response 2, finance from shares, explains that this can help the business grow in the very competitive market Lidl operates in. Response 3, control of ownership, explains that Lidl cannot be bought out by a competitor to increase market share in the very competitive market Lidl operates in. Despite Responses 2 and 3 using the same context i.e. very competitive market, this is used to explain each advantage and is, therefore, awardable.

Full marks are credited for three advantages each of which are applied to Lidl.

Assessment for learning

All questions that include the name of the business in the wording require answers that are specific to that business, i.e. they carry marks for AO2 application. Centres are advised to give candidates plenty of practice at answering these types of questions in an applied way. One way to reinforce this throughout the programme of study would be as a lesson starter or plenary. One example would be to display a generic response to a question (like Exemplar 1) and ask candidates to double its marks by adding application (similar to Exemplar 2).

Question 16 (c)

(c) Analyse **one** likely reason why Lidl expands by using organic growth.

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.... **[3]**

This question was targeted at high ability candidates. Those that did well on this question had both a secure understanding of the reasons for expanding by using organic growth and the ability to analyse the impact of this on Lidl.

Many candidates gave answers about the reasons to grow in general, i.e. growth by any method. These could not be rewarded. Examiners were looking for specific reasons for growing organically. Please see the published mark scheme for a list of acceptable answers. In addition, this question uses the command word 'analyse' so requires not just a reason but one developed through a chain of argument to reach an impact or consequence on the business.

Assessment for learning

Centres are advised to spend sufficient time developing candidate understanding of the demands of the command words in the questions. This question began with the word 'analyse' rather than 'explain' therefore the reason given needed to be developed to a consequence or impact on the business.

OCR support

To help centres and candidates, OCR has included in the specification for this qualification a full list of possible command words that could appear on the exam paper.

Centres should make sure that candidates have a robust understanding of what is required by each command word on this list.

Question 16 (d) (i)

(d)
(i) Other than pay, identify **two** financial methods of motivation.

1 ....

2 .... **[2]**

Most candidates were able to score some marks on this question. By far the most common answer was a bonus. Those candidates who did less well repeated 'pay' (excluded by the question) or suggested non-financial motivators.

Question 16 (d) (ii)

(ii) Evaluate whether Lidl should continue to pay employees a higher wage rate than competitors.

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.... **[7]**

The seven marks for Question 16 (d) (ii) were allocated as follows: 2 marks for Application, 2 marks for Analysis and 3 marks for Evaluation. Each assessment skill was marked independently. Further details of this mark breakdown can be found in the published mark scheme on the marking grid for this question.

To gain Analysis marks examiners were looking for the advantages and/or disadvantages for a business of paying better wages than competitors. Motivation, employee retention and increased costs, were the most common correct analytical points seen.

Those candidates who also applied their answers also gained application marks, e.g. 'increased cost would give Lidl less money to spend on opening its 50 new stores a year' or 'good employee retention rates would give Lidl a competitive in the very competitive market in which it operates'. Candidates should be encouraged to embed application into their answers throughout the response.

Most candidates managed to achieve at least one mark for Evaluation i.e. by making a decision as to whether Lidl should or should not continue to pay its employees a higher wage than competitors. Those who were able to justify their decision gained additional evaluation marks. Those whose justifications were deemed good (i.e. valid but non-contextual) were awarded an additional one mark (totalling two marks for Evaluation) and those whose justifications were deemed 'strong' (i.e. valid and contextual) were awarded an additional two marks (totalling the full three marks for Evaluation).

Performance on this question showed better examination technique and significant improvement over the seven-mark question in previous years.

Question 17 (a)

17

Text 2

(a) State **two** methods of selecting new employees.

1 ....

2 ....

[2]

This question was well answered with most candidates gaining full marks. Of those candidates who did less well answers appeared to relate to recruitment but not selection, e.g. apprenticeships, job advertisements, job centres, etc; or were too vague, e.g. applications, letters, asking for a job, etc.

Question 17 (b)

(b) Explain **three** reasons why Denby trains its production employees.

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3 ....

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[6]

Those who did well on this question gave answers specifically applied to Denby (as required by the question). Examples of applied answers included reference to extending the number of designs of vases and plant pots, avoiding injuries from slipping on clay, and increasing productivity to help cover the increased wage costs. Each correct answer applied to Denby gained two marks rather than one i.e. one for the cognitive answer AO1a plus one for AO2 application.

