A-LEVEL BUSINESS, YEAR 12 | THE FIRST TWO WEEKS

A-LEVEL BUSINESS

THE FIRST FORTNIGHT

WHAT TO ACCEPT

EVERY SENTENCE MARKED

FULLY EDITABLE

WHAT IS INSIDE

- Six questions from the first two weeks, every sentence marked
- A method mark tag, so you can see what earns when the answer comes out wrong
- What to accept and what to send back, ruled for each question
- The eight GCSE habits that stop earning marks in September
- Six photocopiable student sheets with the marking removed
- Word version, so you can change the business and the figures

SIX MARKED ANSWERS | READY TO MARK | EDITABLE

Level descriptors and tariffs differ between boards and change. The mark scheme in this pack is my own. Confirm tariffs and descriptors against your current specification and mark schemes.

What this pack is

The first two weeks of Year 12 produce a particular kind of problem. The teaching is not hard. The marking is. Thirty students answer a four-mark question on business objectives, thirty answers look plausible, and there is no mark scheme in front of you because it is week one and nothing has been set yet. This pack is six of those questions, taken from the ground the first fortnight covers on any A-level Business course, with a realistic student answer to each one marked sentence by sentence: what it earns, why, and whether you accept it or send it back. It is written to be used with a pen in your hand.

The thing that makes it different

Model answers are usually handed out whole and students are told they are good, which teaches very little, because the student cannot see which part did the work. Here every answer is broken into numbered sentences and each sentence carries a tag. One of the tags is new and it is the one that matters in September: M, a method mark. Eight of the twenty question parts in this pack are calculations, and on a calculation the working earns even when the final figure is wrong, while a right answer with nothing written under it still takes the marks. Both of those are the boards' own rules, both are printed in published mark schemes, and both are quoted a few pages on so you can check them rather than take my word. The one that goes wrong in September is the first: correct working with a slip in it, marked as nought, when every step that was right should have been paid.

It is editable

Two formats. The PDF is for printing, and the six student sheets at the back photocopy as they stand. The Word file contains every question, every answer, every annotation and every figure as ordinary editable text, so you can change the business, swap the numbers, or cut a question that does not suit your group. Nothing is an image and nothing is locked.

Before you use it

Who it is for

Teachers taking a new Year 12 through the first weeks of A-level Business, on either board. It is written for the first two weeks and it keeps working for the first half term, because these six questions keep coming back. It assumes no subject background. If you are teaching this without having studied it, this is the pack to have open while you mark the first set of books.

The diagnosis, in one paragraph

Year 12 arrive with a set of GCSE habits that earned marks for five years and stop earning them in September. They define the term and stop, because at GCSE the definition was often the mark. They list three thin reasons instead of developing one, because give two reasons trained the list. They end every chain with so they will make more profit without saying how. They use the company's name and think that is application. They do a calculation and then say nothing about what the figure means. None of that is stupidity and none of it is laziness. It is training, and it has to be untrained deliberately in the first fortnight or it hardens. The six marked answers in this pack are the untraining.

A note on accuracy

Mark schemes, level descriptors and tariffs change, and they differ between boards. The mark scheme in this pack is mine. It is written to the shapes both boards use, and it is labelled as mine every time it appears. It does not quote any board's level descriptors and it does not claim which paper carries which tariff. Take those from your current specification and mark schemes, which are free and current. The specification references in the next section are the one part of this pack that is not mine, so every one of them was checked against the published specification before it was printed, including the one that says a topic is not there. The same goes for the two things this pack says about how the boards mark a calculation: both are quoted from a published mark scheme, and the paper is named where the quotation appears.

The business used throughout, Kova, is constructed. Every figure in it is internally consistent, so any calculation quoted in this pack can be checked with a calculator and it will agree. The real UK businesses named in the pack are used as context only. No financial figure is attached to any of them, because figures move and a resource that quotes a stale one is worse than a resource that quotes none.

Where the six questions sit

Which specification is this for

All three that a UK department is likely to be teaching this September, but not in the same place in each. AQA is mid-change: 7138 is for first teaching from September 2026, so a Year 12 starting now is on 7138, while 7132 runs on for the years already partway through. Edexcel 9BS0 is unchanged. The table gives the reference for all three, taken from the published specifications rather than from memory, because a reference that sends a head of department to a page which does not contain what was promised is worse than no reference at all.

One honest exception, and it is Question 1

Added value is not opening unit content on AQA. It is not in 7138 at all: the nearest wording there is about how managing operations helps a business add value, which is the second unit. In 7132 it appears once, as an operational objective, which is also well past September. It is Edexcel content, at 1.1.3. Question 1 still belongs in week one on either board, because 1b is the revenue and cost arithmetic both AQA specifications do open with, and because added value against profit is the cleanest way to stop a class using the two words interchangeably for the rest of the year. Teach it. Just do not tell an AQA class it is on their specification, because it is not.

The question	AQA 7138, from September 2026	AQA 7132, continuing cohorts	Edexcel 9BS0
1. Added value is not profit	3.1.4 Financial management, for the profit calculation. Added value is not in this specification.	3.1.1, for revenue, fixed, variable and total costs. Added value only at 3.4.1, in operations.	1.1.3 Market positioning, for added value. Part 1b is Theme 2: 2.2.2 for the revenue and the costs, 2.3.1 Profit for the profit itself.
2. What founding actually costs	3.1.1, for opportunity cost, risk and reward. Risk against uncertainty is in the annex, in the list of analytical concepts.	3.2.2, which lists risks, rewards, uncertainty and opportunity cost together.	1.5.5 Business choices, for opportunity cost. 1.1.1 for the difference between risk and uncertainty.
3. Entrepreneur or manager	3.1.1, for how the entrepreneur's role changes as the business grows.	3.2.1, management, leadership and decision making.	1.5.6 Moving from entrepreneur to leader, with 1.5.1 for the role itself.
4. The objective that is not about money	3.1.1 Business objectives, which is where SMART sits, and the financial against non-financial reasons for setting up.	3.1.1, mission and objectives, and why businesses set them.	1.5.3 Business objectives, with 1.5.2 for non-financial motives.
5. Share of what	3.1.3 Marketing management: market size, market share, sales volume against sales value.	3.3.1 Setting marketing objectives, which carries the same list.	1.1.1 The market: market size and market share.
6. More bars, less money	3.1.3 for niche against mass markets. 3.1.4 for contribution per unit and total contribution.	3.3.3 for niche and mass markets. Contribution is at 3.5.2.	1.1.1 for mass and niche markets. Parts 6a and 6b are Theme 2, 2.2.3.

Two of the six need a cost before they can be set

Question 1b wants profit out of fixed and variable costs, and Questions 6a and 6b want contribution. On both AQA specifications that arithmetic is in the same unit as the rest, so it is fair in week one. On Edexcel it is Theme 2, and a Theme 1 class in September has not met it. If your class has not met costs yet, set 1a and 1c on their own and hold 1b until the finance unit, and hand the class the two contribution figures for Question 6 rather than asking for them, which leaves 6c intact and it is the best question in the pack. Nothing else here needs a cost.

The tariffs are mine as well as the mark schemes: 1 to 4 marks for a state, a calculation or an explanation, 6 for one chain developed, 9 for a full analysis. Your board's papers will not use those numbers in that order. Take the shape from here and the numbers from your own past papers, because students use the tariff to decide how much to write. Each question also names the lesson of the fortnight it belongs to, so you can run them in order or pull one out.

