BUSINESS ADVANCED LEVEL

Paper 8929/5172
Effective Business Communication

Key messages

- The tasks on the paper were fair, clear and unambiguous. The syllabus has been clearly covered by the majority of candidates. However the letter and email are still very weak in terms of layout and content and in some instances candidates did not understand what an appraisal interview is.

General comments

Those candidates who achieved a distinction grade were able to answer **Task 1 (a)** adequately. **Task 2**, the letter and email attracts a number of marks. However, candidates were not able to achieve this due to poor layout and non-inclusion of information. There were a number of candidates who either misread or misunderstood **Task 3(b)**. **Task 4(b)** was asking candidates to prepare for an appraisal interview. **Task 5** was well answered and this supported some candidates in achieving a higher grade.

Task 1

(a) Candidates did not read or understand the lead up to the task; neither did they appear to read beyond the first part of the task. 'Give three reasons why effective communication is important'. They did not answer the task in the context of 'internal and external drivers of change'. They merely wrote about the importance of effective communication without relating their answer to the task.

(b) Candidates correctly identified four valid methods but development or explanation tended to be vague or non existent.

(c) This was generally well answered with most candidates getting at least two marks for each. However, some candidates were not able to develop verbal communication and were confused with letter writing etc.

Task 2

(a) This required candidates to write a business letter. Whilst there were some good responses, overall candidates need to improve this skill. Some candidates presented a template of how to write a letter, but did not actually write one. Some candidates spoiled a fairly good attempt at a letter by indicating format all over it. Most candidates failed to provide sufficient detail such as addresses of sender and recipient, date, contact details (e.g. phone, email etc.) for responses and name of recipient. The amount of detail in the letters was generally inadequate for the recipient.

(b) This required candidates to write an email. Again, many candidates failed to provide the required headers i.e. to, from, date, subject. In terms of content, candidates only did the minimum and failed to state when and where the meeting was to take place. Generally candidates need to be taught to put themselves in the position of the receiver of such communications.

Task 3

(a) This task was to explain the characteristics of a successful meeting. Many candidates answered with just listed points and did not develop their answers as expected at Advanced Level.

(b) This task was either misread or misunderstood by candidates. Most answered in very general terms, relating their answer to **(a)** above, in some cases the answer was the development points of **(a)** i.e. the roles of a chairman and secretary, the contribution of those attending, notice of meeting, aims and purpose of the meeting.

Candidates did not pick up on the last part of the task 'Describe four factors which might affect the success of ***their*** meeting' not meetings in general which was what candidates tended to write about. They were not aware of the group dynamics that should have been applied to their answer as laid out in the syllabus.

Task 4

(a) This was generally well answered. Candidates were able to give definition of a performance appraisal review.

(b) Most answers centred around preparations for a recruitment interview rather than an appraisal interview. Of those who did apply their answer correctly, they tended to explain the format of such an interview rather than the preparation and information needed by the appraiser prior to the interview.

(c) The majority of candidates were able to identify open and closed questions and give a relevant example for each.

Task 5

(a) Candidates were able to give examples of two visual charts with two advantages and two disadvantages.

(b) This task was answered well.

(c) The task asked for four headings found in a formal report. Candidates were able to be awarded maximum marks.

BUSINESS ADVANCED LEVEL

Paper 8929/5173
Business Finance

Key meassages

- Candidates should be reminded that it is essential to read the rubric of the tasks carefully. If the task requires that an explanation is given then a simple definition of the terms cannot attract the higher order marks, and where the task asks for an example it must be provided.
- Centres and candidates are reminded of the need for precision when defining terms as vague responses will only attract low marks.
- Centres and candidates are once more reminded of the need to provide a formula when undertaking tasks that require a calculation as a failure to do so can result in the loss of marks should the solution prove to be incorrect.

General comments

Overall the performance of the candidates who sat the May 2012 examination appeared to be similar to that seen in previous examination sessions. The majority of candidates appear to have good knowledge of most areas of the subject and they appear to understand what is required in order to be successful and as a result they produced relevant and focused responses to the tasks.

Comments on specific tasks

Task 1

Generally the answers provided for the tasks **(a)** to **(e)** were satisfactory with many candidates achieving awards that were around or above the pass boundary.

The answers to part **(a)** were very strong with the majority of candidates able to explain in detail the roles of the non-executive director.

