Level 3 Examiners' Report

Business (New Specification)

Level 3

Summer 2025

© WJEC CBAC Ltd.2025



Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.[1]

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

[1] ***Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.***

© WJEC CBAC Ltd.2025

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner | WJEC

© WJEC CBAC Ltd.2025

Contents

	Page
Executive summary	5
Unit 1: Business Skills and Functions	7
Unit 2: Business Creation	13
Supporting you – useful contacts and links	17

© WJEC CBAC Ltd.2025

Executive Summary

This is the second series for the Certificate and the first series for the Extended Certificate.

For the Certificate it was pleasing to see an increase in candidates for Unit 1 and Unit 2, with many centres making entries for the first time.

In Unit 1 it was pleasing to see that many candidates had got to grips with the new content and generally displayed good knowledge and understanding across the specification content, though there were some exceptions, notably sustainability and operations management. Also, there was a lack of understanding of some key terms and candidates struggled to give valid and clear definitions.

As was the case in the 2024 exam, some candidates are not answering the question set and not taking note of the command words used to signpost the AO being assessed. In addition, many candidates do not give contextualised responses when required, often ignoring the data in the paper to frame their responses.

In the Unit 2 NEA it was clear that most candidates were able to engage positively with the tasks and produce interesting business proposals. Research is the key to doing well for this NEA. Candidates need to gather detailed research that allows them to present valid, accurate and realistic business proposals.

Many centres adhered to the administration guidelines, though some uploaded multiple documents – centres should upload the work as one document.

Centres are advised to keep the individual tasks separate and not ask candidates to group these together, tasks should be separated according to the assessment criteria i.e. Task 1(a) labelled with a clear title by the candidate.

It is essential that centre assessors follow the mark scheme accurately when awarding marks, many centres awarded marks that did not match the descriptors in the relevant mark bands.

Entries for Unit 3 and 4 were low for 2025, hence no unit report. Some general comments about these assessments:

Unit 3 – In Section A most candidates performed well, though some candidates did not follow all the instructions. For example, most of the multiple choice questions had one correct answer, but three questions did have two correct answers. Some candidates only provided one answer to questions which had in fact two correct answers. In Section B most candidates were able to answer most of the questions though there were some notable gaps in knowledge such as the gearing ratio and economies of scale. In Section C, it was clear that some candidates struggled with producing effective extended responses. Too many focused on quantity over quality, with little development and often brief or simplistic analysis. Many candidates also struggled to form an effective concluding judgement.

Unit 4 – Candidates need to be clear on what they need to do for each task. For example, in Task 1 many candidates ignored the 500-word limit. Use the mark schemes with candidates to see what is required for each task, some candidates did deviate from what they were asked to do. For example, in Task 2(b) some candidates did not refer to both the aims and mission statement, and the business growth. Marks can only be awarded for the top bands when there is development in the context of their chosen business. General answers are not asked for in the tasks, candidates must apply the theory to their chosen business, some centres awarded high marks incorrectly when candidates gave generic responses with little

© WJEC CBAC Ltd.2025

or superficial application. The work was generally well presented. It is prudent to include appendices at the back of the work, and reference them accurately throughout i.e. Appendix 3 shows a market share diagram for UK supermarkets. It is also good practice for candidates to make use of some of their allocated time to check the use of language, and the structure of their writing. Some candidates wrote their work without appropriate use of paragraphs.

© WJEC CBAC Ltd.2025

BUSINESS

Level 3

Summer 2025

UNIT 1: BUSINESS SKILLS AND FUNCTIONS

Overview of the Unit

Summer 2025 was the second sitting of the assessment for unit 1. There were 465 entries - 289 English Medium and 176 Welsh Medium.

The marks across the paper were awarded by skill with AO1 assessing knowledge of content throughout the specification, AO2 for application of knowledge and understanding to a specific business context and AO3 for synthesis and evaluation. The different AOs were assessed throughout the examination. The question wording told candidates if the answer should be theoretical or applied and teachers should explain the importance of question wording when preparing answers.