The tag key, and how to read a marked page

K, AP, AN and EV follow the four assessment objectives that both boards share. The nothing tag and the method tag are mine, and the method tag is the one that decides most of the marks on the calculations here.

Tag	What it means
K	Knowledge. A term used correctly or a concept named. Necessary, cheap, and never enough on its own.
AP	Application. Tied to this business, using its figures or its situation. If the sentence would be equally true of a different company, it is not application.
AN	Analysis. A consequence followed through. Because this, therefore that, which means this here.
EV	Evaluation. A judgement, a weighing, a condition, or a supported decision.
M	Method. The working is shown and the route to the answer is right, so the mark is earned even if the arithmetic slips. This is the tag that decides most of the marks on a calculation and it is the one that gets marked wrong most often.
0	Earns nothing. Restating the question, announcing what the answer will do, or a sentence true of any business anywhere.

How to use the marked pages

Cover the two right-hand columns and read the answer straight through as a student would, then reveal the tag column and ask the class to predict the reason before you reveal it. The predicting is where the learning happens. Handing out the fully annotated page and reading it aloud produces agreement and no transfer.

On the method tag

A student who writes 62,000 times 1.40 and then puts 86,000 has earned the method and lost the accuracy, and the board pays for the step that was right. A student who writes 86,800 and nothing else has the answer and no evidence of a method, and that is not a fault at any tariff: on both boards a correct answer standing on its own takes the whole of the calculation credit, and a stem that says show your working does not change it. Only one of those two gets marked wrongly in September and it is the first, because working with a slip in it looks wrong at a glance and the nought goes on before anyone reads the second line. It costs trust the moment the student notices.

Which is why the working is still worth installing in week one. It is free when the answer is right, and it is the only thing left to mark when the answer is wrong.

What the boards print, so you do not have to take my word for it

This is the one place in the pack where I am telling you what an examiner does, so here is the evidence rather than the assertion. Three published mark schemes, quoted as printed. All three are free downloads from the board.

The paper and the question	What the published mark scheme prints	What it means with a pen in your hand
AQA A-level Business 7132/1, June 2023, question 17. A four mark current ratio calculation. The stem says Show your working.	Answer = 2.2: 1 OR 2.2 (4 marks). The three steps are then broken out below it, each worth one mark, with the note Use OFR only if either CA or CL figure is correct. OFR is listed in the same document's key as Own Figure Rule.	The right answer on its own is worth all four, and the stem asking for working does not change that. The steps exist so that a wrong answer can still be paid for the part that was right.
AQA AS Business 7131/1, sample assessment material, question 12. A five mark fixed cost calculation. The stem says Show your workings.	Answer = £6600 (5 marks). Two complete routes to it are then set out underneath, one through the break-even formula and one through contribution, followed by the line Alternative methods can be credited.	The same rule at a higher tariff, and a reminder that a route you did not expect is not a route that is wrong. Read the working before deciding it is not a method.
Pearson Edexcel 9BS0 Paper 2, summer 2024, questions 1b and 2a. Four mark calculations of return on capital employed and of a change in operating profit margin.	N.B: If the only answer given is 6.01% award 4 marks. If the only answer given is 6.01 or 6.0 award 3 marks. And on 2a: NB: If the only answer given is 4.63%, 4.63, 4.62%, 4.62 award 4 marks. If the answer given is 4.6% or 4.6 award 3 marks.	Edexcel writes the rule out in full. Note what does cost the fourth mark on that paper: the missing per cent sign and the over-rounded figure. Not the missing working.

So there is one thing to change before you mark the first set of books, and it is not the one most people expect. Do not take marks off a right answer for being bare. Do go looking for the correct route under a wrong total, because that is the credit both boards intend to give and it is the one that quietly gets missed at half past ten at night.

Two conventions worth explaining to the class

A sentence can carry two tags at once and the best sentences often do. K is tagged only where a term is doing work in the sentence, not every time a business word appears. A sentence can be full of vocabulary and earn nothing, which is what the answer to Question 4 shows.

A tag says what a sentence does. Whether it earns depends on what the question asked for. A correct definition in the middle of a calculation is still knowledge, and it still scores nothing, and students find that easier to accept when the tag and the mark are shown as two separate things.

The case: Kova

Kova makes protein bars. Nadia started it in her kitchen four years ago and now sells to 220 independent gyms and studios, which resell the bars on their counters. This year a supermarket chain has offered Kova a national listing. Nadia has also, for the first time, hired someone to run production, so that she can think about the offer.

Kova today, a typical month	Figure
Bars sold per month	62,000
Price Kova charges a gym, per bar	£1.40
Price the gym charges the customer, per bar	£2.50
Bought-in ingredients and wrapper, per bar	£0.52
Other variable cost, co-packing and delivery, per bar	£0.23
Fixed costs per month, every salary included	£14,500

The supermarket offer	Figure
Bars a year	900,000
Price Kova would charge the supermarket, per bar	£0.86
Price the supermarket would sell at, per bar	£1.20
Ingredients and wrapper, unchanged, per bar	£0.52
Other variable cost on this volume, larger runs, per bar	£0.14
One-off cost: packaging redesign and a new co-packing line	£120,000

The market, from a trade report Nadia buys	Figure
UK sports nutrition bar market, retail value last year	£310 million
Bars sold in the market last year	155 million
Market growth on the year	6 per cent

These market figures are constructed for this task, as is the rest of Kova. Every figure is internally consistent, so any calculation in this pack can be checked with a calculator and it will agree.

Nadia and Tom	Figure
Salary Nadia left behind	£34,000
Savings put into Kova	£26,000
Interest those savings had been earning	4.1 per cent a year
Tom, operations manager, hired this year to run production and delivery	£38,000

Tom's salary is already inside the fixed costs. Fixed costs at Kova are everything the business pays whether it sells a bar or not, wages included, so the £38,000 is part of the £14,500 a month and is not added on top of it. A sharp Year 12 will ask, usually while you are marking Question 1b, and the answer is on the table rather than in your head.

The real businesses used alongside Kova

Six real businesses appear in this pack as context. None of them carries a figure, because figures move. Use them to make the idea concrete and use Kova for anything that has to be calculated.

Where	The business, and what it is there for
Question 1	Greggs. A sausage roll: what the ingredients cost against the price on the counter.
Question 2	Gymshark, started by Ben Francis while he was a student and working as a Pizza Hut delivery driver.

Where	The business, and what it is there for
Question 3	Kova only. The moment a founder hires a manager is easier to see inside one business than across several.
Question 4	Lush, which states its position on animal testing in its shops and on its packaging.
Question 5	Aldi and Lidl in UK grocery. If you want a live share figure, look up the current Kantar release rather than using one printed here.
Question 6	BrewDog, which began by selling craft beer to people who cared about craft beer and now sells it in supermarkets.

Question 1. Added value is not profit

What a business does: revenue, costs, profit and added value. Lesson 1 of the fortnight.

Kova today, a typical month	Figure
Bars sold per month	62,000
Price Kova charges a gym, per bar	£1.40
Price the gym charges the customer, per bar	£2.50
Bought-in ingredients and wrapper, per bar	£0.52
Other variable cost, co-packing and delivery, per bar	£0.23
Fixed costs per month, every salary included	£14,500

Kova sells protein bars to independent gyms. Use the table above.

1a. Calculate the added value on one Kova bar. (2 marks)

1b. Calculate Kova's profit in a typical month. (4 marks)

1c. A student says that added value and profit are the same thing. Explain why that is wrong, using Kova's figures. (4 marks)

Mark scheme, my version, not any board's

1a. One mark for £1.40 minus £0.52. One mark for £0.88.

