

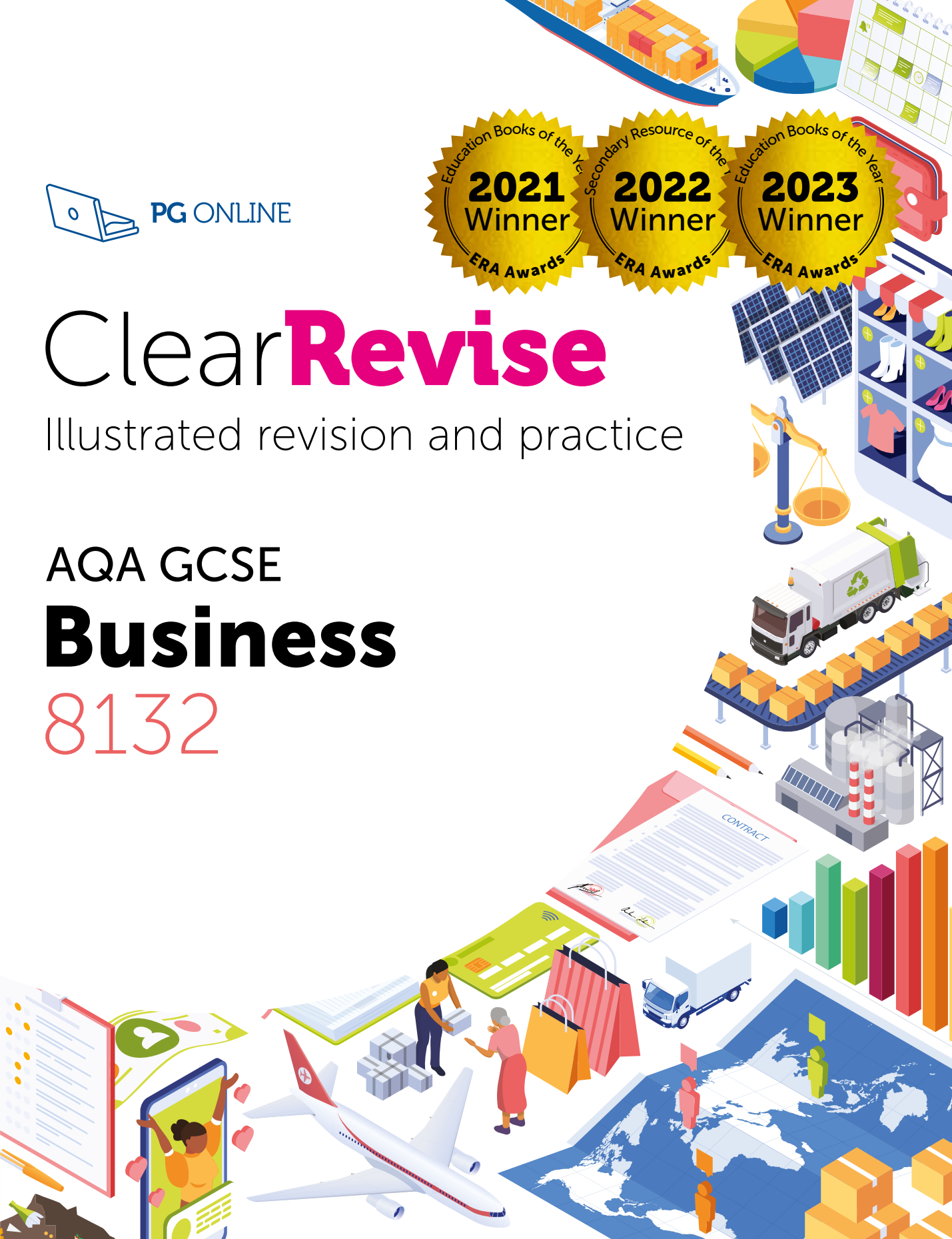


## Illustrated revision and practice

# AQA GCSE

# Business

8132



# Clear**Revise**<sup>®</sup>

## AQA GCSE **Business**

Illustrated revision and practice

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# PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace the examined component in this course and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

Each section of the specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers for almost every topic. This helps you understand where marks are coming from and to see the theory at work for yourself in an exam situation. There is also a set of exam-style questions at the end of each section for you to practise writing answers for. You can check your answers against those given at the end of the book.

## LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try and recall what you've just read. This has limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

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# THE SCIENCE OF REVISION

## Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.<sup>1</sup> This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

## Retrieval of information

Retrieval practice encourages students to come up with answers to questions.<sup>2</sup> The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a forthcoming test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.<sup>3</sup> What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.<sup>4</sup>

## Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.<sup>5</sup> Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.<sup>6</sup>

## Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.<sup>5</sup> If you choose to study with friends, choose carefully – effort is contagious.<sup>7</sup>

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Educational Psychology*, 83(4), 484–490.