The paper was divided into two sections. Section A consisted of three compulsory questions assessing topics from throughout the specification. Section B offered candidates a choice of one from four questions. Each of the questions focused on a different part of the specification – marketing, finance, human resources or operations. This section enabled candidates to show their in-depth knowledge on one of the specialisms. Each question was equally weighted and included one four-mark question assessing AO1, one six-mark question focusing on AO2 and a final ten-mark question which involved candidates making a justified recommendation which assesses AO3.

Marketing was the most popular optional question with just under 37% of all candidates choosing if. Finance was the next most popular (just under 35% selected finance), followed by human resources (20% of candidates). Operations management was the least preferred optional question with just under 8% of candidate choosing it. Four candidates did not attempt an optional question.

A different business scenario was included at the start of each question in both sections. Candidates must apply content from the specific scenario in their answer to gain application marks (AO2). The scenarios varied and included examples of different types of business ownership/industries. The paper included a furniture repair business, café in a seaside town and leading fashion retailer. Teachers should include a range of different business examples during their delivery of the specification, so candidates are familiar with diverse contexts. Exam preparation should focus on supporting candidates to apply their theoretical knowledge to specific scenarios as some candidates found this challenging. Generic answers prevent candidates gaining AO2 marks.

The performance of candidates across the paper was variable. Most teachers and candidates appeared conscious of the need to read questions carefully, but there was a lack of specific attention to some of the command words.

Some candidates did not attempt all questions, and future candidates should be encouraged to attempt all questions, even if unsure of the answer, as they may achieve some marks.

© WJEC CBAC Ltd.2025

Questions assessing the operations management topics were least well answered throughout the paper. The selection of the optional question in Section B supported the lack of confidence with this area of the specification and candidates did not perform as strongly on the operations management questions in section A. This is an area of the specification that teachers should focus on in the future.

Some candidates also lacked knowledge of 1.8 of the specification (sustainable business). Some of this content was not included in the previous specification so new to teachers and candidates but it is important to ensure that future candidates understand these topics so prepared to answer questions.

Comments on individual questions/sections

Section A

The scenario for the first question was about a furniture repair business owned by partners Imani and Ada.

Q.1 **(a)** asked candidates to identify two types of market that a business can operate in. There was one mark for each type of market. Most candidates attempted this question and gained at least one of the two marks. Some candidates gave repetitive answers, e.g. two examples of geographical markets such as local and national.

(b) required candidates to explain two advantages to Imani and Ada of operating as a partnership. Most candidates achieved at least two of the four marks for this question. There were two marks for each advantage – one for identifying the advantage (AO1) and the second mark for applying the advantage to Imani and Ada's business (AO2). Some candidates gave generic advantages which limited their answer to only AO1 marks.

(c) required candidates to identify the business term/phrase described by four definitions. This question proved accessible to many candidates as most were able to correctly identify most of the terms/phrases accurately. The final stage of the product life cycle was particularly well understood with a high proportion of correct answers. The least well answered definition was that capacity utilisation is a method of measuring productivity. All candidates attempted this question.

(d) asked candidates to calculate the net profit margin percentage (NPM) for Imani and Ada's business. One mark was awarded for the correct use of data in the formula and a second mark for the correct answer. Candidates were expected to be able to round their answer up/down accurately, and rounding is a skill that future candidates should practice. No marks were awarded for just writing the formula in words. Most candidates attempted this question and gained at least one mark.

(e) was less accessible. Candidates were asked to describe what is meant by computer aided design (CAD). Some candidates gave tautological answers, e.g. designing products using a computer which did not show any knowledge or understanding.

(f) was the first level based question on the paper and assessed AO1. Candidates had to describe how the actions of two external stakeholders may impact a business's performance. Candidates had reasonable knowledge of

© WJEC CBAC Ltd.2025

this topic, and most answers were Level 1 or 2. Most candidates gave examples of relevant external stakeholders and only a few gave internal stakeholders such as employees. Some candidates gave a relevant stakeholder, e.g. local community but then described how a customer's actions may impact a business's performance. The action needed to clearly match the identified stakeholder. Some answers did not describe how the stakeholder's actions may impact the business's performance, e.g. reduce revenue or increase costs.