Question 17 (c)

(c) Analyse **one** advantage for Denby of using price skimming.

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.... **[3]**

This question was targeted at high ability candidates. Those that did well on this question had both a secure understanding of the advantages of price skimming and the ability to analyse the impact of this on Denby. Correct answers to this question relate either to the financial benefits of increased revenue/profit per unit or to the perception of quality and the type of customer this attracts.

Most answers read by examiners showed a total misunderstanding of the method. Examiners were all too often reading about starting off with low prices and gradually increasing them This suggests confusion between price skimming and penetration pricing. In addition, those who appeared to understand the concept of introducing products with a high price point, still showed misunderstanding of the advantage of the method, believing the advantage to be when prices were reduced making the product look like a bargain.

Please see Exemplar 3 for the type of answer examiners were looking for.

Exemplar 3

~~The~~ Charging higher prices will give a perception of quality So customers are encouraged to buy thei large product range including tablewear such as plates and cups and thei decorative ~~[illegible]~~ homeware This will lead to an increase in sales and therefore th company will make a higher profit.

[3]

Exemplar 3 begins by explaining that price skimming gives customers a perception of quality. This is bullet point 3 on the mark scheme. One mark is credited for AO1b Understanding. The candidate then develops their argument to explain that this will encourage customers to buy the plates, cups and decorative homeware. This is application, one additional mark is credited for AO2. The candidate then reaches the end of their chain of argument with 'an increase in sales' and 'higher profit'. Both are impacts on the business and are, therefore, analytical. One additional mark is credited for AO3a Analysis.

The response gains full marks.

Misconception

A significant proportion of candidates appear to be under the impression that the main benefit for a business of price skimming is when the prices are reduced because this will attract more customers. This misses the point of the method. A competitive price could have been set all along if that is what the business required. The main benefit of price skimming is the high initial prices. These high initial prices lead to increased revenue per sale/profit per unit or an increased perception of quality with its consequent attraction for certain market segments.

Question 17 (d) (i), (ii) and (iii)

(d)
(i) Analyse **one** impact on Denby of a shareholder objective.

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.... **[3]**

(ii) Analyse **one** impact on Denby of a customer objective.

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.... **[3]**

(iii) Recommend whether Denby should focus more on the objectives of shareholders **or** the objectives of customers. Give a reason for your answer.

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.... **[3]**

Questions 17(d) (i), (d) (ii) and (d) (iii) comprise one question, structured for accessibility. The question is testing 'stakeholders in business' (topic 1.5 on the specification) and in particular bullet point 3 'the effect stakeholders have on business'.

In Questions 17 (i) and (ii) examiners were looking for an impact on the business of an objective of each named stakeholder i.e. shareholders and customers. Examiners accepted a wide range of analytical points including operational impacts on the business, the impacts of meeting these stakeholders' objectives or the impacts of failing to meet the objectives of these named stakeholders. Candidates generally did better on part (ii) of this question than part (i), with part (i) having the highest omit rate on the paper with several blank responses. This suggests that candidates are more familiar with the objectives of customers than the objectives of shareholders. This is understandable given being a customer is within the life experience of most people, whereas the concept of the objectives of shareholders is entirely within the business domain.

Part (iii) was the first 'recommend' question on the paper. It required candidates to decide which of the two stakeholders' objectives the business should focus on. There was no right or wrong answer here, all candidates were required to do for the first of the three available marks was to make a choice. Almost all candidates managed this and, thus, gained at least one mark. Of the very few candidates that scored zero on part (iii) of this question, the reason was invariably one of 'sitting on the fence' and never reaching an overall decision.

The other two marks available for (iii) were awarded for the quality of the candidate's justification of their decision. To be awardable the justification needed to argue why the chosen selection method was 'better' than the alternative (rather than just 'good'). For full marks the response also needed to be contextual.