The answers to the part **(b)** were again strong many good answers illustrating that candidates are very much aware of the advantages of computerised accounting systems.

The answers to part **(c)** were generally good with the majority of the candidates achieving full marks. This is clearly a topic that is well covered by the majority of Centres and Centres are to be congratulated for this.

The answers to part **(d)** were generally good with precise definitions of a patent but the treatment of patents within the accounting model was less well known.

The responses given for part **(e)** were generally good, with many candidates achieving full marks.

Task 2

Overall the responses provided for this task were rather disappointing with many candidates appearing to be confused by many parts of the task

The answers to part **(a)** were rather weak with most candidates being unable to distinguish between the four elements. Clearly this is something that Centres need to be concerned about if future candidates are to be successful.

The answers to part **(b)** were again weak with most candidates being able to produce a relevant response.

Task 3

Overall the responses provided for this task were quite good with many candidates scoring reasonable marks. There were, however a minority of candidates who appeared to be confused about the distinction between internal and external sources of funding.

The answers to part **(a)** were quite good, with most candidates being able to identify at least two relevant sources of funding.

The answers to part **(b)** were better with most candidates being able to correctly identify and explain at least three external sources of funding and most candidates were able to explain give a reasonable explanation of the difference between short-term and long-term funding.

Task 4

Generally the answers to this task were encouraging with most candidates appearing to be familiar with the concept of petty cash systems and the difference between accounting records and the books used in the accounting process.

The answers to part **(a)** were quite good, with most candidates being able to provide a sensible explanation of the need to have a petty cash system.

The answers to part **(b)** were again quite good, with most candidates being able to explain how the imprest system operates but many candidates lost marks because they failed to produce a worked example of the imprest system.

The answers to part **(c)** were quite good, with most candidates being able to distinguish between accounting records and books of accounting but the explanations of how they are used in the accounting process tended to be rather vague.

Task 5

The answers provided for this task were generally good and it would appear that working capital is a topic that is well understood by the majority of candidates.

The answers to part **(a)** were generally good with most candidates being able to explain what working capital is and being able to provide a correct formula.

The answers to part **(b) (i)** were again strong with most candidates being able to explain why it is necessary to monitor the level of working capital.

The answers to part **(b) (ii)** were again strong with most candidates being able to provide relevant methods of increasing the level of working capital.

The answers to part **(c)** were patchy with some very good responses and some responses that showed that the candidates had little or no idea of how to complete the calculation of the level of stocks.

The answers to part **(d)** were generally poor with many candidates struggling to provide any relevant discussion as to how the proposed changes might impact on the organisation's level of working capital.

BUSINESS ADVANCED LEVEL

Paper 8929/5174

Marketing

Key messages

There are still some problem areas of the syllabus in terms of candidate understanding, and Centres should note the points that follow.

- Some candidates appear not to know the whole of the syllabus, and so answer incorrectly and inappropriately for the situation described.
- Some candidates know the basics of the syllabus, but do not or cannot apply the relevant concepts to the Case Study scenario. These candidates tend to waste time by writing all that they know about a particular topic, and without any attempt to make it relevant to the wording of the task.
- Candidates often, under the pressure of the examination situation, do not read/analyse the requirements of the task sufficiently. Teachers can help candidates develop this skill by discussing past paper tasks during teaching sessions. The specifics of each task for this paper are detailed in the section that follows.

General comments

It is pleasing to report that many Centres achieved good marks for this paper this session. Good candidates know the syllabus well, and are able to identify the relevant concepts required by each task. They also apply these concepts to the material in the Case Study.

Comments on specific tasks

Task 1

(a) This first part of this task looked for candidates to explain the term 'customer focused' using examples from the Case Study. Most candidates did this part of the task well. Others need to ensure that they refer to examples in the Case Study when these are asked for. There are several in the Case Study. For example, Andreas recognises that marketing research is useful, knows that a marketing audit and plan will be useful, needs to know about his customers and is thinking about his marketing mix.

(b) The second part of this task proved more difficult to many candidates. Five marks were available for **each of two** responsibilities of marketing. Candidates gained one mark for correctly identifying two responsibilities such as planning, knowing customers' changing needs, carrying out research, increasing awareness of company's products and many others that were appropriate to a retail optician's outlet.