2. Roediger III, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.

3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.

4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.

5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.

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## MARK ALLOCATIONS

Green mark allocations [1] on answers to in-text questions throughout this guide help to indicate where marks are gained within the answers. A bracketed '1' e.g. [1] = one valid point worthy of a mark. In longer answer questions, a mark is given based on the whole response. In these answers, a tick mark [✓] indicates that a valid point has been made. There are often many more points to make than there are marks available so you have more opportunity to max out your answers than you may think.

# COMMAND VERBS

## Points-based questions

### Calculate

Calculation questions will be worth 2–5 marks, depending on the number of steps you need to do to get to the final answer. You do not get any marks for simply writing the formula unless the question specifically states this. A correct answer will always score full marks, but ensure you show your working out as a backup. If your answer is incorrect, you may get some marks for correct workings. If the question asks for 1 or 2 decimal places, make sure you reflect this in your answer, or you will lose a mark.

### Explain

There are two types of 'Explain' questions. They will be either worth 2 or 4 marks. The 2-mark questions are points based. The 4-mark questions are levels based. 4-mark questions will ask you to explain an impact, benefit, drawback or method. For the 2 mark 'Explain' questions, you will need to make a valid point and then support it with a linked strand of development. To do this, you need to use clear connectives such as 'therefore', 'this leads to', 'because', 'so' and 'as a result'. Try to avoid the use of the word 'also' as this indicates you are moving onto a second point.

Sometimes you will be asked to 'Identify and explain two benefits, drawbacks or impacts'. For these questions, do as you would for a 2-mark 'Explain' question, but do it twice. See it as 2 x 2 mark 'Explain questions'.

### Define, describe or what is meant by

These questions require you to give the meaning of a word or phrase.

### Give, identify, list or state

These questions involve a short response to name or characterise something.





# TOPICS FOR PAPERS 1 AND 2

## Information about the papers

### Specification coverage

**Paper 1** covers sections 3.1, 3.2, 3.3 and 3.4.

**Paper 2** covers sections 3.1, 3.2, 3.5 and 3.6.

### Assessment

Written exams: Each 1 hour 45 minutes

Each paper is worth 90 marks

All questions are mandatory

Each paper is 50% of the qualification grade

Calculators are permitted.

### Assessment overview

Each paper is divided into **three** sections:

**Section A** has multiple choice questions and short answer questions worth 20 marks.

**Section B** has one case study/data response stimuli with questions worth approximately 34 marks.

**Section C** has one case study/data response stimuli with questions worth approximately 36 marks.

# THE PURPOSE AND NATURE OF BUSINESS

The **purpose of a business** is to produce a **good** or provide a **service**, these are collectively known as **products**.

## Reasons for starting a business

A business is an organisation that provides a product to its customers. A business will be started for the following reasons:



## Goods, services, needs and wants

**Goods** are physical products, such as a car or a hairbrush, produced from raw materials for sale to businesses or consumers. A **service** is an action that is carried out to fulfil a need or demand in return for payment. Services are intangible (cannot be touched) and include buying insurance or a taxi ride.

Products are sold to **customers** (individuals, businesses or organisations who *buy* the products or make decision about which suppliers to use) so that they can be used by **consumers** (people who use the products). A business will be successful if it meets the needs and wants of customers.

The **wants** and **needs** of customers are constantly changing. Businesses must adapt their products in line with demand to ensure they are meeting these needs, and to prevent customers going to competitors.

Explain, using an example, the difference between a want and a need. [2]

*A need is a basic human requirement whereas a want is the desire for a particular product.<sup>[1]</sup> For example there is a need for clothing, but customers will want the latest fashion item.<sup>[1]</sup>*



## Basic functions and types of business

### Factors of production

In order to produce products, a business will need to use resources called factors of production. These include:



#### Land

The physical site that a business is located on, but this also includes the natural resources that the business uses in producing the good or in providing the service.



#### Capital investment

Machinery, equipment, buildings and vehicles used in production.



#### Enterprise

The skills of the people running the business to identify business opportunities. They also manage all the resources so that a business can meet the customers' needs and wants.



#### Labour

The number of people that are employed by a business and the skills that they possess.

### Types of business

#### Primary industry

**Primary sector** businesses are those that extract Earth's natural resources from the ground. Examples include an oil company, a farmer or a coal mining business.

#### Secondary industry

A **secondary sector** business is one that turns raw materials into finished products. Examples of these would include a car manufacturer, or a business that manufactures mobile phones.

#### Tertiary industry

The **tertiary sector** includes businesses that provide a service to consumers or other businesses. These include takeaway delivery firms, hairdressers and cinemas.