Question 18 (a)

18

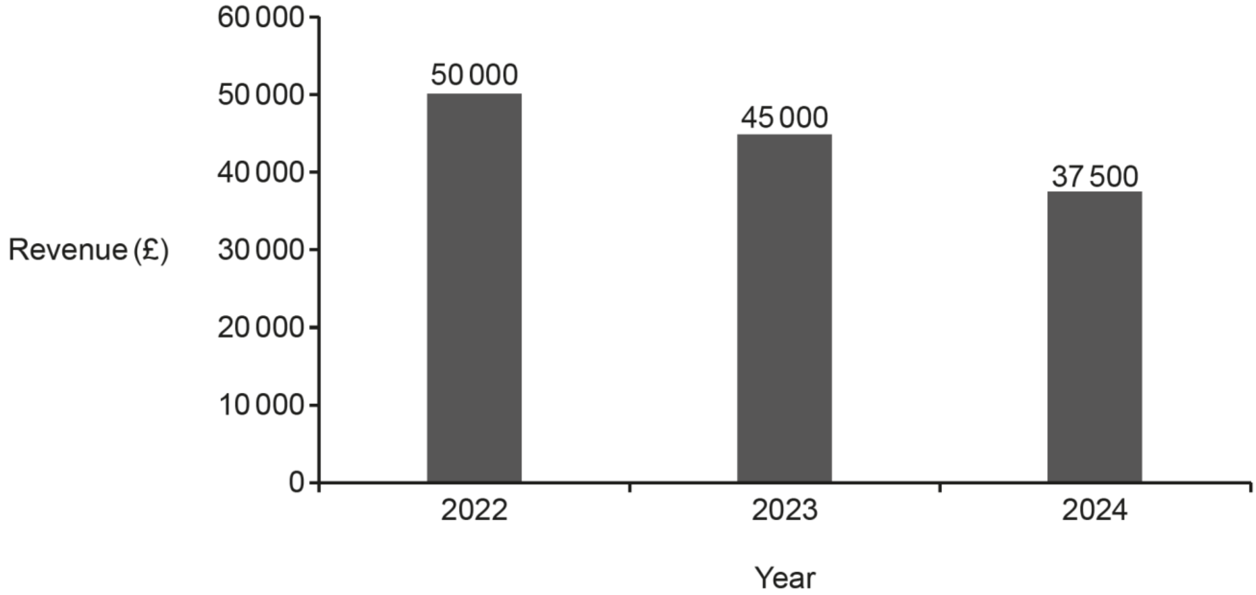
Text 3

Shropshire Fruit Farm

Shropshire Fruit Farm (SFF) grows strawberries at its farm in the West Midlands. SFF is owned by business partners Mei and Felix. The strawberries are picked by temporary employees and sold to supermarkets and convenience stores.

Some of the temporary employees have a full-time contract and others have a part-time contract. This does mean that Mei and Felix find it difficult to plan operations, as employees work different numbers of hours on different days. Employee retention is also a challenge, as employees often leave the business for permanent jobs.

Demand for strawberries has decreased over the past three years and this has affected SFF's revenue (see graph below). Felix suggests they should use market research to help plan for the future. However, Mei is concerned that, as profits have fallen by 45% over the past three years, any extra expenditure on market research would be wasteful.



(a) Identify **one** way of communicating in a business.

.... **[1]**

Most candidates gained the mark for this question. By far the most common answers were 'email' and 'meetings'.

Question 18 (b)

(b) Analyse **two** advantages for SFF of employee retention.

1 ....

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2 ....

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.... **[6]**

Those that did well on this question had both a secure understanding of the advantages for a business of employee retention and the ability to analyse the impacts of these on SFF.

By far the most common correct answers were that employee retention minimises the need for recruitment and minimises the need for training. Both answers were a valid and with application and analysis gained full marks. General answers relating to lower costs could not be credited unless accurate reasoning was given i.e. less need for advertising vacancies, interviewing or arranging training.

Some candidates did less well than expected on this question because they discussed benefits for employees of employee retention, e.g. job security, regular income, motivation, respect, etc. The questions ask for benefits for SFF.

Please see the published mark scheme for more detail on what examiners were looking for on this question.

Question 18 (c) (i) and (ii)

(c) Mei and Felix have been reviewing the balance of full-time and part-time employees at SFF.

(i) Analyse **one** advantage for SFF of recruiting each type of employee.

Full-time employees

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Part-time employees

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[6]

(ii) Recommend whether it is best for SFF to recruit full-time **or** part time employees. Give a reason for your answer.

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.... **[3]**

Questions 18 (c) (i) and (c) (ii) comprise one question which was targeted at high ability candidates. The question is testing candidate understanding of different ways of working (Topic 3.2 bullet point 4) and part-time and 'full-time working.