1b. One mark for revenue of £86,800. One for total variable cost of £46,500. One for adding fixed costs of £14,500 to reach a total cost of £61,000. One for £25,800. A bare £25,800 with no working under it takes all four. The four steps are how the marks are found when the answer is wrong, which is how both boards set a calculation scheme out.

1c. One mark for added value defined as the selling price minus the cost of inputs, which is AQA's own wording, or as the price minus the cost of bought-in goods and services, which is the same idea in different words. One for profit defined as revenue minus all costs. One for the two Kova figures placed side by side. One for naming a cost that sits between the two, such as delivery, co-packing, wages or rent.

The answer, marked

#	The sentence	Tag	What it earns and why
1	Added value is £0.88.	M + AP	Both marks on part a. The calculation is one subtraction, so the answer implies the method. A bare right answer takes the marks on the longer calculations too, on both boards. What it does not do is leave anything to rescue when the arithmetic slips, which is the whole of sentence 4 below.
2	62,000 x 1.40 = 86,800.	M	Revenue, correct, and the first of the four marks on part b. It is not labelled. Accept it: the figure can only be revenue.
3	62,000 x 0.75 = 46,500.	M	Total variable cost, and the second mark. The 0.75 is the two per bar costs added together, which the student has done in their head. That is fine here and it is worth asking them to write it down, because the same habit on a longer question is where marks go.
4	86,800 minus 46,500 = 40,300, minus 14,500 = £25,400.	M	The third mark, for taking fixed costs off as well. The route is right the whole way and the last subtraction slips: 40,300 minus 14,500 is 25,800. This is the most common mark in September and the one most often marked as nought.
5	So Kova makes £25,400 a month.	0	The slipped figure repeated. No further credit, and no further penalty either: the answer mark has already gone and it cannot go twice.

#	The sentence	Tag	What it earns and why
6	Added value is the difference between the price of a product and the cost of making it.	K	One mark, because the idea is there, and then thirty seconds with the class. The wording to want is the cost of inputs, and it is AQA's own: the 7132 subject specific vocabulary defines added value as the increase in worth of a product or service because of the production process or additional features, measured by the difference between the selling price and the cost of inputs. Mark that version right wherever it turns up. The cost of making it is the looser cousin, because a class hears it as everything it cost, and once wages come out added value and profit are the same number and part c has nothing left to say. Ask which inputs, and whether wages are one of them. This is the sentence that separates a 1 from a 2 on part c.
7	Profit is what is left when a business takes all of its costs away from its revenue.	K	The second definition, correct, and the second mark on part c.
8	For Kova, added value is important because it helps the business.	0	Naming the company is not application. This sentence would be true of any business anywhere, which is the test. It also says nothing: helps the business how?
9	The gym sells the same bar for £2.50, so value gets added twice on the way to the customer.	K + AP	True, and better than it looks: Kova adds £0.88 and the gym adds £1.10 on top by putting the bar where someone will buy it. It is not what part c asked for, so it earns nothing here. Write good next to it anyway and use it in Question 6.
10	Kova adds £0.88 of value on a bar but only makes about £0.42 of profit on it, and the gap is the delivery, the co-packing and the rent, which come out of the added value.	K + AP + AN	The last two marks on part c. The figures are side by side and the costs between them are named. Check: £25,800 of monthly profit divided by 62,000 bars is £0.416, so about £0.42 a bar is right.
11	This shows that added value and profit are not the same thing.	0	A restatement of the question. It costs nothing except the time it took to write, which in an exam is the point.

What it scores: 2 out of 2, 3 out of 4, 4 out of 4. Nine out of ten, and the missing mark is arithmetic rather than understanding. Mark the slip on the page and give the three.

What to accept

Ruling	What it covers
Accept	Correct method with a slipped figure. A right answer with no working under it, on any part and at any tariff, because both boards pay it in full. Added value defined as the selling price minus the cost of inputs, which is AQA's own wording. Any correct route to £25,800, including contribution first: 62,000 x £0.65 = £40,300, less £14,500.
Accept with a nudge in the margin	Added value defined as the price minus the cost of making it. Not wrong, and a class hears the cost of making it as wages included, which leaves part c with nothing to say. Ask which inputs, and whether wages are one of them.
Send back	Any answer to part c with no Kova figure in it. It cannot reach the top of the mark scheme and rewriting it takes two minutes.

How to run this in twenty minutes

Give out the student sheet and take five minutes on 1a and 1b in silence. Put the marked page up with the right-hand columns covered, take three predictions on the slipped figure, then reveal. Close on sentence 10 and leave it on the board.

Question 2. What founding actually costs

Enterprise, risk, uncertainty and opportunity cost. Lesson 2 of the fortnight.

Nadia and Tom	Figure
Salary Nadia left behind	£34,000
Savings put into Kova	£26,000
Interest those savings had been earning	4.1 per cent a year
Tom, operations manager, hired this year to run production and delivery	£38,000

Nadia left a job paying £34,000 a year to start Kova. She put £26,000 of savings into the business. Those savings had been earning 4.1 per cent a year.

2a. Calculate the interest Nadia gave up in her first year. (2 marks)

2b. Calculate her total opportunity cost of that first year. (2 marks)

2c. A rival opens two streets away without warning. Explain whether that is a risk or an uncertainty for Kova. (4 marks)

2d. Nadia knew all of this before she started. Explain one reason she started anyway. (3 marks)

Mark scheme, my version, not any board's

2a. One mark for 26,000 x 0.041. One for £1,066.

2b. One mark for adding the salary to the interest. One for £35,066.

2c. One mark for naming uncertainty. One for the reason: no basis exists for estimating the odds. One for taking that to its consequence, that it cannot be priced or insured. One for a contrast against something that can be.

2d. One mark for a motive named. One for tying it to Nadia rather than to founders in general. One for a consequence.

The answer, marked

#	The sentence	Tag	What it earns and why
1	26,000 x 0.041 = £1,066.	M + AP	Both marks on part a. The working is one line and it is written down, which is exactly the habit the first fortnight is trying to install.
2	Her opportunity cost for the year is £34,000.	0	Nothing on part b. The salary was already in the question, so the mark is for noticing that the interest belongs in the same total. This is the single most commonly dropped mark on this question, and it is dropped by students who got part a right thirty seconds earlier.
3	It is a risk, because starting a business is risky.	0	The word risk has a technical meaning here and this sentence uses the everyday one. Risk has odds that can be estimated, and things with odds can be insured. A rival appearing without warning has no odds attached to it.
4	Actually I think it is uncertainty, because Nadia had no way of knowing that a rival would open.	K + AN	Two of the four marks on part c: the term is named and there is a reason under it. The other two are one clause away.
5	A fire in the kitchen is different, because an insurer will put a price on that.	AN + EV	There they are. The contrast is what turns a definition into an explanation, and it is the clause almost nobody writes.
6	She wanted to be her own boss.	K	True, generic, one mark on part d. Ben Francis was doing the same thing while delivering pizzas, which is the point of using Gymshark here: the motive is common, so it cannot carry three marks on its own.
7	Nadia is the only person who can decide whether Kova stays in the gyms or goes into a supermarket, and no employer would have handed her that decision.	AP + AN	The other two marks. The motive is now tied to Nadia and followed through to something that only happens because she owns the business.
8	She could also earn more money than £34,000.	K	Possible, and unsupported. Nothing in the case says Kova pays her more, and in year one it plainly did not: she gave up £35,066 to start. Marking this generously teaches the class that assertion is enough.
9	Opportunity cost is the next best alternative that you give up.	K	Correct, and it earns nothing on this paper, because both parts that mention opportunity cost asked for a number. A tag says what a sentence does. The mark scheme decides whether it pays.
10	In conclusion, starting a business is a big risk but it can pay off.	0	A conclusion to a question that did not ask for one, using risk in the everyday sense again, two sentences after the student defined it correctly. Cross it out in front of the class.