A further two marks were available for each explanation, and then the final two marks were for the detail of how each responsibility contributed to the organisation's objectives.

For example, if a candidate selected market research as one of the suitable responsibilities they would have gained one mark.

If they explained that it would be useful to keep track of customers' changing needs through primary research, perhaps sending out annual questionnaires to check this, they would have gained a further two marks.

If they had then explained that, without this knowledge, they would not be able to respond to customers' needs and could lose custom to competitors (market share), they would have gained the final two marks for this responsibility.

Task 2

(a) This part of the task asked for a suitable method of research to be identified for a specific purpose. Only primary research was suitable for the purpose described which was to gain opinion about the logo for the business. Those who selected suitable methods (focus groups or interviews) were able to explain how these would be used and justify them for the purpose. Others described the use of questionnaires and so gained some marks.

(b) This part of this task asked for the five stages of the marketing research process to be identified and explained. Most candidates could do this part of the task well. Others needed to link it more explicitly to the example given in the task, which was the logo for the business.

Task 3

This task explored segmentation and buying behaviour in detail.

(a) Most candidates were able to give a good definition of segmentation.

(b) Many candidates were able to identify an appropriate segmentation method and describe how it would be used in the retail business.

(c) This final part of the task proved difficult for many candidates. In most cases candidates described the buyer decision-making process (dmp). This was not what was asked for.

The task asked about types of buying decision, which include routine, limited, extensive decision-making or impulse buying. There were several ways in which candidates might have answered as different types of decision-making applied to different purchase decisions. For example, if someone was simply arranging their annual eye-test, then this would be routine decision making. If they were making a decision about whether to have contact lenses, spectacles or laser eye surgery, this would have been extensive decision making. A few candidates answered this well.

Task 4

(a) This first part of the task was not done well, with most candidates explaining what SWOT stands for and what it is. The task asks for its **purpose** in the marketing plan.

(b) This part of the task was generally done very well by most candidates. Other candidates needed to link it more to the Case Study, as asked for in the task.

Task 5

(a) Some candidates were able to explain why it is important to co-ordinate all elements of the marketing mix in detail, and did so very well. Other candidates need to read the task carefully, as many simply listed the seven Ps and repeated information from 4**(b)**.

Candidates needed to explain what would happen if elements of the marketing mix were not co-ordinated. For example, customers can become confused if products do not meet the quality that they expected after seeing promotional material. The perception of the quality of a product is affected by its price, as a price that is too low will suggest that the product is low quality.

(b) In this final part of the last task candidates were asked to identify **two** factors that Andreas should consider when recruiting a manager in order to achieve good customer service. Many candidates correctly identified two of the following –

A good attitude for dealing with customers
A good product knowledge
A good manager or leader.

BUSINESS ADVANCED LEVEL

Paper 8929/5175

Human Resource Management

Key messages

- It was common for candidates to provide their longest answers to **Tasks 1** and **2** and many candidates produced much shorter and less detailed answers for **Tasks 4** and **5**. As the topics assessed in **Tasks 4** and **5** are generally the most popular amongst candidates this would suggest this was due to poor allocation of examination time. This does indicate that many candidates need more guidance on examination technique. The more able candidates were those that showed good examination technique and also allocated sufficient time to answering each question.
- It is acceptable to use bullet point format in answers providing candidates recognise that all bullet point items have to be fully justified and not simply lists. Detailed essay-type answers are not always required but candidates must write in enough detail to demonstrate to the Examiner that they understand the tasks.

General comments

At this level candidates should appreciate that simply repeating subject knowledge is not usually sufficient to achieve more than minimum Pass level marks. Candidates should be able to analyse the case study to then make relevant, practical evaluations in their answers. The situation chosen for the case study did appear to be one that candidates could relate to and whilst many candidates were able to show evidence of applying knowledge and interpretation there were still a significant number of candidates with very poor understanding who achieved less than 20% of marks. The Standard level paper would have been a better choice for these candidates.

Those candidates gaining higher level marks submitted answers that referred to the case study and demonstrated skills in analysis and application of knowledge. Providing generic examples in answers shows knowledge sufficient for a Pass level mark but Advanced level candidates are expected to be able to interpret their knowledge and apply it to new specific case study situations for higher level marks. Distinction answers showed that the candidate was able to understand the tasks and apply their knowledge by ensuring that responses were clearly linked to the case study. The most able candidates will also end their answer with a conclusion summarising their answer and making recommendations where appropriate. Teachers should ensure that their candidates understand the importance of context.

