



Cambridge IGCSE™

BUSINESS STUDIES

0450/23

Paper 2 Case Study

May/June 2021

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **17** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require n reasons (e.g. State two reasons ...).
- d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	<p>Explain <u>four</u> factors that may influence the location of a tertiary sector business.</p> <p>Award 1 mark for each relevant factor (maximum 4).</p> <p>Award a maximum of 1 additional mark for each explanation - of the location factor.</p> <p>Relevant factors might include:</p> <ul style="list-style-type: none"> • Cost / rent / availability of site – needs to be affordable for the size of business • Access to market/customers – close to customers to increase demand • Access to suppliers – quicker delivery / reduce delivery costs • Transport / infrastructure / communication links – increases accessibility • Competition • Government support/controls • Owners' preference • Availability of labour • Security / level of crime in the area • Utilities / availability of power and water <p>For example: Access to supplier (1). The business wants to be close to the supplier to make the transport of supplies cheaper (1).</p>	8

Question	Answer	Marks															
1(b)	<p>Explain how the following <u>three</u> factors could cause Ruben's new business to fail:</p> <ul style="list-style-type: none"> • Lack of management experience • Insufficient working capital • Poor planning <p>Which factor do you think is most important to Ruben? Justify your answer.</p> <table border="1" data-bbox="304 591 1329 1892"> <thead> <tr> <th data-bbox="304 591 416 658">Level</th> <th data-bbox="416 591 1214 658">Description</th> <th data-bbox="1214 591 1329 658">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 658 416 1055">3</td> <td data-bbox="416 658 1214 1055"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of two or more factors.</p> <p>Well-justified conclusion.</p> <p>Candidates discussing all three factors in detail, in context and with a well-justified conclusion including why the alternative factors were rejected should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 658 1329 1055">9–12</td> </tr> <tr> <td data-bbox="304 1055 416 1458">2</td> <td data-bbox="416 1055 1214 1458"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one factor.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing two or more factors in detail and applying them to the case should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 1055 1329 1458">5–8</td> </tr> <tr> <td data-bbox="304 1458 416 1827">1</td> <td data-bbox="416 1458 1214 1827"> <p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss factors with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining all three factors in context should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 1458 1329 1827">1–4</td> </tr> <tr> <td data-bbox="304 1827 416 1892">0</td> <td data-bbox="416 1827 1214 1892">No creditable response.</td> <td data-bbox="1214 1827 1329 1892">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of two or more factors.</p> <p>Well-justified conclusion.</p> <p>Candidates discussing all three factors in detail, in context and with a well-justified conclusion including why the alternative factors were rejected should be rewarded with the top marks in the band.</p>	9–12	2	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one factor.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing two or more factors in detail and applying them to the case should be rewarded with the top marks in the band.</p>	5–8	1	<p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss factors with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining all three factors in context should be rewarded with the top marks in the band.</p>	1–4	0	No creditable response.	0	12
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Question	Answer	Marks		
2(a)	<p>Using Appendix 2, explain <u>one</u> external cost and <u>one</u> external benefit of Ruben’s business.</p> <p>Award 1 mark for each relevant external cost/benefit (max2).</p> <p>Award a maximum of 3 additional marks for each explanation of the external cost/benefit of a takeaway - one of which must be applied to this context.</p> <p>Relevant reasons might include:</p> <table border="1" data-bbox="308 584 1326 857"> <tbody> <tr> <td data-bbox="308 584 815 857"> <p>External costs</p> <ul style="list-style-type: none"> • Cost of cleaning up litter paid by other companies or the local government • Impact of litter on environment from takeaway boxes </td> <td data-bbox="815 584 1326 857"> <p>External benefits</p> <ul style="list-style-type: none"> • Provides employment for other local companies or the local government • Government can earn revenue from tax (income tax / corporate tax) </td> </tr> </tbody> </table> <p>For example: An external cost would be that more litter is created (1) this will cause the local area to look untidy (1) due to the leftover food wrappers (app). The local government may have to pay to clean up the rubbish (1).</p> <p>Application might include: Fast food takeaway; new business; franchise; food menu; burgers / fried chicken; buy ingredient from local suppliers; 4 full-time employees; 8 part-time employees; free toys; plastic cups; litter in the streets; information from Appendix 2.</p>	<p>External costs</p> <ul style="list-style-type: none"> • Cost of cleaning up litter paid by other companies or the local government • Impact of litter on environment from takeaway boxes 	<p>External benefits</p> <ul style="list-style-type: none"> • Provides employment for other local companies or the local government • Government can earn revenue from tax (income tax / corporate tax) 	8
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2(b)	<p>Consider the following <u>three</u> possible ethical issues for Ruben's business:</p> <ul style="list-style-type: none"> • Advertising aimed at children • Seeking profit maximisation by paying low wages • Only buying from local suppliers. <p>Which do you think will have the greatest effect on Ruben's business? Justify your answer.</p> <table border="1" data-bbox="304 589 1329 1924"> <thead> <tr> <th data-bbox="304 589 413 654">Level</th> <th data-bbox="413 589 1214 654">Description</th> <th data-bbox="1214 589 1329 654">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 654 413 1055">3</td> <td data-bbox="413 654 1214 1055"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of two or more ethical issues.</p> <p>Well-justified conclusion.</p> <p>Candidates discussing all three ethical issues in detail, in context and with a well-justified conclusion including why the alternative ethical issues were rejected should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 654 1329 1055">9–12</td> </tr> <tr> <td data-bbox="304 1055 413 1456">2</td> <td data-bbox="413 1055 1214 1456"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one ethical issue.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing two or more ethical issues in detail and applying them to the case should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 1055 1329 1456">5–8</td> </tr> <tr> <td data-bbox="304 1456 413 1859">1</td> <td data-bbox="413 1456 1214 1859"> <p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss ethical issues with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining all three ethical issues in context should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 1456 1329 1859">1–4</td> </tr> <tr> <td data-bbox="304 1859 413 1924">0</td> <td data-bbox="413 1859 1214 1924">No creditable response.</td> <td data-bbox="1214 1859 1329 1924">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of two or more ethical issues.</p> <p>Well-justified conclusion.</p> <p>Candidates discussing all three ethical issues in detail, in context and with a well-justified conclusion including why the alternative ethical issues were rejected should be rewarded with the top marks in the band.</p>	9–12	2	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one ethical issue.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing two or more ethical issues in detail and applying them to the case should be rewarded with the top marks in the band.</p>	5–8	1	<p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss ethical issues with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining all three ethical issues in context should be rewarded with the top marks in the band.</p>	1–4	0	No creditable response.	0	12
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3(a)	<p>Explain the possible effect of <u>four</u> legal controls over employment on Ruben’s business.</p> <p>Award 1 mark for each relevant legal control over employment (maximum of 4).</p> <p>Award a maximum of 1 additional mark for each explanation of the effect of the legal control which must be applied to Ruben’s business.</p> <p>Relevant legal controls over employment might include:</p> <ul style="list-style-type: none"> • Unfair dismissal – of any of the new 4 full-time or 8 part-time employees • Legal minimum wage – increases the labour cost at the takeaway • Controls over employment contracts – maximum hours employees can work serving food • Discrimination • Health & safety • Proportion of local to non-local employees • Legal minimum age to work <p>For example: Employees must be paid a legal minimum wage (1). This may increase his labour cost for the takeaway. (app)</p> <p>Application might include: Fast food takeaway; inherited \$50 000; new business; franchise; food menu; burgers / fried chicken; buy ingredient from local suppliers; 4 full-time employees; 8 part-time employees; pay minimum wage; free toys; plastic cups; information from Appendix 2; employment for local people.</p>	8

