# Mark Scheme (Results)

# Summer 2026

Pearson Edexcel GCE In Business
Marketing and People
8BPS0_01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question Number | Answer | Mark |
|---|---|---|
| 1(a) | **Knowledge 2**<br><br>**Knowledge/understanding:** of redundancy, e.g.<br><br>• A type of dismissal (1) when the employees role is no longer needed by the employer (1). | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| 1(b) | **Knowledge 2**<br><br>**Knowledge/understanding:** total revenue e.g.<br><br>• The amount of income for a business (1) generated from its sales (1).<br><br>OR<br><br>• Quantity x selling price (1) | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| 1(c) | **Knowledge 1, Application 2, Analysis 1**<br><br>**Knowledge/understanding: 1 mark** for understanding own-brand e.g.<br><br>• Products that are manufactured for wholesalers or retailers by other businesses (1).<br><br>**Application: up to 2 marks** for contextualised examples, e.g.<br><br>• Boots own-brand hayfever tablets may not work as well as Clarityn<br><br>• Brands such as Lemsip and Clarityn often used mass marketing so customers are more familiar with them.<br><br>**Analysis: 1 mark** is available for explaining a disadvantage of own-brand labels, e.g.<br><br>• Customers often ask for medications based on the manufacturers name, so may not be aware that Boots offers its own version and not buy them. | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| 1(d) | **Knowledge 1, Application 2, Analysis 1**<br><br>**Knowledge/understanding: 1 mark** for understanding market mapping, e.g.<br><br>• A form of market positioning which plots products/ services on a diagram, using two key variables.<br><br>**Application: up to 2 marks** for contextualised examples, e.g.<br><br>• Boots could plot its competitors such as Clarins on the diagram.<br><br>• Boots No7 skincare range could be positioned in the market to avoid competition.<br><br>**Analysis: 1 mark** is available for explaining how marketing decisions could be affected, e.g.<br><br>• This could help Boots identify a gap in the market for new skincare products. | **(4)** |

| Question Number | Indicative content | Mark |
|---|---|---|
| 1(e) | **Knowledge 2, Application 2, Analysis 2, Evaluation 2**<br>• Demand is the amount consumers are willing and able to buy at a specific price.<br>• A change in incomes, such as the cost-of-living crisis could increase demand for Boots own-brand hayfever tablets, as customers look for cheaper versions to save money.<br>• Hayfever and cold and flu medications are likely to be affected by seasons so that Boots see an increase in demand in summer and winter.<br>• Promotion methods like buy 1 get 1 half price on its own brand hayfever remedies compete with brands like Clarityn.<br>*Potential counterbalance*<br>• Some consumers trust the premium brands, such as Clarityn and Lemsip, so will pay the higher price despite having less disposable income.<br>• People may regularly purchase medications, particularly for common problems like cold and flu, so demand may not change throughout the year.<br>• Customers may be loyal to well-known brands such as Clarityn so they would not change to a cheaper product. | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| | 0 | • A completely inaccurate response. |
| Level 1 | 1-2 | • Isolated elements of knowledge and understanding – recall based.<br>• Weak or no relevant application to business examples.<br>• Generic assertions may be presented. |
| Level 2 | 3-5 | • Accurate knowledge and understanding.<br>• Chains of reasoning are presented, showing causes(s) and/or effects, but may be assertions or incomplete.<br>• An attempt at an assessment is presented using quantitative and/or qualitative information.<br>• Supported throughout by use of the business behaviour/context, though unlikely to show the significance of competing arguments. |
| Level 3 | 6-8 | • Accurate and thorough knowledge and understanding.<br>• Logical chains of reasoning, showing cause(s) and/or effect(s).<br>• Assessment is balanced, well contextualised, using quantitative and/or qualitative information.<br>• Supported throughout by relevant and effective use of the business behaviour/context, and shows an awareness of competing arguments/factors including supported judgement. |