What it scores: 2 out of 2, 0 out of 2, 4 out of 4, 3 out of 3. Nine out of eleven, and the two lost marks are one addition.

What to accept

Ruling	What it covers

Ruling	What it covers
Accept	4.1 per cent worked as 26,000 x 0.041 or as 26,000 x 4.1 divided by 100, in either presentation. Uncertainty named with any reason that turns on the odds not being knowable.
Accept with a nudge in the margin	Uncertainty named with a thin reason. Write could an insurer price this in the margin and let them add the clause themselves.
Send back	Risk and uncertainty used as if they were the same word. The rest of the fortnight rests on that distinction and it has to be right before lesson 3.

How to run this in twenty minutes

Do 2a and 2b cold, four minutes, then mark them on the board so the whole class sees the missing addition at the same moment. Spend the rest of the time on 2c, standing up, with could an insurer price this as the only tool.

Question 3. Entrepreneur or manager

The entrepreneurial role, and what changes when the first manager arrives. Lesson 3 of the fortnight.

Nadia and Tom	Figure
Salary Nadia left behind	£34,000
Savings put into Kova	£26,000
Interest those savings had been earning	4.1 per cent a year
Tom, operations manager, hired this year to run production and delivery	£38,000

Nadia has hired Tom as operations manager on £38,000 a year to run production and delivery. She still owns Kova, and the £26,000 she put in is still in it.

3a. State one thing Nadia risks that Tom does not. (1 mark)

3b. Explain the difference between the entrepreneur's role and the manager's role at Kova. (4 marks)

3c. Nadia says that hiring Tom was the moment she stopped running the business and started deciding about it. Analyse what she means. (6 marks)

Mark scheme, my version, not any board's

3a. One mark for the money she has already put in. Accept savings, capital, or a personal guarantee.

3b. One mark for the entrepreneur carrying the capital and the consequences. One for the manager being accountable for a defined function. One for the decision under uncertainty sitting with the entrepreneur. One for both roles tied to Kova by name and detail.

3c. Up to two for a correct reading of the sentence. Up to two for one consequence developed. Up to two for using Kova's actual position, which is the supermarket decision sitting on Nadia's desk.

The answer, marked

#	The sentence	Tag	What it earns and why
1	Her £26,000.	AP	One mark, and there is nothing wrong with a three-word answer to a one-mark question. Accept savings, capital, or her own money.
2	An entrepreneur is someone who starts a business and a manager is someone who manages people.	K	A definition pair. One mark at most on part b, because the question asked about roles at Kova and this sentence would fit any business in the country.
3	Nadia takes the risks.	0	Which risks. This is the sentence that feels like an answer and is a heading.
4	Tom is paid £38,000 whether the supermarket listing works or not, and Nadia is paid nothing if it does not.	AP + AN	The whole distinction in one line, with a figure in it. Two marks: the capital and the consequences sit with the founder, and the manager's pay does not move with the outcome.
5	Tom manages the people who make the bars.	K	The manager's side, stated as a job description rather than as accountability for a function. No further mark, and this is where the fourth mark on part b went.

#	The sentence	Tag	What it earns and why
6	She means she has more free time now.	0	Free time is a consequence of hiring someone, not the meaning of the sentence, and it is probably not even true: founders who hire a first manager usually work the same hours on different things.
7	Running production is a job with a right answer every day, and choosing between the gyms and the supermarket has no right answer available in advance, so handing the first job to Tom is what makes the second one possible.	AN + EV	The reading of the sentence, plus one consequence followed through. Three of the six on part c, and it is the sentence to read aloud.
8	Nadia can now spend her time on the supermarket offer, which is worth £180,000 of contribution a year against the £483,600 the gyms bring in, and nobody else at Kova can make that call.	AP + AN	Two more, because the answer is now about Kova's position rather than about founders in general. Both figures are checkable from the case.
9	This is called delegation.	K	The right term, and it earns nothing on its own. Delegation is what she did. The question asked what it meant.
10	Delegation can be risky if the manager is not very good.	K + AN	A generic risk with no Kova detail in it. It would earn on a different question. Here it is the sentence to cross out to make room for the sixth mark.
11	Overall, Nadia and Tom both work hard for Kova.	0	True of almost everyone in almost every business. Nothing.

What it scores: 1 out of 1, 3 out of 4, 5 out of 6. Nine out of eleven. The sixth mark on part c is one more consequence, for example what Nadia can no longer do herself now that Tom runs production.

What to accept

Ruling	What it covers
Accept	Any answer to 3a naming money Nadia has already put in, however it is phrased.
Accept with a nudge in the margin	A correct role distinction with no Kova detail in it. Ask for one figure and it goes up a mark.
Send back	An answer to 3b built entirely from definitions. It is the commonest shape in the class and it caps at one mark.

How to run this in twenty minutes

Ask the class who they would rather be, Nadia or Tom, and take a show of hands before any teaching. Teach on the split. Come back to the hands at the end and see whether any of them moved.

Question 4. The objective that is not about money

Mission, aims and objectives, financial and non-financial. Lesson 4 of the fortnight.

Kova's stated aim is to make a bar people actually want to eat, without a list of ingredients nobody can read. Nadia has not written a single financial objective.

4a. State the difference between an aim and an objective. (2 marks)

4b. Rewrite Kova's aim as one SMART objective. (4 marks)

4c. Analyse one reason a business might set an objective that is not about money. (6 marks)

Mark scheme, my version, not any board's

4a. One mark for the aim being broad and long term. One for the objective being the specific measurable step towards it.

4b. One mark each for specific, measurable and timed, and one for the target being realistic from Kova's stated position.

4c. Up to two for the reason named. Up to two for it followed through to a consequence. Up to two for it tied to Kova or to a named business rather than to businesses in general.

A note on the letters, because they are not the same everywhere. The AQA specification for first teaching from September 2026 spells SMART out as specific, measurable, accountable, realistic and time specific. Neither the older AQA specification nor the Edexcel one uses the word at all, so on those two the letters come from the textbook rather than from the specification. Mark the idea rather than the letter, and if you want the fourth mark to sit on a named letter, use the letter your own department teaches.