Question	Answer	Marks															
3(b)	<p>Consider the benefits of having part-time employees or full-time employees. Which do you think Ruben should choose for his business? Justify your answer.</p> <table border="1" data-bbox="304 383 1329 1684"> <thead> <tr> <th data-bbox="304 383 416 448">Level</th> <th data-bbox="416 383 1214 448">Description</th> <th data-bbox="1214 383 1329 448">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 448 416 853">3</td> <td data-bbox="416 448 1214 853"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of both options.</p> <p>Well-justified conclusion.</p> <p>Candidates discussing both options in detail, in context and with a well-justified conclusion including why the alternative option was rejected should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 448 1329 853">9–12</td> </tr> <tr> <td data-bbox="304 853 416 1258">2</td> <td data-bbox="416 853 1214 1258"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one option.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing at least one option in detail and applying it to the case should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 853 1329 1258">5–8</td> </tr> <tr> <td data-bbox="304 1258 416 1621">1</td> <td data-bbox="416 1258 1214 1621"> <p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss options with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining both options in context should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 1258 1329 1621">1–4</td> </tr> <tr> <td data-bbox="304 1621 416 1684">0</td> <td data-bbox="416 1621 1214 1684">No creditable response.</td> <td data-bbox="1214 1621 1329 1684">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of both options.</p> <p>Well-justified conclusion.</p> <p>Candidates discussing both options in detail, in context and with a well-justified conclusion including why the alternative option was rejected should be rewarded with the top marks in the band.</p>	9–12	2	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one option.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing at least one option in detail and applying it to the case should be rewarded with the top marks in the band.</p>	5–8	1	<p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss options with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining both options in context should be rewarded with the top marks in the band.</p>	1–4	0	No creditable response.	0	12
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4(a)	<p>Explain <u>two</u> ways the market research data shown in Appendix 1 could help Ruben make business decisions.</p> <p>Award 1 mark for each way (maximum of 2).</p> <p>Award a maximum of 3 additional mark for each explanation of the way - one of which must be applied to this context.</p> <p>Relevant ways might include:</p> <ul style="list-style-type: none"> • Menu decisions - improved understanding of target market - offer menu choices to attract 16-18-year-olds - this group represent the largest proportion of his market so is likely to increase revenue • Informed choice of promotional methods – promotional messages can be tailored to suit the target market for the takeaway - under 15 age group is a growing market • Decide on a suitable location - location needs to be close to the target market – and a place that is easily accessible to teenagers and young families - this will make up the largest percentage of his sales <p>For example: He can understand his target market (1) so can decide which dishes to add to his menu (app) making it more suitable and so attract more customers (1). This will help to ensure a successful start to his business by increasing sales revenue (1).</p> <p>Application might include: Fast food takeaway; new business; franchise; food menu; burgers / fried chicken; buy ingredient from local suppliers; 4 full-time employees; 8 part-time employees; free toys; information from Appendix 1.</p>	8