Comments on specific tasks

Tasks 1

(a) Many candidates were able to provide definitions of decentralised and centralised methods of human resource management. Candidates achieving Merit level marks expanded their answers to suggest how centralisation can ensure the consistent use of standard procedures and policies in all branches and that HRM experts would now be employed at Head Office. The best answers provided conclusions assessing the likely effect of the changes and recognising that branch managers could become demotivated by having some of their powers removed.

(b) As a minimum candidates were expected to provide a definition of Strategic and Operational policies. Most candidates struggled to relate their answer to SMC & Co by the different factors; e.g. the right mix of skills – no construction law expert; no motivation systems or monitoring procedures; poor planning – high staff turnover; no HRM experts involved in planning. A few candidates achieved Distinction level as they also described how the senior partners at SMC & Co could improve the purposes of HRM through more formalised procedures and training of management.

Tasks 2

(a) Candidates were expected to identify the labour market relevant to SMC's business from the information provided in the case study. Candidates providing answers that simply explained general labour market features were not really answering the question. Most candidates were able to identify the relevant information of very highly qualified females who were employed on permanent contracts. The majority of these employees were aged less than 30 years old. Many candidates gained extra marks by identifying the issues related to this type of employee and the high rate of staff turnover. The best prepared candidates also added conclusions on the need for careful planning to replace staff.

(b) This task required candidates to identify the influence of the constantly changing legal environment at SMC. Some basic marks were awarded to candidates who made reference to the relevant section of the case study including equal opportunities, health and safety, and maternity leave. A significant number of candidates submitted completely irrelevant answers relating to technological change which were not awarded any marks. Merit level marks were awarded to candidates able to relate their answer to the highly qualified female employees; A few candidates achieved Distinction level by adding to these answers the implications of practical issues such as women working late at night or on sensitive cases.

Tasks 3

(a) A significant number of candidates simply provided lists of the different forms of contracts or made reference to a quote from the case study. Marks were awarded for this but not generally sufficient to achieve a Pass level. Weaker candidates provided inappropriate answers about recruiting construction staff rather than the expert in construction law referred to in the case study. A significant number of candidates simply selected and explained a fixed term or temporary full-time contract which was worth a Pass level mark. Higher marks were awarded for candidates who considered each type of contract in relation to the highly qualified staff required by SMC & Co. Distinction level candidates recognised how SMC could use different forms of contracts for the different roles and considered how temporary contracts could also be used to assess an employee's competence before offering permanent contracts.

(b) Very many candidates failed to recognise that Maria was unlikely to qualify for redundancy and that if SMC wanted to remove her then dismissal was their only option. At the top of the Pass level band candidates would explain the options of resignation; retirement; redundancy; dismissal; mutual agreement; end of fixed term. Merit level answers explained why redundancy would not be appropriate. At the top of this band a smaller number of candidates also considered each method in relation to the problems caused by Maria and considered the suitability of the alternative methods. Better candidates also made reference to the fact that Maria, as a qualified lawyer would be aware of her rights. The very best answers would also suggest the procedure to follow if SMC & Co were to dismiss Maria.

Tasks 4

(a) A poorly answered task as a significant number of candidates were confused between consultation/negotiation procedures and problem solving mechanisms (grievance and disciplinary procedures). Some candidates simply listed the various consultation and negotiation procedures such as works councils, worker directors, committee structures (e.g. safety, consultation), and collective agreements. Better candidates explained the different procedures and additional marks were awarded for suggestions of how each could benefit SMC & Co. Merit level candidates also provided examples of how the employees could assist in each method. The very best candidates understood that the employees were very highly educated and able to make well-informed contributions or that managers may feel undermined by staff involvement.

(b) Candidates simply had to identify appraisal methods to gain a Pass on this question. Many candidates did not seem to recognise this and answers to this task were often weak. Candidates who provided general explanations not applied to SMC were still able to gain marks around Merit level where their answer explained the use of targets, standards, key competences and accountabilities. There were many applied answers that used the information in the case study to suggest suitable targets/standards such as number of cases handled, cases won, cost of cases and length of cases. A top Merit level candidate would explain the methods whilst also giving some practical examples. Candidates generally gave either a theoretical answer or a practical answer and there were very instances where candidates were able to combine both. A minimal number of candidates gained Distinction by fulfilling the Merit level requirements and also referring to the need for centralised procedures and detailed records to record progress towards targets. Few candidates gained more than Pass level marks.