# PRODUCTION PROCESSES

It is the purpose of the operations function within a business to produce goods and provide services to the customers. Products can be produced in a variety of ways and a business must choose which method is most suitable for them.

## Methods of production

### Job production

**Job production** involves the manufacture of a single, unique product to meet an individual order. An example of this would be the construction of a sports stadium or the making of a bespoke wedding dress.

#### Benefits

- Product meets the exact requirements of the customer.
- Product is unique, creating a USP.
- Motivating for staff as it involves skilled work.
- High profit margins, as high prices can be charged.

#### Drawbacks

- High unit costs, so a high price is set.
- A skilled workforce is required.
- Employees may require more training.
- Can take a longer time to produce, so productivity is low compared with flow.

### Flow production

**Flow production** (also known as mass production) involves the assembly of goods along a production line, often using robotics. Products will be identical and manufactured continuously in large quantities. Examples include the production of chocolate bars and glass bottles.

#### Benefits

- Low average unit costs, because of economies of scale.
- High volumes of output are produced which can be increased to meet further demand.
- Use of robotics allows for 24/7 manufacture.
- **Specialisation** (where employees focus on a certain aspect of production) can occur, which boosts efficiency.

#### Drawbacks

- Expensive to set up due to the cost of machinery.
- Repetitive work is demotivating for employees.
- A breakdown on the production line halts all production.
- Business cannot adapt product easily, therefore lacks flexibility.
- Risk that equipment is not fully utilised, leaving spare capacity.

## Efficiency in production

**Efficiency** is concerned with how well a business is using the resources it has in order to produce goods or provide services. A business becomes more efficient when it produces more goods or services with fewer inputs. Efficiency strategies include **lean production** and **just in time (JIT)**.

1. Explain **one** benefit to a business of becoming more efficient. [2]

*One benefit is that the business will have lower unit costs<sup>[1]</sup> therefore the business can lower its price attracting more potential customers.<sup>[1]</sup>*

### Lean production

A **lean production** strategy aims to reduce the resources used to create products such as raw materials, labour, machines and premises. Waste can be in the form of unsold products, unused materials in the production process or workers' time that is not fully utilised. Having a lot of waste can be costly for a business, so by minimising it, a business can keep costs low and become more efficient.

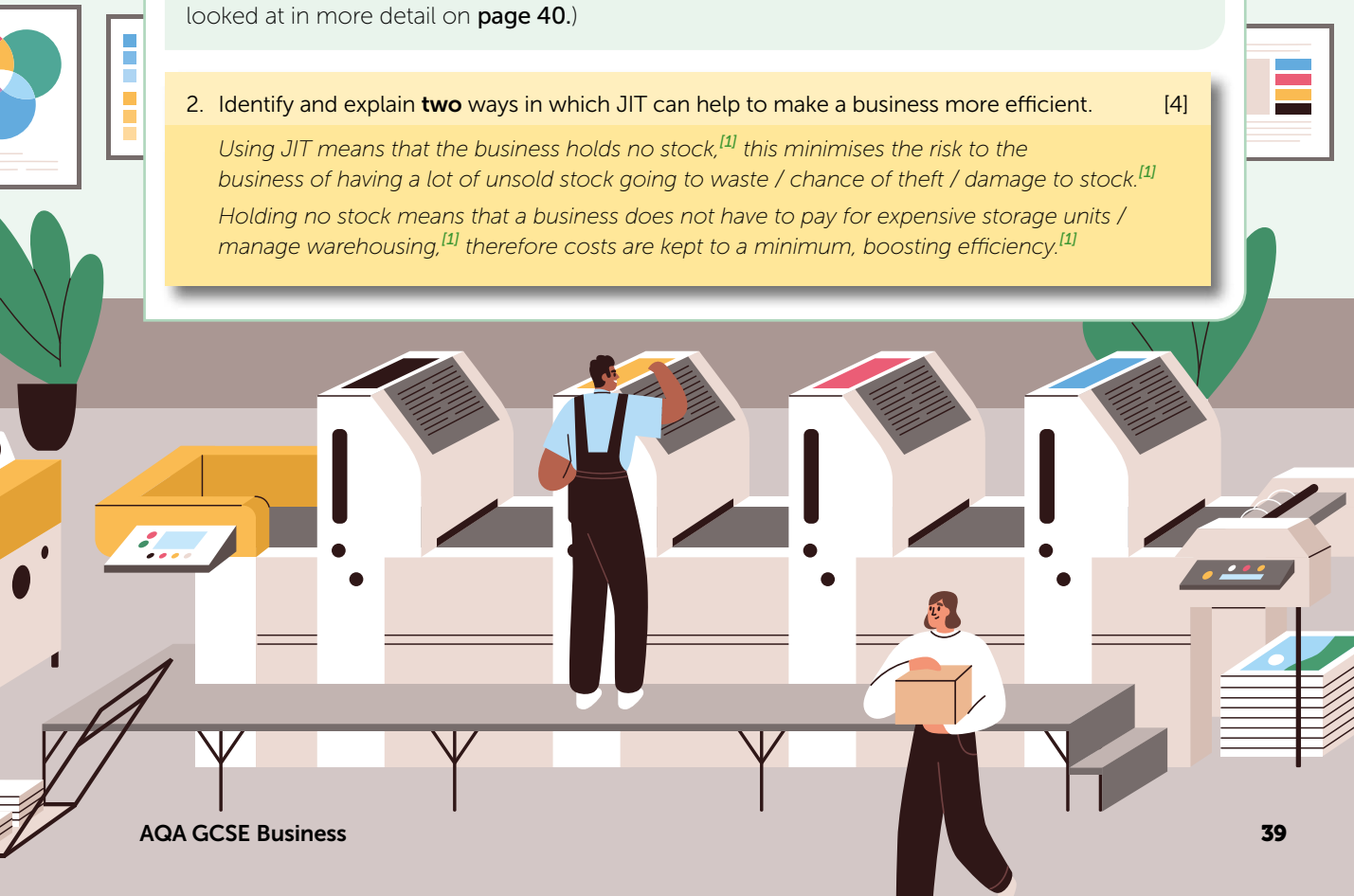
### Just in time (JIT)