The answer, marked

#	The sentence	Tag	What it earns and why
1	An aim is what a business wants to achieve in the long term, and an objective is a target it sets in order to get there.	K + K	Both marks on part a, and say so out loud. This page withholds more than it gives, and the class needs to see one earned cleanly before the withholding starts.
2	Kova will increase sales.	0	Not specific, not measurable, not timed. One phrase away from four marks: Kova will raise monthly gym sales from 62,000 bars to 70,000 by next September takes all four.
3	Kova will become the best protein bar in the UK.	0	Best by what measure, and by when. Ambition is not an objective, and a class will need telling that more than once.
4	There are many reasons why a business might set an objective that is not about money, and it is important to consider all of them.	0	Restating the question and announcing what the answer will do. The most expensive sentence in this pack, because it looks like a beginning.
5	Businesses have social responsibilities to their stakeholders and to the environment.	K	Three correct terms and no reason yet. One mark, and it is the only one this sentence can take. It is also the sentence that persuades a marker in a hurry that the answer is good.
6	Non-financial objectives improve the company's reputation, which improves sales, which improves profit.	K + AN	One mark for the chain and no more, because the chain is generic and would fit any firm in the country. Notice that it ends on profit, which is the habit this question was written to break.
7	Lush puts its position on animal testing in front of the customer, in the shop and on the packaging, which means a customer choosing between two similar products has a reason to choose that one.	AP + AN	Two marks. The real business is doing work here rather than decorating, and the consequence is stated rather than implied.
8	Kova's short ingredients list is the same move, in a market where every rival prints a paragraph, and it is the reason a gym owner gives it counter space rather than a cheaper bar.	AP + AN	One more, because the reason is now tied to Kova as well as to Lush. Five out of six on part c, from four sentences that arrived in the wrong order. The sixth is the one it just misses: nothing is ever said about what Kova would lose by giving the short list up. This is the sentence the answer should have opened with.
9	In conclusion, non-financial objectives are very important for all businesses.	0	Nothing in it. Cross it out and the answer is not one sentence worse.

What it scores: 2 out of 2, 0 out of 4, 5 out of 6. Seven out of twelve, and four of the nine sentences earn nothing. Read it aloud without the tags and a class will mark it at nine or ten. That gap is the lesson.

What to accept

Ruling	What it covers
Accept	Any SMART rewrite that is specific, measurable and timed, even if the number is unambitious. From 62,000 bars a month to 63,000 by December is a poor objective and a correct answer.
Accept with a nudge in the margin	A reason with a consequence attached but no business named. Ask for one.
Send back	Any answer to 4c that ends on so they will make more profit and nothing else. It is the habit the fortnight has to break, and it is easier to break in week two than in March.

How to run this in twenty minutes

Read the answer aloud without the tags and ask the class to mark it out of twelve. Collect three numbers and write them on the board. Then reveal. The gap between what they gave it and what it earns is the whole lesson, and it works better than any amount of explaining.

Question 5. Share of what

Market size, market share, value against volume, market growth. Lesson 5 of the fortnight.

The market, from a trade report Nadia buys	Figure
UK sports nutrition bar market, retail value last year	£310 million
Bars sold in the market last year	155 million
Market growth on the year	6 per cent

Kova sells 744,000 bars a year to gyms, and the gyms sell them on at £2.50 each. Use the market table above. These market figures are constructed for this task.

5a. Calculate Kova's share of the market by value. (3 marks)

5b. Calculate Kova's share of the market by volume. (2 marks)

5c. The two answers are different. Explain why. (4 marks)

5d. The market grew by 6 per cent last year and Kova's sales did not change. What happened to Kova's market share? (2 marks)

Mark scheme, my version, not any board's

5a. One mark for using the retail price rather than the wholesale price. One for 744,000 x £2.50 = £1,860,000. One for 0.6 per cent.

5b. One mark for 744,000 divided by 155 million. One for 0.48 per cent.

5c. Up to two for identifying the price difference, £2.50 against a market average of £2.00. Up to two for the consequence: a firm selling above the market average holds a bigger share of the money than of the units.

5d. One mark for it fell. One for a reason or a supporting figure.

The answer, marked

#	The sentence	Tag	What it earns and why
1	Market share is the percentage of a market that one business has.	K	Correct, and it earns nothing here, because part a asked for a calculation. Worth pointing at when you explain the difference between what a sentence does and what it is paid for.
2	744,000 x £1.40 = £1,041,600.	M	One of the three marks on part a. The arithmetic is faultless and the figure is the wrong one, because market value is counted at the price the customer pays and £1.40 is the price the gym pays.
3	£1,041,600 divided by £310 million = 0.34 per cent.	0	No further credit. The error carries through, and an accurate division of the wrong number is not the answer mark. This is the difference between marking generously and marking correctly, and a student given three here will make the same error in the summer.
4	744,000 divided by 155,000,000 = 0.48 per cent.	M + AP	Both marks on part b. Volume share needs no price, which is why students find it easier, and it is worth saying that out loud rather than letting them conclude they are good at one and bad at the other.
5	They are different because one is value and one is volume.	0	It names the two things and explains nothing. Naming is not explaining, and this is the sentence to say that on, because it will turn up more than once in the set.
6	The market size is 0.6 per cent.	0	Size is how big the market is, £310 million. Share is Kova's slice of it. Students use the two words interchangeably and it costs a mark every time.
7	Kova sells at £2.50 in gyms against a market average of £2.00, so every Kova bar carries more money than the average bar.	AP + AN	Two of the four on part c. The price difference is identified and quantified. The average is not given in the table: the student has divided £310 million by 155 million bars, which is worth praising out loud.
8	That is why its share of the money is bigger than its share of the bars.	AN	The consequence, stated. The other two marks. Eleven words, and it is the strongest sentence on the page.
9	It went down, because the market got bigger and Kova stayed the same size.	AN	Both marks on part d. Standing still in a growing market is a fall, and that is the most useful single idea on this page.
10	Kova's share went from 0.6 per cent to about 0.57 per cent.	AP + AN	Right: £310 million grown by 6 per cent is £328.6 million, and £1,860,000 of that is 0.57 per cent. No extra mark, because part d only asked for a reason or a figure and sentence 9 already collected both. Write good next to it anyway.

What it scores: 1 out of 3, 2 out of 2, 4 out of 4, 2 out of 2. Nine out of eleven, and the two lost marks come from one word: which price.

The sentence that was missing: 744,000 x £2.50 = £1,860,000, and £1,860,000 divided by £310 million is 0.6 per cent. One line, three marks, and the only difference is which price the student reached for.

What to accept

Ruling	What it covers
Accept	0.6 per cent written as 0.6 or 0.60 with the per cent sign, or as the decimal 0.006 without it. A volume share of 0.48 per cent rounded to 0.5 per cent.
Accept with a nudge in the margin	A correct part c that names the price difference and stops. Write and therefore next to it.
Send back	Any answer that uses the wholesale price for market value after the error has been explained. Once is a slip. Twice is a habit.

How to run this in twenty minutes

Give 5a and 5b with no warning. Most of the class will reach for £1.40. Let that happen, then teach on it: there is no faster way to make the retail price stick. Finish on 5d, which takes four minutes and is worth more than the rest.

Question 6. More bars, less money

Mass and niche markets, and the trade-off between them. Lesson 6 of the fortnight.

The supermarket offer	Figure
Bars a year	900,000
Price Kova would charge the supermarket, per bar	£0.86
Price the supermarket would sell at, per bar	£1.20
Ingredients and wrapper, unchanged, per bar	£0.52
Other variable cost on this volume, larger runs, per bar	£0.14
One-off cost: packaging redesign and a new co-packing line	£120,000

Through the gyms Kova sells 744,000 bars a year, earning £0.65 of contribution on each one, which is £483,600 a year. The supermarket offer is in the table above.

6a. Calculate Kova's contribution per bar on the supermarket deal. (2 marks)

6b. Calculate the total contribution the supermarket deal would earn in a full year. (2 marks)

6c. Analyse one drawback for Kova of moving from a niche market into a mass one. (9 marks)

Mark scheme, my version, not any board's

6a. One mark for a variable cost of £0.66, which is 0.52 plus 0.14. One for £0.20.

6b. One mark for 900,000 x £0.20. One for £180,000.

6c. Up to three for the drawback identified and defined. Up to three for one chain of consequence developed properly. Up to three for the chain built out of Kova's own figures. A second thin drawback earns nothing that the first did not.