Tasks 5

(a) A quite well answered task at Pass level with most candidates explaining that the employees were very highly motivated and needed minimal management or supervision as they were very deeply involved in the complex issues on the legal cases that they were dealing with. Better prepared candidates were able to link their answers to explain how the motivational theory factors such as working conditions; job satisfaction; promotion; working relationships (both with colleagues and managers); recognition; variety; levels of responsibility; leadership style were being applied in SMC & Co. Distinction level marks were awarded to candidates explaining all of the above but also showing awareness that those jobs requiring high levels of skills invariably produce more motivation than less skilled jobs.

(b) A very poorly answered task on a topic that has produced reasonable answers in previous papers, although it was also likely that many candidates had not allocated sufficient time to complete this task in full. Candidates were expected to consider training and development methods such as induction training; internal training; off the job training and continuing professional development. Higher marks were awarded where the candidate related the training methods to the need for lawyers to constantly update their knowledge and gave examples such as external trainers need to be experts and up-to-date; CPD – the staff were highly motivated and educated so may not have needed formal tuition. The top candidates linked their answer to the case study and also considered the use of training needs analysis and the branch manager’s role in training.

BUSINESS ADVANCED LEVEL

Paper 8929/5179

Business Organisation and Environment

Key messages

Points to bear in mind include:

- Candidates must not underestimate the importance of *time management*. An examination will clearly put candidates under pressure but they need to be instructed on how to pace themselves and not panic because of the time constraint. There was some evidence in the brevity of the answers to Task 5 that candidates had not always planned their time effectively.
- Candidates are expected to read both the case study and the accompanying tasks carefully in order to understand precisely what they are required to do. All too often, candidates fail to do justice to themselves simply because they either misread or fail to comprehend a task.
- *The purpose of having the case study is to expect candidates' responses to be made in the appropriate context.* This means that responses *should, where appropriate, be clearly related to the case study*. *Marks are often lost if the context is disregarded*. It is not enough to display knowledge; it needs to be applied to the case study. *Context is important!*
- Candidates must be advised that a succinct and focused answer is preferable to one that is lengthy and offers little substance
- Bullet points should not be used as they often result in brief answers with no description or explanation.
- *Unclear or untidy scripts can present Examiners with unnecessary difficulties.* No marks are deducted from scripts where candidates ignored advice about, for example, leaving margins clear, or starting each task on a separate sheet of paper, *but teachers and candidates must acknowledge that these instructions have a purpose.*
- The majority of candidates undertake the examination in a second language. *Incorrect spelling and grammatical errors do* ***not*** *result in the deduction of marks.* The demonstration of business knowledge is much more important that the quality of written language. The Examiner must be able to understand the answers and cannot be expected to guess the candidate's meaning and intention.

General comments

Addressing the subject of *examination technique* is a vital part of any candidate's examination preparation process. Teachers are advised that previous examination papers and the Principal Examiner's reports are readily available and it is recommended that they are used as resource material during the important revision period.

Comments on specific tasks

The case study concerned Fernandez Car Parts Ltd (FCP), an importer of car parts located in Uruguay. They also recondition used engines that are then resold.

Task 1

(a) This task asked for an explanation of the advantages of limited liability. This was understood by the majority of candidates. Limited liability means that the investor is only liable for the amount of money he has invested into the business. In the event of the limited company going out of business, creditors cannot take his personal assets. Higher marks were awarded for candidates who pointed out that this leads to less risk and therefore encourages investment.

(b) Most candidates had reasonable knowledge of the advantages. The major benefits are that the car dealer is selling a recognised product that benefit from national and international advertising. They will also receive training on repair and administration.

(c) The basics of break-even analysis were usually understood. Explanation about it and its role in planning were less often seen. FCP can see the effect on the break-even point of changes in price or cost. This will aid in setting prices particularly where new products are to be introduced.

(d) The main risks are that the customer will not pay or that he will pay very late, both of these will have an adverse effect on FCP's cash flow. This was realised by many candidates. The ways of minimising these risks was not as well presented. These include taking credit references, offering discounts for prompt payment and systematically following up on outstanding amounts.