**Just in time** stock control is used by businesses that hold no stock. Raw materials are ordered as they are needed and are used straight away on the production line once they arrive. (JIT is looked at in more detail on **page 40**.)

2. Identify and explain **two** ways in which JIT can help to make a business more efficient. [4]

*Using JIT means that the business holds no stock,<sup>[1]</sup> this minimises the risk to the business of having a lot of unsold stock going to waste / chance of theft / damage to stock.<sup>[1]</sup>*

*Holding no stock means that a business does not have to pay for expensive storage units / manage warehousing,<sup>[1]</sup> therefore costs are kept to a minimum, boosting efficiency.<sup>[1]</sup>*



## CASE STUDY 5



Bloomsbury Blossoms was established in the bustling streets of London's Covent Garden in the 1950s by the esteemed Turner family. The company has developed into a renowned upmarket chain of florists known for their exquisite arrangements and impeccable service. With humble beginnings rooted in a passion for floristry, the Turners infused their creations with a touch of elegance and sophistication, earning them a loyal customer base. Over the decades, their dedication to quality and attention to detail propelled Bloomsbury Blossoms to expand, with several branches now in key locations across the South East of England.

Now, the Turners are considering embracing technology to further extend their reach. Recognising changing consumer habits, they have set their sights on integrating e-commerce and m-commerce platforms into their business model in order to reach a broader audience, while maintaining the signature quality associated with the Bloomsbury Blossoms brand. Although committed to this venture, the Turners are determined to maintain their reputation of quality service that is associated with the business' heritage.

Despite their traditional stance as a high-priced florist renowned for sourcing only the finest flowers from select growers, Bloomsbury Blossoms recognises the importance of catering to a diverse customer base. With the potential move into e-commerce and m-commerce, the Turners acknowledge the need to adapt to shifting consumer preferences. In a bid to make their offerings more accessible to a wider audience, they are contemplating the introduction of a low-budget bouquet option. This initiative aligns with their commitment to inclusivity, ensuring that everyone can experience the beauty and joy that fresh flowers bring, regardless of budget constraints. While maintaining their commitment to quality remains paramount, the Turners understand that affordability is also a key consideration for many customers. By diversifying their product range to include budget-friendly options, Bloomsbury Blossoms aims to strike a balance between luxury and affordability.

The introduction of a low-budget bouquet option represents a bold step forward for Bloomsbury Blossoms, signalling their willingness to embrace change while staying true to their heritage. By embracing innovation and inclusivity, they seek to redefine the boundaries of luxury floristry and cement their position as leaders in the industry.

# EXAMINATION PRACTICE

1. Which category within the Boston matrix represents a product with low market growth and a high market share? [1]
  - A – Cash cow
  - B – Dog
  - C – Question mark
  - D – Star
2. In which stage of the product life cycle is cash flow more likely to be at its highest? [1]
  - A – Decline
  - B – Development
  - C – Growth
  - D – Maturity

3. A market contains four businesses. Their sales data over the last two years is shown in Table 1.

	Year 1 Sales (£)	Year 2 Sales (£)
Business A	45,000	48,500
Business B	36,000	34,000
Business C	28,500	?
Business D	31,500	33,000
<b>Total sales</b>	<b>141,000</b>	<b>156,000</b>

Table 1

Using Table 1, calculate the change in the market share of Business C from Year 1 to Year 2. Show your answer to 2 decimal places. [4]