| Question Number | Indicative content | Mark |
|---|---|---|
| 1(f) | **Knowledge 2, Application 2, Analysis3,Evaluation3**<br><br>• Stars intheBostonMatrixareproductsthathavehigh market share and high market growth.<br>• Starsrequireinvestmentinpromotiontoensuresales of No7skincareproductscontinuetogrow.Thiscould mean reduced investment in other products such as Boots' own brand cold and flu tablets.<br>• Bootsmayneedtochangeitsmarketingstrategyas the skincare products mature to ensure it becomes a cash cow rather than a dog.<br>• Bootsmayhavetopromotetheirskincareproductsat lower prices than premium brands like Clarins to ensure that sales continue to grow.<br><br>*Potential Counterbalance*<br><br>• No7 is alreadytheleadingskincarebrandintheUK,so new launchesmaynotrequireasmuchinvestmentas the brandalreadyhasagoodreputationandcustomer loyalty.<br>• As theskincaremarketisdynamic,Bootsislikelyto continue to develop new products so they may simply withdraw Future renew before sales decline.<br>• Boots'starproduct,theFutureRenewrangeachieved half a million customer transactions in the first four weeks demonstrating that it had high demand at the start of the product life cycle so competitive pricing may not be necessary.<br><br>*Potential Judgement*<br><br>• Boots is an establishedhealthandbeautyretailerwith a large product portfoliosoitmayhaveatriedand tested promotional methodforallitsproducts.This means that Boots' marketingdecisionsmaynotbe affected by having a star product. | **(10)** |

| Level | Mark | Descriptor |
|---|---|---|
| | 0 | • Acompletely inaccurate response. |
| Level 1 | 1–2 | • Isolated elements of knowledge and understanding – recall based.<br>• Weak or no relevant application to business examples.<br>• Generic assertions may be presented. |
| Level 2 | 3–4 | • Elements of knowledge and understanding.<br>• Which are applied to the business example.<br>• Chains of reasoning are presented, but may be assertions or incomplete.<br>• A generic or superficial assessment is presented. |
| Level 3 | 5–6 | • Accurate and thorough knowledge and understanding.<br>• Analytical perspectives are presented, with developed chains of reasoning, showing cause(s) and/or effect(s).<br>• An attempt at an assessment is presented using quantitative and/or qualitative information<br>• Supported throughout by use of the business<br>• behaviour/context, though unlikely to show the significance of competing arguments. |
| Level 4 | 7–10 | • Accurate and thorough knowledge and understanding.<br>• A coherent and logical chain of reasoning, showing cause(s) and/or effect(s).<br>• Assessment is balanced and well contextualised, using quantitative and/or qualitative information<br>• Supported throughout by relevant and effective use of the business behaviour/context, and shows an awareness of competing arguments/factors leading to a supported judgement. |

| Question Number | Answer | Mark |
|---|---|---|
| 2(a) | **Knowledge 2**<br><br>**Knowledge/understanding:** of primary market research, e.g.<br><br>• Obtaining up to date data first hand by the business (1) to meet the specific needs of the business/by using interviews/focus groups (1). | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| 2(b) | **Knowledge 2**<br><br>**Knowledge/understanding:** of decline stage of the product lifecycle, e.g.<br><br>• The final stage of the product's life cycle (1) when sales fall due to a loss of demand (1). | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| 2(c) | **Knowledge 1, Application 2, Analysis 1**<br><br>**Knowledge/understanding: 1 mark** for understanding extension strategy e.g.<br><br>• A method used to lengthen the life/maintain sales, of a product/service.<br><br>**Application: up to 2 marks** for contextualised examples, e.g.<br><br>• Revamping the Furby to include a smartphone app to translate its sounds, is likely to appeal more to children.<br>• Adding new functions like jokes and songs and making the Furby more interactive than it was before.<br><br>**Analysis: 1 mark** is available for explaining a consequence, e.g.<br>• Updating the Furby to meet the needs of kids could help it compete with other toys and keep sales high, preventing the Furby falling into the decline stage of the product lifecycle. | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(d)** | **Knowledge 1, Application 3**<br><br>Quantitative skills assessed:<br><br>**QS1**: Calculate, use and understand ratios, averages and fractions<br><br>**QS2**: Calculate, use and understand percentages and percentage changes<br><br>**Knowledge: 1 mark**fortheformula<br><br>• Price elasticityofdemand=%change in quantity demanded/% change in price.<br><br>**Application: upto3marks**<br><br>• Calculate%changeinprice=(£9.15-£10.54/£9.15) x 100 = 15.19%(1)<br>• Calculatepriceelasticityofdemand = -3%/15.19% (1) = -0.20(1)<br><br>**NB:** If the onlyanswergivenis-0.20award 4 marks. If the answer givenis-0.19or-0.2award3marks. | **(4)** |