The answer, marked

#	The sentence	Tag	What it earns and why
1	0.52 + 0.14 = 0.66.	M	Variable cost per bar on the new volume. One mark, and it is written down, which is the only reason it is safe.
2	0.86 minus 0.66 = £0.20.	M + AP	The second mark. Two marks for two lines of working. Students who lose them lose them by doing it in their heads and writing only the answer.
3	900,000 x 0.20 = £180,000.	M + AP	Both marks on part b.
4	A drawback is that Kova might lose its brand image, and it might not have enough capacity, and it will be dependent on one customer.	K + K + K	Three drawbacks named in one sentence and two marks, because none of them is defined: they are listed. At GCSE the list earned. Here it does not, and this is the sentence to put on the board when you explain why.
5	Niche markets are small markets with specialised products and mass markets are big markets with standard ones.	K	The definition pair, correct, and it collects the third identification mark because it puts the drawback in a frame. On its own it would earn nothing.

#	The sentence	Tag	What it earns and why
6	Kova would sell 900,000 bars through the supermarket against 744,000 through the gyms, which is 21 per cent more bars, and earn £180,000 of contribution against £483,600, which is 63 per cent less money.	AP + AN	Three marks in one sentence, because the trade-off is quantified out of Kova's own figures. This sentence is worth more than the three drawbacks above it, and it is shorter than the paragraph most students write instead.
7	If the gyms drop Kova because the same bar is sitting in a supermarket at £1.20 against their £2.50, the loss lands on the £483,600, not on the £180,000.	AN	One mark, and the chain is now moving. It is a step short of the second: what it would do to Kova is stated as a loss of contribution and never taken as far as the fixed costs, which do not fall when volume moves.
8	About 37 per cent of gym volume is the point at which the deal stops being worth doing, because 37 per cent of £483,600 is roughly the whole £180,000 the supermarket brings in.	AN + EV	The last mark, and the best sentence in the pack. Working out where a decision would actually fail, and then showing how close it is, is the strongest move available at this tariff. Almost nobody does it in September, and it is the habit that pays for the next two years.
9	Going into supermarkets can also damage the brand image.	K	Already named in sentence 4 and undeveloped again. Nothing.
10	This means Kova will make less profit.	0	Ends on profit, and says less than the figures three sentences above it already said.
11	Also the supermarket might squeeze the price later on.	K + AN	A real risk, and unquantified. It would earn if it were the developed chain instead of an afterthought, which is a useful thing to tell the student who wrote it.
12	The £120,000 one-off cost is paid back in about eight months, so that is not the problem.	AP + AN + EV	Correct: £120,000 divided by £180,000 is two thirds of a year. It also does something better than correct, which is to remove a big looking number from the list of things that matter. No mark left to give by this point. Read it out anyway.
13	In conclusion the supermarket deal has advantages and disadvantages.	0	The question asked for one drawback analysed. This sentence answers a different question, badly.

What it scores: 2 out of 2, 2 out of 2, 8 out of 9. Twelve out of thirteen, and five of the thirteen sentences earn nothing. That is what a strong answer written at speed looks like, and it is worth showing a class that the good answer is not the tidy one.

What to accept

Ruling	What it covers
Accept	Any single drawback developed properly, whether it is the gym loss, the price positioning, the strain on capacity or the dependence on one customer. The mark scheme does not care which one, only that it is developed.
Accept with a nudge in the margin	The 21 per cent and 63 per cent comparison with no consequence drawn. Write so what should she do next to it.
Send back	A list of four drawbacks with no chain. Ask for the best one, developed, and nothing else.

How to run this in twenty-five minutes

Put the two pairs of numbers up first, 900,000 bars and £180,000 against 744,000 bars and £483,600, and say nothing. Let someone notice. Then hand out the question. The lesson has already happened.

The eight GCSE habits that stop earning marks in September

Every one of these earned marks at GCSE. None of them is a knowledge gap. The last column names the question in this pack that installs the fix.

The habit	What it looks like in a book	The sentence that fixes it	Installed by
1. Define and stop	A correct definition, then a full stop. At GCSE the definition was often the whole mark.	Add which for Kova means, and keep writing until the sentence has a figure in it.	Question 1c
2. The list instead of the chain	Three reasons, three sentences, none of them developed.	Cross out two and develop the best one. Say out loud that the other two are now worth nothing.	Question 6c

The habit	What it looks like in a book	The sentence that fixes it	Installed by
3. Ending on profit	Every chain finishes with so they will make more profit.	Put profit in the middle and ask, and what does that let them do?	Question 4c
4. The name is not the application	The company name inside a sentence that would fit any company.	Put a figure from the case in the same sentence, or delete the name.	Questions 1c and 4c
5. Calculate and go quiet	A correct figure with nothing after it.	Every calculated number gets a sentence starting this figure suggests.	Question 5
6. Balance instead of judgement	On the other hand, twice, and no decision anywhere.	Decide in the first line, then argue. A decision can be changed later in the answer; an absent one cannot.	Question 6c
7. Size, share and value used as one word	Market size written where market share is meant.	Say share of what out loud, every time, until they say it back.	Question 5c
8. Everyday words used technically	Risk used to mean something bad might happen.	Ask could an insurer price this. If yes it is risk, if nobody could it is uncertainty.	Question 2c

None of these is fixed by reteaching content. They are habits, they were correct at GCSE, and they are undone by being named out loud while the class is looking at an answer that has them in it. That is the only reason this pack has answers in it rather than advice. If you install four of the eight in the first fortnight, the marking gets easier for the rest of the year.

The first ten books: what to look for, and the three interventions

You do not need to mark thirty books to know where the class is. Ten, read against four questions, tells you everything the first half term needs. Tally as you go.

Read each book and ask	Tally out of ten	What it counts
1. Is there working next to the calculations, or only answers?		Working shown / answers only
2. Does any sentence contain a figure from the case?		Yes / no
3. Does any chain go past its first step?		Yes / no
4. Is the writing fluent?		Fluent / not fluent

Record the fourth one separately and deliberately. Fluent and empty is the hardest combination to spot and the easiest to over mark, and it is exactly what the answer to Question 4 looks like.

Intervention A, when working is missing in more than half the books

Fifteen minutes at the start of the next lesson. Put a calculation on the board, do it wrongly on purpose, and mark it in front of them so they watch the method marks land on a wrong answer. Then make working compulsory for two weeks and mark nothing without it. Say out loud that this one is your rule for a fortnight and not the board's: in the exam a right answer with nothing under it still takes the marks, and the working is there for the day the answer comes out wrong.

Intervention B, when the figures are missing from the prose

Ten minutes, weekly, for four weeks. One sentence, written on a slip, has to contain one number from the case. Collect them, read three aloud, bin the rest. It is the cheapest habit in the course to install and the most expensive to install late.

Intervention C, when the chains stop after one step

Five minutes, every lesson, for a fortnight. You say and therefore after every student answer and you do not move on until you get a second clause. It is irritating for about four days and then it stops being needed.

If the tally is fine on all four, teach on and use the six questions here as they come up. That is a real result and it happens more often than the staffroom suggests.

The fortnight, at a glance

Where each question goes, if you are teaching the two weeks in the usual order. The question is not the lesson. It is the twenty minutes in the middle of the lesson where the class finds out what the writing has to do.

