

International GCSE

Business (9225)

9225/1 Paper 1: Influences of
operations and human resources on
business activity

Report on the Examination

June 2026

REPORT ON THE EXAMINATION: INTERNATIONAL GCSE BUSINESS (9225/1) PAPER 1 – JUNE 2026

This paper proved to be accessible to almost all students, and the year saw, in general, an improvement in the ability to use the information provided in the items to contextualise answers. The clearest area where some students could have improved was in a willingness to improve chains of logic. An example was question 11.4, in which students needed to identify the implications of High Ridge opening a new store, then develop the consequences of an implication to explore the impact of that implication on the local community. Chains of logic should start and end where the question requires, should avoid missing links in the chain and must include no false links in the chain of logic. A number of students, especially on 12 mark questions, failed to build chains of logic and instead made bullet pointed statements, then sought to make a judgement based on these undeveloped arguments. Responses such as these cannot move past Level 2 on the mark grid.

QUESTION 01

The majority of students correctly identified D. Students should be advised to look out for ‘not’ questions – noting that where this format is used, the word ‘not’ will be emboldened.

QUESTION 02

Just over half the students got this question right. For those who did not, there was an even spread of false responses – this can be a tricky concept for some students to get to grips with.

QUESTION 03

This question was well answered, with a clear majority of students selecting the right answer.

QUESTION 04

This proved to be the easiest of the five multiple choice questions on this paper.

QUESTION 05

This was another question that was pleasingly well answered by the majority of students

QUESTION 06

It was great to see that many students handled the concept of induction training better than when previously examined. This was due to ensuring responses focused on new employee training. As with most explain questions, examples of the types of activities included helped to gain the second explanatory mark.

QUESTION 07

Despite some confusing the word organic to mean environmentally friendly, many did well on this question – especially useful was quoting an example such as opening new stores or building another factory.

QUESTION 08

The calculation was handled well by many students, with the majority getting it right – though a number stopped having worked out that 20% of staff had left the business without taking the final step of showing how many, therefore, stayed.

QUESTION 09

In general, students found the style of management part of the question far harder than the training part. The key discriminator was whether students made an explicit link to increasing productivity.

QUESTION 10.1

For those who understood unemployment, this was highly accessible, with the best responses recognising that expensive wooden toys are a want rather than a need – it is always good practice to use appropriate terminology when explaining business concepts.

QUESTION 10.2

Higher-scoring answers to this question were those that picked up on a benefit enjoyed by SDB – for instance, the ability to choose a location with lower costs and sell to a large market that is relatively affluent.

QUESTION 10.3

This question was well understood and most students picked up on the clear contextual references in item A that enabled them to answer the question in context.

QUESTION 10.4

Higher-scoring answers to this question made use of the word senior in the question. In general, students found it a bit more of a struggle on this question to contextualise responses, but knowledge was strong from almost all students.

QUESTION 10.5

A disappointing number of responses focused on the effect of growth on the business rather than the effect on customers. However, there were plenty of good responses that picked up on issues suggested by the item, which developed a clear logical chain of argument to reach the top level of the mark scheme.

QUESTION 10.6

A number of students failed to identify a particular stakeholder group – writing vaguely about ‘all stakeholders’, which was disappointing. Though many focused on employees, a proportion of students successfully explained why customers or suppliers may be unhappy about this objective.

QUESTION 10.7

Good knowledge was evident, certainly clearer and more widespread than when the concept was examined in previous sittings. As mentioned above, the best answers were those that developed two contrasting long chains of argument before reaching a justified concluding judgement.

QUESTION 11.1

This question proved straightforward – most students achieved at least 2 marks by offering an explanation that was plausible in the context offered.

QUESTION 11.2

There were lots of good responses, but a number focused on benefits to customers or the environment rather than direct benefits to High Ridge, stressing the need to carefully read exactly what the question asked for.

QUESTION 11.3

In general, students seemed to find some difficulty in managing to bring context to both benefits, but knowledge was sound.

QUESTION 11.4

Although some students focused more on the impact on the business, many picked up on the clear impacts suggested in the item, and many of these managed to develop good, logical arguments analysing the impacts, both positive and negative, on the local community.

QUESTION 11.5

There were plenty of low to mid-level responses to this question, specifically focusing on a type of economy of scale. Those which were clearly identified within the item were needed to access the top level of the marking grid.

QUESTION 11.6

Many students did good work with the data provided in the item and linked numeracy data to qualitative information within the item, which produced the most sustained lines of reasoning. It was good to see attempted judgements at the end of many responses – however, some of which were based on prior analysis.