Q.2 regarded Jon's café in a seaside town.

Q.2 **(a)** candidates had to identify two characteristics of a successful entrepreneur and this was well answered with many correct answers. However, some candidates gave vague answers about the entrepreneur's personal circumstance rather than an entrepreneurial characteristic, e.g. wealthy. Some candidates also gave motives to set up a new enterprise rather which were also not rewardable, e.g. be own boss. It is important to carefully read the question.

(b) candidates explained two factors that influenced the location of Jon's business. Most candidates had knowledge of factors that influence a business's location but gave generic answers that were not applied to Jon's café. This limited the number of marks that could be awarded as one AO1 mark was awarded for each correct factor identified and one AO2 mark was awarded for each development of the factor with reference to Jon's business (to a maximum of four marks). The question asked for two factors so no additional reward could be given to candidates that explained more than two factors. This highlights the importance of carefully reading the question.

(c) was a more challenging question. Candidates demonstrated limited knowledge of greenwashing, and teachers should ensure that future candidates understand this part of the specification. Some candidates did not attempt the question. There were several vague answers, e.g. advertising which is not greenwashing in itself. A few candidates gave examples of ways that a business could be more environmentally sustainable, e.g. install solar panels, which did not answer the question.

(d) candidates performed better on this question which asked them to consider the impact on Jon's revenue and costs from making environmentally sustainable decisions. Many candidates gained at least two marks. Popular answers included that environmentally friendly ingredients could be more expensive or that customers may pay higher prices for sustainable options. It is important that candidates carefully read the question as some candidates gave answers about profit.

(e) was a more challenging question. Candidates demonstrated limited knowledge of indirect distribution channels. Q.2(e) was a level based question and those with no knowledge of indirect distribution channels were not able to access any marks. This is an area of the specification that teachers should focus on when preparing future candidates.

© WJEC CBAC Ltd.2025

Q.3 focused on Kelly's Design Ltd, a hair salon in a busy city centre.

Q.3 **(a)** candidates were asked questions regarding the break-even chart. The first three questions asked candidates to identify the line and two areas on the break-even chart. Most candidates attempted this question. The least well answered element was the loss 'area' (ii). Candidates must only give one answer per line/area.

The next three questions involved calculations using data from the break-even chart. Most candidates correctly stated the number of customers for Kelly's Designs Ltd to break even. However, the two questions that followed were answered less well. For (vi) candidates needed to indicate that the answer was a profit or loss. Some candidates stated £1000 but were not rewarded as they didn't state loss, or a negative figure.

The final part of Q.3(a) asked candidates to state what would happen to the break-even point if fixed costs rose by 20%. Most candidates correctly stated that it would increase.

(b) asked candidates to give two physical resources used by Kelly to operate her hair salon. The resources identified had to be in the context of the hair salon, e.g. mirrors or hairdryers.

(c) candidates had to state one reason why a business might need to recruit a new employee. A range of answers were accepted, such as increased demand from customers. Redundancy was not rewarded because it would be unlawful to recruit a new employee to replace someone straight after a redundancy situation. However, answers about replacing a dismissed employee etc. were accepted.

(d) candidates analysed Kelly's decision to employ the new hairdresser on a zero-hour contract. Most candidates had a good knowledge and understanding of zero-hour contracts. For three or four marks the analysis needed to be developed with balance (to include both the advantages and disadvantages of the use of zero-hour contracts). Answers needed to focus on the impact on the business of the arrangement, although candidates gave answers that focused on the employee's situation with a link to the business, e.g. the employee's pay will fluctuate as their working hours will change. This may reduce their motivation and commitment to the business affecting customer service.

(e) asked candidates to describe two ways that technology can support a business' inventory (stock) management. Some candidates found this question challenging, but most gained at least one mark.

(f) The final part of question 3, candidates considered the importance to a business of an effective supply chain. This question assessed AO3. Some candidates found this skill challenging.