Lesson	What is being taught that day	Use	When, in the lesson
Week 1, lesson 1	What a business does: revenue, costs, profit, added value	Question 1	After the first explanation of added value, before any practice
Week 1, lesson 2	Enterprise, risk, uncertainty, opportunity cost	Question 2	At the end, once opportunity cost has been calculated once
Week 1, lesson 3	The entrepreneur's role, and the first manager	Question 3	As the main task. The show of hands opens it
Week 2, lesson 1	Mission, aims, objectives, financial and non-financial	Question 4	As the main task, marked by the class before it is marked by you
Week 2, lesson 2	Market size, market share, value and volume	Question 5	Cold, at the start, before the retail price is explained
Week 2, lesson 3	Mass and niche markets, and the trade-off	Question 6	As the main task, with the two pairs of numbers on the board first

If your fortnight runs in a different order, the questions are independent. The only pairing that matters is that Question 2 comes before Question 3, because the manager's position is easier to see once the class has worked out what the founder actually gave up.

The seven words that mean something else in here

Most of the marks lost in the first fortnight are lost on words the class already knows. They are not new words. They are ordinary words with a narrower meaning in this subject, and a student who keeps the everyday meaning writes a sentence that reads well and earns nothing. Say the third column out loud in the lesson the word first appears.

The word	What it means outside this room	What it has to mean in an answer
Risk	Something bad might happen.	An outcome whose odds can be estimated, which is why it can be insured or priced. The test: could an insurer price this.
Uncertainty	Not being sure.	No basis for estimating the odds at all. A rival opening two streets away is uncertainty. A fire in the kitchen is a risk.
Added value	Making something better.	Price charged minus the cost of the bought-in goods and services. At Kova, £1.40 minus £0.52.
Market size and market share	Used as if they were one word.	Size is how big the whole market is, £310 million. Share is your slice of it, 0.6 per cent.
Contribution	Helping out, chipping in.	Selling price minus variable cost per unit: what each sale puts towards fixed costs first and profit afterwards. At Kova, £0.65 in the gyms and £0.20 in the supermarket.
Objective	A goal, an intention, a plan.	A target with a number on it and a date. Without both of those it is an aim, and it will be marked as one.
Opportunity cost	What something costs.	The value of the next best thing given up. For Nadia, £34,000 of salary plus £1,066 of interest.

One more, which is not a word but a habit. Per cent and percentage point are not the same thing. If Kova's share moves from 0.60 per cent to 0.57 per cent, that is a fall of three hundredths of a percentage point, and it is also a fall of five per cent of Kova's share. Both statements are true, they sound completely different, and a student who has never had the difference pointed out will use whichever one they heard last.

None of these is worth a lesson of its own. Each is worth thirty seconds, on the day the word turns up, in the same words every time. The second week is where it pays: a class given the narrow meaning of risk in lesson two stops writing that everything is risky by lesson six, and the marking gets quicker for everybody.

What the end of the fortnight should look like

By the fourth lesson, most of the class should be putting a figure into at least one sentence without being told to. By the sixth, a third of them should be developing one point instead of listing three, and someone should have written a sentence that begins with a number and ends with a judgement. Neither of those is a target to announce to the class. They are what you are looking for while you read the first ten books. If they are not there at the end of the fortnight, nothing has gone wrong: the three interventions above are cheap in October and expensive in February, which is the whole reason for doing this in week one.

The eight things to write in the margin

The rulings in this pack keep saying write it in the margin, so here they are collected. A written comment takes a minute a book and is read once. A three-word question takes four seconds and makes the student write the sentence instead of you. Use the same eight all year and the class learns what each one means, which is most of the value.

Write this	When	What it does
And therefore?	A chain that stops after one step.	Asks for the second clause without writing it for them. The commonest missing mark in the pack.
Which figure?	A sentence about Kova with no number in it.	Turns a sentence that would fit any business into application, which is a whole mark band on a long answer.
Could an insurer price this?	Risk used in the everyday sense.	The one test that separates risk from uncertainty, and it works because they can answer it themselves.
Share of what?	Size, share, value and volume used as one word.	Names the confusion rather than correcting it, so the student has to go back to the table.
So what should she do?	A comparison with both sides stated and no judgement drawn.	The shortest way to ask for evaluation without using the word evaluation.
Working?	A wrong answer with nothing underneath it.	Working costs the student nothing when the answer is right, because a bare right answer still takes its marks, and it saves three of the four when the answer is wrong. This is the question that makes that worth their while.
Delete two, develop one	Three thin reasons listed.	Says what to do rather than what is wrong. The GCSE habit needs replacing, not naming.
Good, use it later	A sentence that earns nothing here but would earn on another question.	Stops a strong student concluding that a good sentence was a bad one, which is how they learn to write safely instead of well.

Two rules about the margin. Do not write a phrase you are not prepared to say out loud in class, because the class will ask what it means and the answer has to be the same one every time. And do not write anything at all next to a sentence you would not have time to improve yourself in the twenty seconds a student will spend reading it.

A third rule, and it is the one I got wrong

Do not write anything beside a right answer that has no working under it. There is nothing there to correct. Both boards pay a bare correct answer in full, so a query in the margin next to one is either wrong or, worse, right in your classroom and wrong in the exam hall, which is the version a student finds out about in June. If you want the working, ask for it on the next question instead. Save Working? for the answers that came out wrong, where it is true, where it is worth three marks of the four, and where the student can see for themselves why the four seconds were worth it. Used that way it means something by October. Used on everything it means nothing by Wednesday.

And when a student challenges a mark

It happens in the first fortnight, it is nearly always a calculation, and it is nearly always the student who is right. Take it after the lesson rather than in front of the class, and then actually take it. If the answer is right and bare, the marks go back on and no case needs making. If the working is right and the total is wrong, count the steps and pay for the ones that stand. If you do change a mark, say so to the whole class and say why, because a class learns more from watching a teacher correct a mark than from any of the six questions in this pack. The point of a mark scheme is that it can be checked. One that is never questioned is not being read.

Student sheet 1. Added value is not profit

Name ………………………………………………………. Class ………………………. Date ……….…………….

Kova today, a typical month	Figure
Bars sold per month	62,000
Price Kova charges a gym, per bar	£1.40
Price the gym charges the customer, per bar	£2.50
Bought-in ingredients and wrapper, per bar	£0.52
Other variable cost, co-packing and delivery, per bar	£0.23
Fixed costs per month, every salary included	£14,500

Kova sells protein bars to independent gyms. Use the table above.

1a. Calculate the added value on one Kova bar. (2 marks)

1b. Calculate Kova's profit in a typical month. (4 marks)

1c. A student says that added value and profit are the same thing. Explain why that is wrong, using Kova's figures. (4 marks)

1a

1b

1c

Before you hand this in, mark your own answer	Write it here
Total sentences	
Sentences with a figure from the case in them	
Sentences that earn nothing	
The one sentence I would delete, by number	
One specific improvement, naming a sentence number	

Specific means naming a sentence. Add the £0.88 to sentence 3 is feedback. Add more detail is not.

Student sheet 2. What founding actually costs

Name ………………………………………………………… Class ………………………. Date ……….…………….

Nadia and Tom	Figure
Salary Nadia left behind	£34,000
Savings put into Kova	£26,000
Interest those savings had been earning	4.1 per cent a year
Tom, operations manager, hired this year to run production and delivery	£38,000

Nadia left a job paying £34,000 a year to start Kova. She put £26,000 of savings into the business. Those savings had been earning 4.1 per cent a year.