4. Explain **one** benefit to a business from having a strong brand. [2]
5. Explain **one** reason why a business may want to use sales promotion. [2]
6. Explain **one** reason why a business might use price skimming. [2]

**For the following questions, you must refer to Case study 5 on the previous page.**

7. Explain **one** way in which Bloomsbury Blossoms could segment the market. [4]
8. Explain **one** reason why Bloomsbury Blossoms must meet the needs of its customers. [4]
9. Analyse the reasons why Bloomsbury Blossoms will have conducted market research before deciding to expand. [6]
10. Analyse the reasons why Bloomsbury Blossoms should introduce e-commerce. [6]
11. Recommend whether Bloomsbury Blossoms should introduce a low-price range to its portfolio. [9]

# INTERPRETING THE FINANCIAL STATEMENTS

A business will use the income statement and statement of financial position in order to assess performance in a number of ways. Different stakeholders will be interested in the accounts of a business to assess how the financial performance of the business will impact them.

## Performance analysis

### Current performance

A business will look at the profits made in the current financial year and see how they compare to targets that they will have set themselves.

### Performance against previous years

Stakeholders will look to compare how the business has done in comparison to previous years to see if any trends can be identified or to see if the business has shown growth. They will look to see if sales have increased. Has profitability improved? Is the business in a stronger financial position?

### Performance against competitors

Profitability will be judged against rivals in the same market. Sales comparisons will also be made to see if the same trends are widespread, or if the business experienced more rapid growth in sales compared to others.

## Financial accounts and stakeholders

Stakeholder	Why they are interested and how accounts help
Owners / shareholders	Shareholders will want to see higher profits so that they can receive increased dividends. If the business is perceived to be performing well financially, then they will also hope to see an increase in their share price.
Employees	Employees will want job security and increased wages. The statement of financial position will help to show the financial stability of the business as it shows how much they owe to others (liabilities) and the assets that the business has. If the business is experiencing improved sales and rising profits, then they may be able to seek an increase in pay.
Suppliers	Suppliers will want to see that the business is financially secure so that it can continue to pay them on time and so that they continue to receive orders.
Bank / potential investors	When deciding whether to provide finance, potential investors will assess the financial strength of the business.



## Gross and net profit margin

The **gross profit margin** is a measure of how profitable a business is at making and selling its goods or services. The margin shows the profit as a percentage of revenue. It is calculated by:

$$\text{Gross profit margin} = (\text{Gross profit} \div \text{revenue}) \times 100$$

The **net profit margin** is a test of the overall profitability of a business as it considers all the expenses of the business. The formula for net profit margin is:

$$\text{Net profit margin} = (\text{Net profit} \div \text{revenue}) \times 100$$



You will not be given these formula in an exam, so you will need to remember them.



### Income statement for the period Jan–Dec

	£
Revenue	95,450
– Cost of sales	39,850
<b>= Gross profit</b>	<b>55,600</b>
– Overheads	41,500
<b>= Operating profit</b>	<b>14,100</b>
– Tax and interest	3,500
<b>= Net profit</b>	<b>10,600</b>

### Gross profit margin

$$(55,600 \div 95,450) \times 100 = 58.25\%$$

### Net profit margin

$$(10,600 \div 95,450) \times 100 = 11.11\%$$

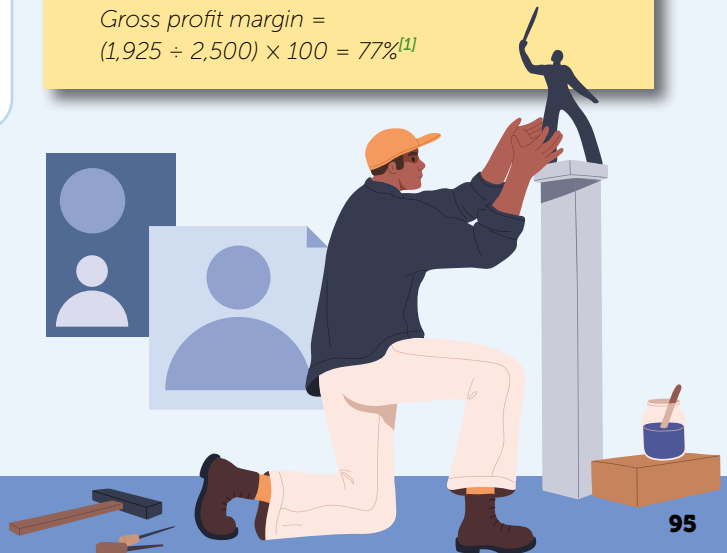
In the example above, the net profit margin is 11.11%, this means that for every £1 of revenue received, 11.11p of it is net profit.