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4(b)	<p>Consider the advantages and disadvantages of the <u>three</u> sources of finance outlined in Appendix 3 if Ruben chooses to buy the franchise. Which source of finance should Ruben choose? Justify your choice using cost calculations for each source.</p> <table border="1" data-bbox="304 416 1329 1749"> <thead> <tr> <th data-bbox="304 416 416 479">Level</th> <th data-bbox="416 416 1214 479">Description</th> <th data-bbox="1214 416 1329 479">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 479 416 882">3</td> <td data-bbox="416 479 1214 882"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of two or more sources.</p> <p>Well-justified recommendation.</p> <p>Candidates discussing all three sources in detail, in context and with a well-justified recommendation including why the alternative sources were rejected should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 479 1329 882">9–12</td> </tr> <tr> <td data-bbox="304 882 416 1285">2</td> <td data-bbox="416 882 1214 1285"> <p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one source.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing two or more sources in detail and applying them to the case should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 882 1329 1285">5–8</td> </tr> <tr> <td data-bbox="304 1285 416 1688">1</td> <td data-bbox="416 1285 1214 1688"> <p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss the sources with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining the three sources in context should be rewarded with the top marks in the band.</p> </td> <td data-bbox="1214 1285 1329 1688">1–4</td> </tr> <tr> <td data-bbox="304 1688 416 1749">0</td> <td data-bbox="416 1688 1214 1749">No creditable response.</td> <td data-bbox="1214 1688 1329 1749">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of two or more sources.</p> <p>Well-justified recommendation.</p> <p>Candidates discussing all three sources in detail, in context and with a well-justified recommendation including why the alternative sources were rejected should be rewarded with the top marks in the band.</p>	9–12	2	<p>Sound application of knowledge and understanding of relevant business concepts using appropriate terminology.</p> <p>Detailed discussion of at least one source.</p> <p>Judgement with some justification / some evaluation of choices made.</p> <p>Candidates discussing two or more sources in detail and applying them to the case should be rewarded with the top marks in the band.</p>	5–8	1	<p>Limited application of knowledge and understanding of relevant business concepts.</p> <p>Limited ability to discuss the sources with little/no explanation.</p> <p>Simple judgement with limited justification / limited evaluation of choices made.</p> <p>Candidates outlining the three sources in context should be rewarded with the top marks in the band.</p>	1–4	0	No creditable response.	0	12
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4(b)	Relevant points might include:			
Bank loan over 1 year	<ul style="list-style-type: none"> • \$50000 franchise cost can be repaid after a short amount of time • Only affects cash outflow for 1 year • Total interest paid is lowest at \$2500 	<ul style="list-style-type: none"> • Highest rate of interest at 5% • Highest repayments each month • High cash outflows for a new business – may take longer to get established • Higher monthly repayments of \$4375 • Total repayment \$52500 		
Bank loan over 3 years	<ul style="list-style-type: none"> • Lowest rate of interest 3% • Interest is \$1500 per year • Lower repayments each month – helps spread cash outflows – improves liquidity of the takeaway business • Lower monthly repayments – \$1514 	<ul style="list-style-type: none"> • Higher total interest payment • Total payment is \$54500 • Total interest paid over 3 years is \$4500 		
Inheritance from grandparents	<ul style="list-style-type: none"> • No interest is paid on the inheritance - so cheaper than other alternatives 	<ul style="list-style-type: none"> • Loss of 6% interest from the bank savings account • Loses potential \$3000, if inheritance had been placed in the savings account 		

Question	Answer		Marks
4(b)	Recommendation	<ul style="list-style-type: none"> • Using the short-term loan is best because the total cost of borrowing \$50 000 is lower if he takes the loan over just one year. This would keep his expenses lower in following years and help liquidity after the first year. If he took the loan over three years his cash outflow would be increased. If he used his inheritance, he would potentially lose the additional \$3000 he would have made from placing his inheritance in the savings account. • He should use the 3 year loan to buy the franchise as the monthly repayments are £2861 lower than the 1 year loan. He will also have his inheritance available for emergencies in the future. • Using his inheritance of \$50 000 is the best option as there would be no cost involved and it is debt free finance. He would save paying interest and keep cash outflows lower each month. 	