Task 2

(a) Many candidates explained span of control without showing the effect of a wide span of control. A wide span of control means fewer Supervisors thus reducing costs for FCP. With less control being exercised over the subordinates, there may be more decision making at a lower level thus improving motivation. Other effects include less planning time for Supervisors and more difficult communication with subordinates due to their large number.

(b) Knowledge of either Maslow or Herzberg (but not both) was needed to obtain marks in this task. Many candidates had a reasonable knowledge of Maslow but found difficulty in applying it to FCP's non-financial incentives. Some discussion on the common types of incentive and where they fitted in Maslow's hierarchy was highly rewarded.

(c) (i and ii) This was one of the best answered tasks on the paper with most candidates knowing the two types of leadership and relating them to Pablo and Rafael. Authoritarian leaders make the decisions alone and impose them. This usually leads to poor motivation in the subordinates. Democratic leaders consult their subordinates and take their views into account before making their decision. This leads to good motivation among the subordinates.

Task 3

(a) Many candidates stated that costs would be lower when employing part-time staff but did not explain why these costs would be lower. The flexibility of being able to employ and lay off staff with minimum formalities was also seen as an advantage. The lower costs would usually arise from a lower hourly wage and no extra benefits for part-time staff.

(b) The task asked for the advantages and disadvantages to FCP of the workers being members of a trade union. Unfortunately some candidates applied the task to the workers instead of FCP. Advantages to FCP included one set of negotiations and the chance of a trade union being more realistic than an individual worker. Disadvantages included the threat of industrial action and the chance of FCP being caught up in an industry wide action that is not their fault.

(c) This task was answered well with most candidates realising that an experienced workforce should be more efficient and loyal to FCP. Training and recruitment costs should be lower due to the low labour turnover rate suggested by having many experienced staff.

(d) Most candidates suggested suitable incentives, although some gave financial incentives such as bonuses. Non-financial incentives include job enlargement, fringe benefits, involving workers in decision making through quality circles and generally improving the workplace environment.

Task 4

(a) Many candidates included the price of land, availability of good communications and ease of further expansion in answers that were well rewarded. Some candidates did not include any reference to FCP (context), and ease of access was also seen although the task had excluded it.

(b) Marks were awarded to candidates who realised that, as FCP imported the car parts, they would be affected by fluctuations in the exchange rate. Some candidates gained further marks by pointing out that an increase in the exchange rate of the Uruguayan currency would decrease the price of the imported parts and vice versa for a decrease in the exchange rate.

(c) (i) Increased borrowing costs to FCP was one effect and increased cost on consumer borrowing was another. Candidates generally knew these effects, but the consumer borrowing effect in particular was not applied to FCP. It could have both positive and negative effects on FCP, since consumers would have less disposable income (negative) but may be forced to keep their older cars longer, and therefore buy more parts to keep them running (positive).

(ii) Direct taxation is levied on the income of individuals and the profits of businesses. The effect of a reduction on FCP was generally understood in that it would increase their after tax profits. The effect of consumers having more disposable income was not as well understood.

Task 5

(a) (i) The mechanics of cost-plus pricing were generally understood. It involves setting a price by adding a mark-up to the average total cost. It is a simple method that always guarantees a gross profit but it does not take into account market conditions. This disadvantage was not often seen in candidate's answers.

(ii) Contribution pricing was not understood by most candidates. This method involves calculating the direct cost of a product and then adding on a contribution that FCP wants that product to make towards the indirect costs and the firm's profits. This would allow FCP more flexibility, with successful products providing more contribution, and less successful or new products providing less contribution because they are priced more competitively.

(b) (i) Personal selling allows the salesman to build a good relationship with the customer in order to encourage repeat business. Calling on potential new customers in order to persuade them to buy from FCP is also important. The salesmen will also be an important source of knowledge on competitors' activities as they travel around the area. Most candidates realised the first of these points, however the third, in particular, was rarely seen.

(ii) The importance of advertising was recognised by the majority of candidates but was not applied to FCP. Advertising would raise awareness of FCP and its products and help build a positive image of the company. It is stated in the case study that the main customers are independent car repair businesses, and it would be important to target these businesses through advertising in media such as trade newspapers.