Dylan runs a football coaching business. His weekly revenue from coaching sessions is £2,500. His cost of sales is £575. Other expenses are £425.

Calculate the gross profit margin for his coaching business. [2]

$$\text{Gross profit} = 2,500 - 575 = £1,925^{[1]}$$

$$\begin{aligned} \text{Gross profit margin} &= \\ (1,925 \div 2,500) \times 100 &= 77\%^{[1]} \end{aligned}$$



# EXAMINATION PRACTICE ANSWERS

## Section 3.1 Business in the real world

1. B – Merger. [1]
2. D – Tertiary. [1]
3. Raw materials.[1] Packaging.[1] Wages (when based on what they produce).[1] Energy used in the production process.[1] Commission paid to salespeople.[1] [2]
4. A business may be obliged to use more renewable energy sources / packaging,[1] which could increase costs for the business.[1] [2]
5. In order to help obtain finance from the bank.[1] This is because the entrepreneur can show that they have forecast income and costs showing that they are likely to get paid back.[1] / To plan for many potential eventualities,[1] thereby reducing risk of economic change / negative impacts on the business.[1] / To set objectives[1] which can be shared with employees and other stakeholders to provide direction and motivation.[1] / To detail how each function of a business should be organised[1] so that they each get the resources necessary to fulfil their role in the organisation effectively. [2]
6. A business could set itself a target for market share,[1] which it can then measure itself against as to how much of the market it controls and compare that with the target it set itself.[1] / Profit is a common objective[1] which can be easily measured against objectives and previous periods.[1] / Customer satisfaction targets[1] can be set and measured through surveys and ratings which can be compared against the target as well as competitors or historic scores.[1] [2]
7. An employee may be unhappy with the level of pay,[1] and as a result, they may go on strike meaning less work gets done.[1] / A member of the community[1] may not be happy with the levels of noise / pollution / traffic caused by a business and campaign against it.[1] / The government[1] may introduce new taxes / laws / minimum wages / regulations that impact the costs / import or exporting / ease of business.[1] / Suppliers[1] may change their terms / production levels / quality which could impact a business without alternatives.[1] / Customers[1] may not be happy with the quality or terms of service and may complain publicly (e.g. on social media).[1] [2]
8. Employees in the Chinese factory.[1] Owners / shareholders of the Chinese factory.[1] Shareholders of Landmark plc.[1] Board of Directors of Landmark plc.[1] [2]
9. Total variable costs = 5000 cars × 2500 = £12,500,000[1]; Total Costs = 3,750,000 + 12,500,000 = £16,250,000[1]; Total Revenue = 5000 × 9995 = £49,975,000[1]; Profit = 49,975,000 – 16,250,000 = £33,725,000[1] [4]
10. **This question should be marked in accordance with the levels-based mark scheme on page 105.**  
Landmark will benefit from technical economies of scale.[✓] This is because as they grow, they can afford more advanced technology to use in their production of cars.[✓] As a result, they will be able to produce more cars in the same amount of time. (they can produce cars in 20% less time).[✓] This will lead to lower average cost for each car made.[✓]  
Landmark could benefit from purchasing economies of scale.[✓] This is because as a market leader, they will be buying huge amounts of car parts.[✓] As a result of buying in bulk they will receive a greater discount.[✓] This will enable them to have lower average costs per car[✓] which would allow the car manufacturer to lower the price of the car[✓] which would be more attractive to potential customers.[✓] [4]
11. **This question should be marked in accordance with the levels-based mark scheme on page 105.**  
One drawback is that Landmark will be at risk of being taken over by other car manufacturers.[✓] This is because anyone could purchase shares in the car manufacturer.[✓] This means that should a rival car manufacturer want to benefit from the Landmark Boost, they could control it by purchasing a majority of the business' shares.[✓] As a result, the directors of the car manufacturer will likely lose their roles.[✓] This may mean the advantages that the business had gained in terms of efficient car production may disappear as the companies merge.[✓] This is because the leaders who had that expertise and knowledge may no longer be working in the business.[✓] These managerial concerns may cause diseconomies of scale[✓] and Landmark may no longer be able to produce the Boost as cheaply as they did,[✓] causing the new directors to have to increase the price from £9,995 for the hatchback.[✓] [6]
12. **This question should be marked in accordance with the levels-based mark scheme on page 105.**  
One factor could be close proximity to good transport links.[✓] To make the Boost hatchbacks, Landmark will require a large amount of metal parts, doors, gear sticks and seats which will all need to be delivered to the factory.[✓] Once manufactured, Landmark will need to deliver the cars to showrooms across the country. By having good access to transport links, it helps to keep delivery systems more efficient (particularly as they are wanting to deliver overseas)[✓] which therefore helps to keep costs low.[✓] This helps the car manufacturer to be able to keep the price of the Boost at a competitively priced £9,995.[✓] This therefore means they can target the mass market with their car,[✓] which will help to maximise sales of their vehicles.[✓] Another factor could be proximity to cheap labour.[✓] Landmark will require a lot of staff to build cars and manage production,[✓] so they may locate their factory premises close to a heavily populated area[✓] with the right skills, levels of employment and low labour costs.[✓] This will help to keep the cost of production to a minimum,[✓] which will help to keep the overall price of the Boost as it is.[✓] This will help Landmark to be more competitive with other manufacturers.[✓] [6]