Section B

Q.4 was the marketing optional question which focused on Tolu Clothing plc (a fashion retailer).

(a) asked candidates to describe two ways that a business can segment its market. Candidates could apply their answer to Tolu Clothing plc; however, this was not required as the question assessed AO1 and required a

© WJEC CBAC Ltd.2025

theoretical response. Most candidates who selected this question were able to identify at least one suitable method. Some candidates gave repetitive answers, e.g. geographic and locality that the customer lives.

(b) candidates were asked to explain the advantages and disadvantages to Tolu Clothing plc of a cost-plus pricing strategy. Some candidates showed limited knowledge of cost-plus pricing and confused the pricing strategy with others such as skimming. Answers tended to be balanced with at least two advantages and one disadvantage, or two disadvantages and one advantage explained.

(c) asked candidates to make a decision as to whether they would recommend that Tolu Clothing plc advertises in print media or digital media. This was an accessible question, and most candidates gained at least half of the marks. The best answers gave a balanced evaluation of both options and made a justified recommendation appropriate for the scenario context.

Q.5 was selected by candidates that selected the Finance option. The scenario was a business operated by Kristoff.

(a) asked candidates to describe two internal sources of finance that a business could use to expand. There was a reasonable understanding of internal sources of finance, although a few candidates described external sources. This was a theoretical question which assessed AO1.

(b) involved candidates completing financial calculations using figures from the scenario. Candidates who selected question five performed well with many correct answers. Part (iv) was answered least well as some candidates were unable to accurately calculate the break-even output for School B.

(c) the final part of question five asked candidates to discuss the two ways of improving cash flow (increase cash inflows or reduce cash outflows) and recommend which option Kristoff should use. Candidates generally showed good knowledge and understanding of cash inflows and outflows. Most candidates gained at least half of the ten marks.

Q.6 used the context of the Grande Restaurant located in a busy town. This question assessed the human resource topics.

(a) asked candidates to describe two ways of selecting new employees. A range of methods are included in the specification which candidates described in their answers such as assessment centres, testing and interviews. It is important that candidates carefully read the question as recruitment or training methods were not rewarded, e.g. induction.

(b) candidates explained the advantages and disadvantages to The Grande Restaurant of using 360-degree appraisal. Many candidates were awarded a mark in Level 1 or 2 for this question. Some answers lacked knowledge of 360-degree appraisal, e.g. confused the term with external recruitment.

© WJEC CBAC Ltd.2025

(c) asked candidates to discuss two training options (training with the head chef in the workplace or attending a training course as a specialist catering college) and recommend which one should be selected. Most candidates recognised that the options were on-the-job and off-the-job training and gained over half of the marks available. Many candidates were able to apply their answers effectively to the context.

Q.7 focused on the operations management topics of the specification. The context was QV Products Ltd.

(a) candidates described two ways that productivity can be increased in a business. Most candidates achieved two marks for this theoretical question. A range of answers were rewarded including training and investing in new technology/machinery.

(b) asked candidates to explain the benefits and limitations to QV Products Ltd of innovation. This question was generally well answered by the candidates who selected this question. Popular answers included the creation of a competitive advantage.

(c) involved candidates discussing batch and flow production and recommending which option QV Products Ltd should choose. This question was also accessible to those candidates who selected it. Candidates demonstrated knowledge of batch and flow production, and the best answers compared the approaches.

Summary of key points

Section B was found to be particularly accessible as candidates could select the option that they felt most knowledgeable about. Candidates seemed prepared for the structure of the assessment and did not waste time attempting more than one optional question.

Across the paper candidates showed limited knowledge and understanding of operations management and topic 1.8 (sustainability). Teachers are advised to focus on these topics for future examination preparation.

In future, all centres should advise candidates to carefully read all questions and check if any potential answers are excluded from the rewardable answers (in the question stem). Candidates should also apply their answers to the organisational context from the scenarios. There is a lot of information in the scenarios, and it is all included to support candidates to gain AO2 marks. Application is particularly important as this is an applied business qualification. Future candidates should use past exam questions to practice this skill/technique.