| Question Number | Indicative content | Mark |
|---|---|---|
| 2(e) | **Knowledge 2, Application 2, Analysis 2, Evaluation 2**<br><br>• Collecting data to enable the business to understand customer needs and wants/through primary or secondary methods.<br><br>• Hasbro could have used social media to identify trends in the toy market and adapted the Furby to meet these trends, such as adding a smartphone app to translate Furby's sounds into English.<br>• Hasbro could have conducted primary research by adding pop up surveys on their website to ask parents about what their children want from the new Furby. The research may be targeted specifically to parents and children interested in toys and also enables a large number of potential customers to be reached.<br>• Databases could be used to store large amounts of customer information which can be analysed to identify the characteristics of its customers.<br><br>*Potential Counterbalance*<br><br>• The Furby may be targeted at children who are not old enough to use social media, therefore more traditional market research methods like focus groups, could be more useful to Hasbro.<br>• In person primary research, such as interviews with parents of young children, may be more effective at gaining an understanding of what kids want from the new Furby, rather than pop up surveys which do not allow parents to ask questions.<br>• Some customers may ask that their personal information is not saved for marketing purposes, because they are concerned about data breaches/do not want to receive lots of marketing emails. | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| | 0 | • A completely inaccurate response. |
| Level 1 | 1-2 | • Isolated elements of knowledge and understanding – recall based.<br>• Weak or no relevant application to business examples.<br>• Generic assertions may be presented. |
| Level 2 | 3-5 | • Accurate knowledge and understanding.<br>• Chains of reasoning are presented, showing causes(s) and/or effects, but may be assertions or incomplete.<br>• An attempt at an assessment is presented using quantitative and/or qualitative information.<br>• Supported throughout by use of the business behaviour/context, though unlikely to show the significance of competing arguments. |
| Level 3 | 6-8 | • Accurate and thorough knowledge and understanding.<br>• Logical chains of reasoning, showing cause(s) and/or effect(s).<br>• Assessment is balanced, well contextualised, using quantitative and/or qualitative information.<br>• Supported throughout by relevant and effective use of the business behaviour/context, and shows an awareness of competing arguments/factors including supported judgement. |

| Question Number | Indicative content | Mark |
|---|---|---|
| 2(f) | **Knowledge 2, Application 2, Analysis 3, Evaluation 3**<br><br>• A shift in the market caused by changes in consumer behaviour, technology or external factors, resulting in opportunities or challenges for businesses.<br><br>• Sales of toys in the UK have fallen by 3%, if Hasbro do not provide toys that meet the current needs of children they are likely to see sales fall further.<br>• Video games are the predominant form of entertainment for lots of people, so Hasbro need to offer products in this market to gain sales and achieve growth, rather than focusing on old fashioned toys from the 1990s, like the Furby.<br>• By updating traditional toys, like the Furby, Hasbro can extend the product lifecycle by attracting a new generation of children, maintaining sales.<br><br>*Potential Counterbalance*<br><br>• Hasbro is known for toys, like the Furby and games such as Monopoly, which are still popular with families and are likely to be bought for each new generation. Therefore, sales could remain steady by focusing on well-known traditional toys.<br>• There is a lot of established competition in the video games market, with competitors such as Epic Games. This may make it difficult for Hasbro to gain customers for its less well-known video games.<br>• Adapting to change can incur high research and development costs, which Hasbro may not have the revenue to cover, as the toy market has declined by 3%.<br><br>*Potential Judgement*<br><br>• Adapting to the changes in the toy market by developing brand new video games may be risky for Hasbro if it does not have the same level of skills and experience in video game production so it may not able to compete with Epic Games. | **(10)** |

| Level | Mark | Descriptor |
|---|---|---|
| | 0 | • Acompletely inaccurate response. |
| Level 1 | 1–2 | • Isolated elements of knowledge and understanding – recall based.<br>• Weak or no relevant application to business examples.<br>• Generic assertions may be presented. |
| Level 2 | 3–4 | • Elements of knowledge and understanding.<br>• Which are applied to the business example.<br>• Chains of reasoning are presented, but may be assertions or incomplete.<br>• A generic or superficial assessment is presented. |
| Level 3 | 5–6 | • Accurate and thorough knowledge and understanding.<br>• Analytical perspectives are presented, with developed chains of reasoning, showing cause(s) and/or effect(s).<br>• An attempt at an assessment is presented using quantitative and/or qualitative information<br>• Supported throughout by use of the business<br>• behaviour/context, though unlikely to show the significance of competing arguments. |
| Level 4 | 7–10 | • Accurate and thorough knowledge and understanding.<br>• A coherent and logical chain of reasoning, showing cause(s) and/or effect(s).<br>• Assessment is balanced and well contextualised, using quantitative and/or qualitative information<br>• Supported throughout by relevant and effective use of the business behaviour/context, and shows an awareness of competing arguments/factors leading to a supported judgement. |