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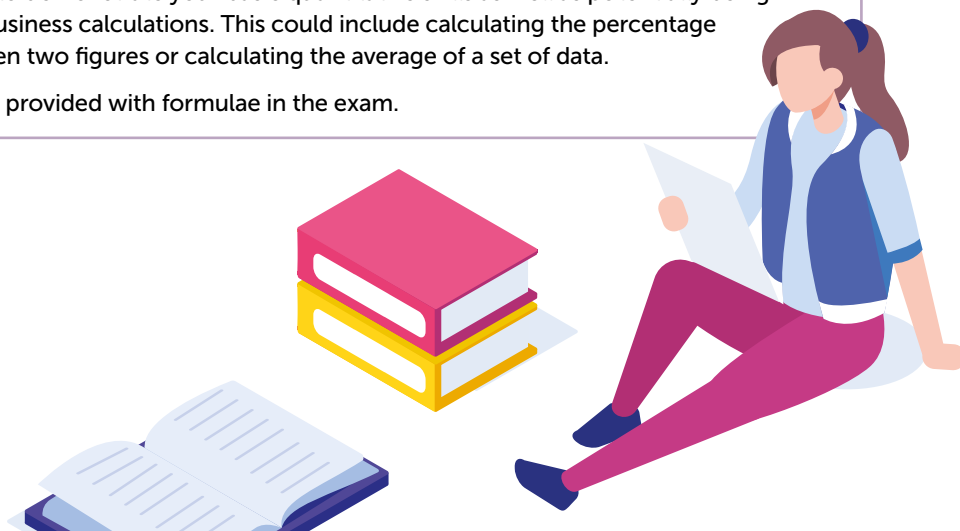
# FORMULAE

<b>Revenue</b>	$\text{Selling price} \times \text{Number of units sold}$
<b>Total variable costs</b>	$\text{Variable cost per unit} \times \text{Number of units sold}$
<b>Total costs</b>	$\text{Fixed costs} + \text{Variable costs}$
<b>Profit</b>	$\text{Revenue} - \text{Total costs}$
<b>Cost per unit</b>	$\text{Total costs} \div \text{Number of units sold}$
<b>Margin of safety</b>	$\text{Actual output} - \text{Break even output}$
<b>Net cash flow</b>	$\text{Total receipts} - \text{Total payments}$
<b>Closing balance</b>	$\text{Opening balance} + \text{Net cash flow}$
<b>Total assets</b>	$\text{Non-current assets} + \text{Current assets}$
<b>Net assets</b>	$(\text{Non-current assets} + \text{Current assets}) - (\text{Current liabilities} + \text{Non-current liabilities})$
<b>Gross profit</b>	$\text{Revenue} - \text{Cost of sales}$
<b>Operating profit</b>	$\text{Gross profit} - \text{Overheads}$
<b>Net profit</b>	$\text{Operating profit} - \text{Tax and interest}$
<b>Gross profit margin</b>	$(\text{Gross profit} \div \text{Revenue}) \times 100$
<b>Net profit margin</b>	$(\text{Net profit} \div \text{Revenue}) \times 100$
<b>ARR</b>	$(\text{Average return per annum} \div \text{cost of investment}) \times 100$
<b>Percentage change</b>	$(\text{Change in figures} \div \text{Original figure}) \times 100$
<b>Average</b>	$\text{Total of all the individual values} \div \text{The number of values in the set}$



You may have to demonstrate your basic quantitative skills as well as potentially being asked to use business calculations. This could include calculating the percentage change between two figures or calculating the average of a set of data.

You will not be provided with formulae in the exam.



# EXAMINATION TIPS

When you practice exam questions, work out your approximate grade using the following table. This table has been produced using a rounded average of past examination series for this GCSE. Be aware that boundaries vary by a few percentage points either side of those shown.