2a. Calculate the interest Nadia gave up in her first year. (2 marks)

2b. Calculate her total opportunity cost of that first year. (2 marks)

2c. A rival opens two streets away without warning. Explain whether that is a risk or an uncertainty for Kova. (4 marks)

2d. Nadia knew all of this before she started. Explain one reason she started anyway. (3 marks)

2a

2b

2c

2d

Before you hand this in, mark your own answer	Write it here
Total sentences	
Sentences with a figure from the case in them	
Sentences that earn nothing	
The one sentence I would delete, by number	
One specific improvement, naming a sentence number	

Specific means naming a sentence. Add the £0.88 to sentence 3 is feedback. Add more detail is not.

Student sheet 3. Entrepreneur or manager

Name ………………………………………………………… Class ……………………… Date ……….…………….

Nadia and Tom	Figure
Salary Nadia left behind	£34,000
Savings put into Kova	£26,000
Interest those savings had been earning	4.1 per cent a year
Tom, operations manager, hired this year to run production and delivery	£38,000

Nadia has hired Tom as operations manager on £38,000 a year to run production and delivery. She still owns Kova, and the £26,000 she put in is still in it.

3a. State one thing Nadia risks that Tom does not. (1 mark)

3b. Explain the difference between the entrepreneur's role and the manager's role at Kova. (4 marks)

3c. Nadia says that hiring Tom was the moment she stopped running the business and started deciding about it. Analyse what she means. (6 marks)

3a

3b

3c

Before you hand this in, mark your own answer	Write it here
Total sentences	
Sentences with a figure from the case in them	
Sentences that earn nothing	
The one sentence I would delete, by number	
One specific improvement, naming a sentence number	

Specific means naming a sentence. Add the £0.88 to sentence 3 is feedback. Add more detail is not.

Student sheet 4. The objective that is not about money

Name ………………………………………………………… Class ……………………….. Date ………. …………….

Kova's stated aim is to make a bar people actually want to eat, without a list of ingredients nobody can read. Nadia has not written a single financial objective.

4a. State the difference between an aim and an objective. (2 marks)

4b. Rewrite Kova's aim as one SMART objective. (4 marks)

4c. Analyse one reason a business might set an objective that is not about money. (6 marks)

4a

4b

4c

Before you hand this in, mark your own answer	Write it here
Total sentences	
Sentences with a figure from the case in them	
Sentences that earn nothing	
The one sentence I would delete, by number	
One specific improvement, naming a sentence number	

Specific means naming a sentence. Add the £0.88 to sentence 3 is feedback. Add more detail is not.

Student sheet 5. Share of what

Name ……………………………………………………… Class ……………………… Date ………. …………….

The market, from a trade report Nadia buys	Figure
UK sports nutrition bar market, retail value last year	£310 million
Bars sold in the market last year	155 million
Market growth on the year	6 per cent

Kova sells 744,000 bars a year to gyms, and the gyms sell them on at £2.50 each. Use the market table above. These market figures are constructed for this task.

5a. Calculate Kova's share of the market by value. (3 marks)

5b. Calculate Kova's share of the market by volume. (2 marks)

5c. The two answers are different. Explain why. (4 marks)

5d. The market grew by 6 per cent last year and Kova's sales did not change. What happened to Kova's market share? (2 marks)

5a

5b

5c

5d

Before you hand this in, mark your own answer	Write it here
Total sentences	
Sentences with a figure from the case in them	
Sentences that earn nothing	
The one sentence I would delete, by number	
One specific improvement, naming a sentence number	

Specific means naming a sentence. Add the £0.88 to sentence 3 is feedback. Add more detail is not.

Student sheet 6. More bars, less money

Name .... Class .... Date ....

The supermarket offer	Figure
Bars a year	900,000
Price Kova would charge the supermarket, per bar	£0.86
Price the supermarket would sell at, per bar	£1.20
Ingredients and wrapper, unchanged, per bar	£0.52
Other variable cost on this volume, larger runs, per bar	£0.14
One-off cost: packaging redesign and a new co-packing line	£120,000

Through the gyms Kova sells 744,000 bars a year, earning £0.65 of contribution on each one, which is £483,600 a year. The supermarket offer is in the table above.

6a. Calculate Kova's contribution per bar on the supermarket deal. (2 marks)

6b. Calculate the total contribution the supermarket deal would earn in a full year. (2 marks)

6c. Analyse one drawback for Kova of moving from a niche market into a mass one. (9 marks)

6a

6b

6c

6c continued

Before you hand this in, mark your own answer	Write it here
Total sentences	
Sentences with a figure from the case in them	
Sentences that earn nothing	
The one sentence I would delete, by number	
One specific improvement, naming a sentence number	

Specific means naming a sentence. Add the £0.88 to sentence 3 is feedback. Add more detail is not.

If you are covering this cold

One page, so a colleague picking this up at twenty to nine can run any of the six questions without reading the pack. The answers, the one thing to accept, the one thing to send back, and the sentence to put on the board.

The question	Answers, ruling, and the sentence for the board
Question 1, added value is not profit	Answers: £0.88 and £25,800. Accept correct working with a slipped total. Send back any part c with no Kova figure in it. On the board: added value is £0.88 a bar, profit is about £0.42 a bar, and the gap is the delivery, the co-packing and the rent.
Question 2, what founding actually costs	Answers: £1,066 and £35,066. Accept either presentation of the percentage. Send back risk and uncertainty used as the same word. On the board: if an insurer can price it, it is a risk. If nobody can price it, it is uncertainty.
Question 3, entrepreneur or manager	Answer to 3a: the £26,000 she has already put in. Accept any wording for money already committed. Send back a 3b built only from definitions. On the board: Tom is paid £38,000 whether the listing works or not, and Nadia is paid nothing if it does not.
Question 4, the objective that is not about money	Answers: an aim is broad and long term, an objective is the measurable step towards it. A SMART rewrite such as 62,000 bars a month to 70,000 by next September. Accept any specific, measurable and timed rewrite. Send back any answer ending on so they will make more profit. On the board: a sentence can be full of business words and earn nothing.
Question 5, share of what	Answers: 0.6 per cent by value, 0.48 per cent by volume, and the share fell in 5d. Accept 0.5 per cent for the volume share. Send back the wholesale price used for market value. On the board: market value is counted at the price the customer pays.
Question 6, more bars, less money	Answers: £0.20 a bar and £180,000 a year. Accept any one drawback developed with figures. Send back a list of four with no chain. On the board: 21 per cent more bars, 63 per cent less money.

One sentence for the start of the lesson, whichever question you use: every number you write down needs a sentence after it saying what it means.

Four things to do before the first of these lessons

Do this	Why
Print the student sheets, not the marked pages.	The marked pages are for you. A class that sees the annotation before it writes will copy the annotation, and you will learn nothing about what they can do.
Read the mark scheme for the question you are using before the lesson rather than during it.	Three minutes, and it is the difference between ruling in the moment and negotiating with a student who has spotted that you are deciding as you go.
Decide in advance which answers you will send back.	One answer sent back in week one is worth ten sent back in October. The ruling boxes tell you which one, so the decision is not made at half past ten at night.
Check tariffs and level descriptors against your current specification.	The mark schemes in this pack are mine, written to the shapes both boards use. Your board decides how an answer is banded.

Everything in this pack is editable. The Word file contains the six questions, the six marked answers with their annotations, the mark schemes and the six student sheets as text you can change. The mark schemes are mine, written to the shapes both boards use. Check tariffs and level descriptors against your current specification.

There is a free Facebook group for Business and Economics teachers where these packs are shared as they are finished.
https://www.facebook.com/groups/1244817211171667

Sakari Laajoki, TBS Education Ltd Oy (company number 3614159-3)

Copyright 2026 Sakari Laajoki.