It is also recommended that time is spent focusing on the requirements of different command words, especially effective evaluation to support candidates to achieve higher marks on the higher-tariff questions.

© WJEC CBAC Ltd.2025

UNIT 2: BUSINESS CREATION

Overview of the Unit

We would like to thank all centres for their participation and support in this new Level 3 Business Qualification. Some excellent work by candidates, as well as good practice by centres was presented in this series. Marking tended to be generous at times, and the content of this report will aid centres in ensuring improvement as we embark on the third year of this qualification.

Candidates were asked to present a business proposal for a business idea of their choice. They were required to outline the following:

Task 1: Present the business idea, highlighting the products and services it plans to sell, the market they intend to operate in, the scale of the operation/s, the target market, and the resources they would need.

Task 2: Audit and evaluate their own skills and characteristics in the context of the business.

Task 3: Design and undertake a primary and secondary market research method

Task 4: Create a cash flow forecast and analyse the potential financial sources

Task 5: Design a promotional plan for the business and justify the selection of said promotional activities.

Task 6: The assessor allocated marks here for the presentation of the work, along with the accuracy of referencing.

The majority of the work uploaded in this series met the WJEC/CBAC administration requirements. These are:

- a document of administration that includes the authenticated mark record sheet and timesheet (PDF or Word doc).
- a single annotated document of the candidate report with appendices (Word or PDF doc).

  There were some issues found i.e.:
- Some centres uploaded multiple documents for one candidate. This creates a labour-intensive process for the moderator. We strongly advise scanning and uploading one PDF document per candidate, including the relevant documentation (Marksheets, timesheets and declarations).
- Many centres uploaded PDF documents that were scanned upside down. This may seem trivial, however, collectively this can ensure a lengthy process for the moderator concerned.

© WJEC CBAC Ltd.2025

Tasks
Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Task 1

(a) Candidates are asked to produce a business proposal to detail the business opportunity that they have identified. This was answered generally well by most centres, however, please take note that in order to reach the higher bands, individuals should address all bullet points in their work.

(b) Some centres made it difficult to identify this part, as they had grouped parts (a) and (b) together. To ensure an easier process for candidates, assessors and moderators, please keep these tasks separate as previously mentioned in this report. Here, they should clearly specify the type of ownership they have chosen for their business. Sole Trader or Partnership were typically chosen by most centres.

Task 2

(a) In this section, candidates were required to explain the entrepreneurial characteristics and skills and transferable business skills needed to make their business proposals successful. Here they should talk about a wide range of skills in order to access the higher mark bands, and ensure they fully develop their points.

(b) Candidates needed to have conducted an audit of their own entrepreneurial characteristics and skills here, supported by appropriate examples. Some centres provided an audit in the body of the work; however, it would be most useful to include this with the appendices. Some centres showed good practice by including the audits in the appendices and explaining so in the body of the work. This was useful to the moderator.

(c) The success criteria states here that individuals should evaluate the impact of these skills and characteristics on the potential success of their business. Good practice by some centres had candidates indicating their weaknesses as well as their strengths and specifying what they could do to improve these skills. An example of this would be by accessing some free government training for startups in Wales on creating cash flow forecasts.

Task 3

(a) The question asks candidates to design and test a basic market research tool. To answer this question, candidates should have included a blank copy of their questionnaire together with evidence that the questionnaire has been tested. Some candidates included the questionnaire in the appendix while others presented only the results of the research carried out. Many had no evidence of testing the questionnaire or a copy of the questionnaire to answer this question. This is vitally important in order to gain access to the higher mark bands.

(b) Candidates needed to select an appropriate sample, and many failed to do so accurately. The best candidates discussed quota or random sampling, and justified why, linking this to the needs of their chosen business.

© WJEC CBAC Ltd.2025

(c) In order to present the findings of the basic market research carried out, candidates should include a calculation chart and a wide selection of appropriate graphs, such as bar graphs and pie charts. The analysis of these findings should be answered in Q3(d).