Most answers read by examiners in part (i) revealed confusion between the concepts of part-time, full-time, permanent and temporary. Examiners also encountered many misconceptions about the calibre of the part-time/full-time workers themselves, rather than the contract they were on. Misconceptions such as part-timers are more motivated or less tired could not be credited. Likewise, misconceptions such as full-timers are more committed or more reliable could not be credited. In addition, arguments relating to part-time workers receiving lower rates of pay could not be credited, because by law hourly pay rates must be equal.

Question (ii) was the second 'recommend' question on the paper. The question required candidates to recommend whether it would be best for SFF to employ full-time or part-time workers. There was no right or wrong answer here, all candidates were required to do for the first of the three available marks was to choose one of the two ways of working. Almost all other candidates clearly identified their recommendation and, thus, gained at least one mark (even if their reason for selection was totally incorrect).

The other two marks available for (ii) were awarded for the quality of the candidate's justification of their recommendation. To be awardable the justification needed to argue why one way of working was 'better' than the other (rather than just being 'good'). As such the justification needed to be comparative. For full marks the response also needed to be contextual. Please see the published mark scheme for exemplar responses.

Misconception

? A significant proportion of candidates appear to be under the impression that part-time workers are paid a lower hourly rate of pay than full-time workers. Labour discrimination laws require equal pay irrespective of the type of contract the worker is employed under.

Question 18 (d)*

(d)* Evaluate, using the data in **Text 3**, whether or not SFF should use market research to help plan for the future.

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.... **[9]**

This is the highest tariff question on the paper. The nine marks were allocated as follows: 1 mark for Knowledge, 1 mark for Understanding, 2 marks for numerical Application, 2 marks for Analysis and 3 marks for Evaluation. Each assessment skill was marked independently. Further details of this mark breakdown can be found in the published mark scheme on the marking grid for this question.

Most candidates achieved some marks for Understanding, Analysis and Evaluation. Candidates across all ability ranges did less well achieving the Knowledge and Application marks.

For the Knowledge mark, examiners were looking for explicit knowledge that market research identifies customer needs or want. A deliberate exam technique of defining the key terms in the question at the beginning of a response might be helpful here.

An Understanding mark was awarded for identifying any one use of market research, for example to change pricing strategy, increase product range, develop a USP, developing a new advertising campaign or identify a target market.

For the Application marks, examiners were looking for the use of the numerical data given in the text (as indicated in the question by the phrase 'using the data in Text 3'). A mark was awarded each time a candidate demonstrated the numerical skill of calculation using the data given (to a maximum of two marks). Some calculations were relatively straightforward, e.g. the number of owners being two; others were more complex, e.g. percentage fall in revenue from 2022 to 2024. Any two calculations of whatever level of difficulty, were awardable for two Application marks. Some further examples of numerical skill are shown in the callout box below.

To gain Analysis marks examiners were looking for the advantages and/or disadvantages for a business of market research. More customers and increased revenue were the most common advantages seen. Time and cost implications were the most common disadvantages seen.

For the Evaluation marks, examiners were looking for a clear decision as to whether to use market research, coupled with justification of this decision. There was no right or wrong answer here, all that was required for the first of the three available marks was to make clear their decision as to whether SFF should, or should not, use market research to help plan for the future. Almost all candidates clearly indicated their decision and, thus, gained at least one mark for Evaluation. Of the very few candidates that scored zero for evaluation, the reason was usually one of 'sitting on the fence' i.e. giving reasons for and against but never stating an overall decision, such responses could not be rewarded with Evaluation marks.

The other two marks available for Evaluation were awarded for the quality of the candidate's justification. It should be noted that some candidates made no attempt at justifying their decision, simply ending with a phrase like 'I think SFF should/should not use market research'. This is not good examination technique. Ending the response so abruptly limits the evaluation to one mark out of three.

Of those candidates that did attempt to justify their decision, one additional Evaluation mark was awarded for a valid reason that would be appropriate to most businesses. For example, 'SFF should use market research (1 mark) because it is likely to bring in more customers and increase revenue (+1 mark)'. Two additional Evaluation marks were awarded for reasoning that was not only valid but also contextual. For example, 'SFF should not use market research (1 mark) because it is expensive, and the farm may not be able to afford it because its profits have fallen by 45% in recent years (CONT) (+2 marks)'.

Common examples of numerical application evidenced in candidates' responses were:

- Revenue fallen over the last 3 years
- Revenue fallen by £12,500
- Revenue 2022 to 2023 fallen by £5000
- Revenue fallen by 25%
- Profit 55% of what it used to be
- 2 owners/partners

For further examples, please see the list in the published mark scheme.

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