| Question Number | Indicative content | Mark |
|---|---|---|
| 3 | **Knowledge 4, Application 4, Analysis 6, Evaluation 6**<br><br>**On-the-job training**<br><br>• On-the-job training involves developing new skills while fulfilling the job role.<br><br>• Many of the roles in the business, such as serving staff and some kitchen staff may be low skilled and not require large amounts of training. New serving staff in the restaurant may be able to develop their customer service skills while delivering food to customers and clearing tables which could mean they are being productive while training.<br><br>• On-the-job training allows new employees to learn from experienced staff. This could improve their customer service skills resulting in happy customers who return to the restaurant again, increasing sales for the Goat Shed.<br>On-the-job training can be carried out while the new waiting staff are working, making it more convenient for the employee and more cost-effective for Sam as this is the cheaper option.<br><br>• Learning while trying to complete a job role that is new adds pressure to the new employee who may make mistakes in front of customers. Customers may not be happy with the level of service they receive in the restaurant which could lead to complaints and refunds needing to be made therefore reducing profit.<br><br>**Off-the-job training**<br><br>• Off-the-job training involves employees gaining knowledge and skills away from their usual workplace.<br><br>• Some job roles in the new restaurant, such as chefs, may require higher level of skill. Using off-the-job training could allow the new chefs to gain skills and experience that help them produce higher quality food. This could result in the restaurant gaining a good reputation and more customers visiting.<br><br>• Providing new employees with training that allows them to gain qualifications would make them feel more valued by Sam. This could lead to greater staff retention and reduce recruitment and training costs in the future.<br><br>• Food hygiene certificates are essential for some employees working in the restaurant, which will have to be provided by an external organisation. This is necessary to avoid fines from not meeting food legislation requirements.<br><br>• Skills such as customer service may be difficult to learn in a classroom environment away from the workplace as role play is not a substitute for dealing with real customer questions and complaints. This could lead to customers not returning, leaving bad reviews and leading to fall in sales. | |

| | | |
|---|---|---|
| | *Potential recommendation*<br>• Using off-the-job training may be more suitable for the new restaurant staff because training 15-20 new employees on the job may be difficult to achieve as the Goat Shed may not have enough experienced staff to mentor them. Off-the-job training could lead to better trained staff and reduce costly mistakes being made when taking customer orders or cooking meals, which will impact profitability.<br>• On-the-job training may be more suitable for the Goat Shed as it is the cheaper option as Sam will not have to pay for external providers to be used for training the 15-20 new employees or pay additional staff to cover while they are away training. This could make it a more cost-effective option and could improve operating profit. | **(20)** |

| Level | Mark | Descriptor |
|---|---|---|
| | 0 | • Acompletely inaccurate response. |
| Level 1 | 1–4 | • Isolated elements of knowledge and understanding.<br>• Weak or no relevant application of business examples.<br>• An argument may be attempted, but will be generic and fail to connect cause(s) and/or consequence(s)/effect(s). |
| Level 2 | 5–8 | • Elements of knowledge and understanding<br>• Which are applied to the business example.<br>• Arguments and chains of reasoning are presented, but connections between cause(s) and/or consequence(s)/ effect(s) are incomplete. Attempts to address the question.<br>• A comparison or judgement may be attempted, but it will not successfully show an awareness of the key features of business behaviour or business situation. |
| Level 3 | 9–14 | • Accurate and thorough knowledge and understanding<br>• Supported throughout by use of the business behaviour/context.<br>• Uses developed chains of reasoning, so that cause(s) and/or consequence(s)/effect(s) are complete, showing an understanding of the question. Arguments are developed.<br>• Quantitative and/or qualitative information is introduced in an attempt to support judgements, a partial awareness of the validity and/or significance of competing arguments and<br>• may lead to a conclusion. |
| Level 4 | 15–20 | • Accurate and thorough knowledge and understanding<br>• Supported throughout by use of relevant and effective use of the business behaviour/context.<br>• Uses well-developed and logical, coherent chains of reasoning, showing a range of cause(s) and/or effect(s). Arguments are fully developed.<br>• Quantitative and/or qualitative information is/are used well to support judgements. A full awareness of the validity and significance of competing arguments/factors, leading to balanced comparisons, judgements and an effective conclusion that proposes a solution and/or recommendation(s). |