(d) The question requires the candidate to carry out secondary research and present the research in the work within the main body of the answer. The results should be presented in tabular form, and most centres did present it this way.

(e) The question asks for an analysis of the primary **and** secondary research. The findings of the secondary research were not included in many of the candidate's answers. The analysis was across the work. This slowed down the standardisation process.

(f) To gain full marks in this task the candidate needs to explain how the research carried out was: to fulfil the purpose of the market research; correctly; is relevant; contemporary; reliable; valid. The centres that have grouped task 3 as a whole, managed to miss this part out. It is of paramount importance that the tasks are presented separately, to ensure that candidates are given as much chance as possible to achieve high marks.

Task 4

(a) Candidates needed to create a cash flow forecast here, and at times the figures presented were not realistic. An example of this would be high sales figures, that were unsupported by very low stock purchasing figures - making the venture unrealistic. More scrutiny is needed in this task, as an unrealistic cash flow forecast will hinder the candidates chances of accessing higher marks for the remainder of task 4.

(b) Analysis of said cash flow forecast takes place here, and candidates need to analyse every part of the forecast, whilst ensuring evaluation and balance. If certain elements of the forecast are slightly unrealistic, they need to be justified and explained in this section.

(c) Some centres failed to answer this section correctly. The candidates needed to present an evaluation of sources of finance that may be available to them for their business idea. In order to achieve the highest marks, candidates needed to highlight the positives and negatives of these sources of finance and outline their suitability to their business context.

Task 5

(a) The applicant was asked to plan a promotional activity plan which includes a mixture of advertising, sales promotion and public relations to launch the business proposal. To answer this question, the candidates should **create a table** containing headings such as the activity; timing; the cost; the effect of the activity. Most centres did not present the information in table format, which made the moderation process more laborious.

(b) Justification of the activities decided upon in the candidates plan takes place in this task. This was answered well generally by most centres, however some opted to explain their decisions for task 5(c) i.e ‘I have chosen a printed poster as my non-digital advertising tool because…’. Task 5(b) is asking you to justify the activities from the plan in 5(a).

© WJEC CBAC Ltd.2025

(c) Marking was generous in this section. Candidates should include as much detail as possible in their promotional materials – i.e. address of the business, website, products and prices. They should also ensure that there are clear links between the two, such as logos, fonts and pictures.

Task 6

(a) It is of paramount importance that centres understand that this is not a business plan or task in itself. Task 6 awards marks for the structure and layout of tasks 1 to 5. Some centres failed to understand this and wasted time asking candidates to produce a presentation of their business plan. Assessors must judge how well the candidate has presented and communicated the work (4 marks) and for how well they have referenced the work also (4 marks). A good structure to follow would be to keep an organised appendix at the back of the document and make reference to the appendix in the question i.e. 'Appendix 3 shows some government statistics that highlight the population figures for Aberdare in 2023'.

Task marking
Comments on approaches to internal marking

- The unit is marked using performance bands. Each band of the mark scheme contains a descriptor. These descriptors should be read and applied as a whole. Centres are reminded that the descriptor for each mark band describes work **at the middle of the band**.
- Some tasks were grouped together, making the marking process more complicated for the assessor and the moderator. Tasks should be separated according to the assessment criteria i.e. Task 1(a) labelled with a clear title by the candidate.
- Some centres had annotated the work, indicating where the candidate had achieved a certain band. This good practice is to be commended, as it supports all stakeholders involved, particularly the external moderator.
- Some centres sent a 'clean copy' of the candidate work which did not show the moderator where/why the assessor feels marks should be awarded. Centres are advised to show where assessment criteria (ACs) have been awarded by the assessor as this greatly helps the moderation process.

© WJEC CBAC Ltd.2025

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.
Tel: 029 2240 4257
Email: business@wjec.co.uk
Qualification webpage: Level 3 Applied Certificate/Extended Certificate in Business

See other useful contacts here: Useful Contacts | WJEC

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: https://www.wjec.co.uk/home/professional-learning/

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.

© WJEC CBAC Ltd.2025



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk

© WJEC CBAC Ltd.2025