Grade	9	8	7	6	5	4	3	2	1
Boundary	74%	69%	63%	56%	49%	42%	31%	20%	8%

1. Read the questions carefully as some students give answers to questions they think are appearing rather than the actual question.
2. In calculation questions, marks may be awarded for workings out if the final answer is incorrect. Make sure to show your working in case you make a mistake and the answer is incorrect. Workings also help you check your own answers at the end of an exam.
3. Calculation questions account for a large proportion of marks on each paper; make sure you have learned the formulae.
4. Try to not repeat the question in the first line of your response. It will not score you any marks and simply wastes your time. Avoid losing marks by not finishing the paper.
5. When explaining your points, use clear connectives to show that you are developing the point you have made and not moving onto a separate point. These connectives include; *'thus'*, *'therefore'*, *'this means that'*, *'this leads to'*, *'because'* and *'as a consequence'*. This demonstrates your skills of analysis which are assessed in all longer written questions.
6. Ensure that you include the context in any question that contains a business' name, even in the shorter questions. Many students forget this and throw away easy marks that could make the difference between grades.
7. All questions are marked according to their Assessment Objectives. Each question starts with a command word. Make sure you fully understand what each command word requires you to do. Reading the command verbs at the start of this book will help you with this.

**Good luck!**

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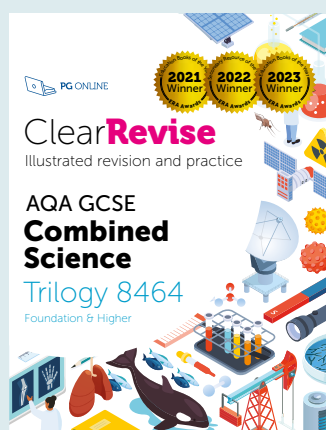
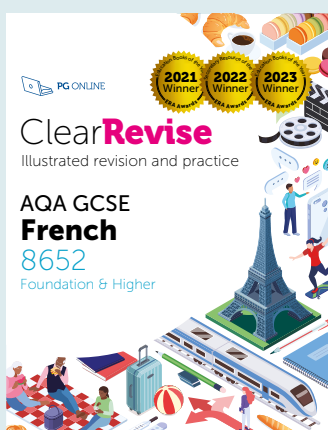
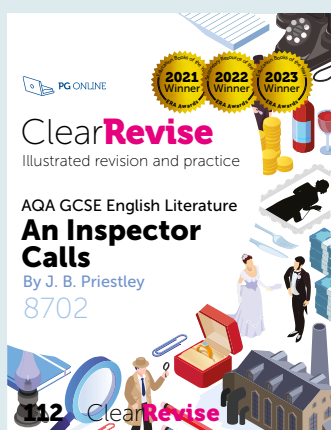
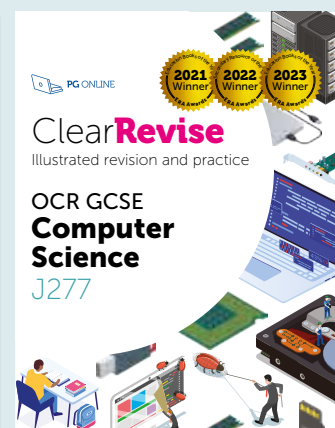
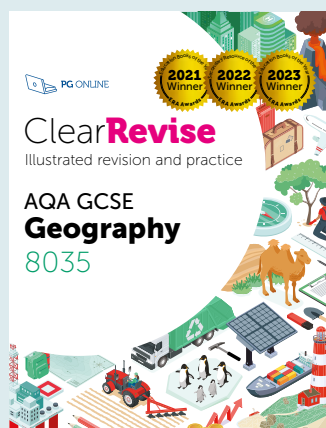
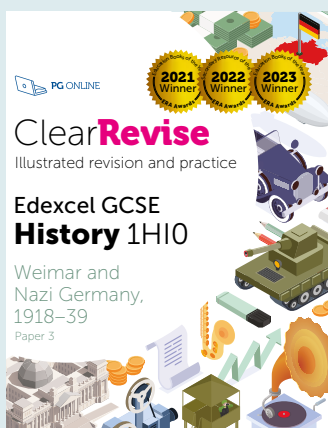
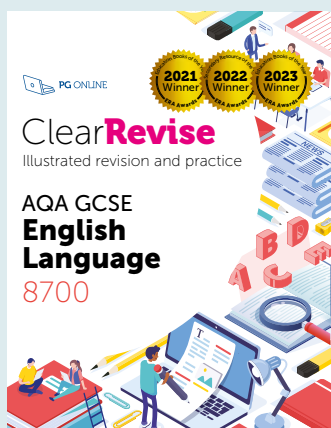
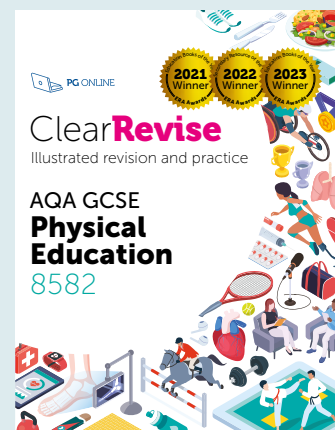
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