



2015 A level Business launch event

Agenda

1. The changes
2. Our approach
3. Our draft specification
4. Supporting you through the changes
5. Contact information

The changes

Government view – all A levels

“I believe that the primary purpose of A levels is to prepare students for degree-level study. All students should have access to qualifications that are highly respected and valued by leading universities. Current A levels do not always provide the solid foundation that students need to prepare them for degree study”.

Michael Gove, Secretary for State, January 2013

HE view – all A levels

A levels are generally seen as 'fit for purpose' in terms of content and preparing most students for HE study, however they highlighted issues with skills that undergraduate learners lack:

- **Academic skills:** research, finding sources, essay writing and referencing.
- **Critical thinking skills:** constructing balanced arguments from evidence, assessing validity and soundness of arguments.
- **Synoptic learning skills:** making links across different topics, analysis, solving more complex problems.
- Some students lack the required skills in academic **English and Maths**, i.e. reading, numeracy and literacy and oral skills are not at the right standard for undergraduate study.

Changes to all A levels

- In new A levels the AS will be a separate, linear qualification and the grade will not contribute to the overall A level grade
- The content of the AS can be a subset of the A level content to allow co-teachability with the A level
- HE/Russell Group involvement in subject content.

Timeline for Business

	2014	2015	2016	2017
Current specification	Summer series as normal	Summer series as normal	Final AS and A2 examinations	
New specification	Specifications in centres	First teaching	First AS examinations	First A level examinations

Changes to subject criteria

- Qualification name changed to **Business**
- Greater emphasis on the application of appropriate **quantitative skills** in a range of business contexts
- Assessment of quantitative skills to represent a minimum of **10%** of the overall marks
- AS mathematical content to include ratio analysis and income elasticity of demand

Quantitative skills in Business

Skill	Construct or calculate	Use and interpret
Ratios, averages, fractions	✓	✓
Percentage and percentage change	✓	✓
Standard graphical forms	✓	✓
Index numbers		✓
Cost, revenue, profit and break-even	✓	✓
Investment appraisal	✓	✓
Price and income elasticity		✓
Quantitative and non-quantitative information		✓

Changes to assessment objectives

		A level %	AS level %
AO1	Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues	20-30	25-35
AO2	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues	20-30	20-30
AO3	Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences	20-30	20-30
AO4	Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues	20-30	15-25

Our approach

Our research

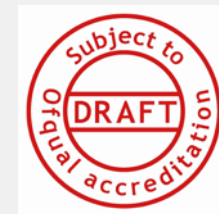
- **Teachers** from a range of schools and colleges – in focus groups, surveys, phone interviews and face-to-face conversations – have provided feedback at each stage.
- **Academics** in UK universities have helped us understand how to build on the strengths of the current specifications and advised on how progression to undergraduate study could be improved.
- We have commissioned and conducted our own research projects, including **international benchmarking**.
- Our specifications are aligned with **Pearson's World Class Qualification principles**, bringing together international assessment and education experts to develop qualifications that will support young people of today and tomorrow.

Our suite for Business and Economics

- Developed with and supported by subject experts, including our experienced examining teams and Ian Marcou  .
- A coherent approach to our Business and Economics specifications, providing clarity for planning, teaching and assessment.
- Extensive and consistent support for planning and delivering the new courses.

Our focus for Business

- Application of business concepts and theories to a range of real-world contexts.
- An holistic understanding of business.
- Application of appropriate quantitative skills to relevant business contexts.
- Engagement with business through wider reading and an awareness of the current issues impacting on businesses.
- The ability to build and sustain arguments.



Our draft specification



Key principles

- Progression, not repetition
- Problem-solving and dynamic approach
- Real business focus
- Reflect today's global business world
- Skills for progression
- Clear mark schemes



Assessment principles

- A defined **taxonomy** for business to provide clarity and consistency across assessments and between series.
- **Clearer mark schemes** that appropriately evidence progression between bands and the connections between skills, and support the consistent application of assessment objectives.
- A **pre-released context** to support the development of relevant business skills.



A level at a glance

Theme 1 Marketing and people	Theme 2 Managing business activities
Theme 4 Global business	Theme 3 Business decisions and strategy
Paper 1 Marketing, people and global businesses	Paper 2 Business activities, decisions and strategy
Paper 3 Investigating business in a competitive environment	



AS level at a glance

Theme 1
Marketing and people

Theme 2
Managing business
activities

Paper 1
Marketing and people

Paper 2
Managing business
activities



Key changes

Focus	Approach
New content	Ratio analysis in AS, income elasticity of demand, managing change and scenario planning, Porter
Updated content and recent developments	The digital economy, the importance of Africa
Pre-released context	Pre-released context in A level Paper 3



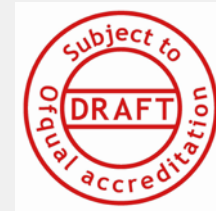
Content: Themes 1 and 2

Theme 1: Marketing and people	Theme 2: Managing business activities
Meeting customer needs	Raising finance
The market	Financial planning
Marketing mix and strategy	Managing finance
Managing people	Resource management
Entrepreneurs and leaders	External influences



Content: Themes 3 and 4

Theme 3: Business decisions and strategy	Theme 4: Global business
Business objectives and strategy	Globalisation
Business growth	Global markets and business expansion
Decision-making techniques	Global marketing
Influences on business decisions	Global industries and companies
Assessing competitiveness	
Managing change	

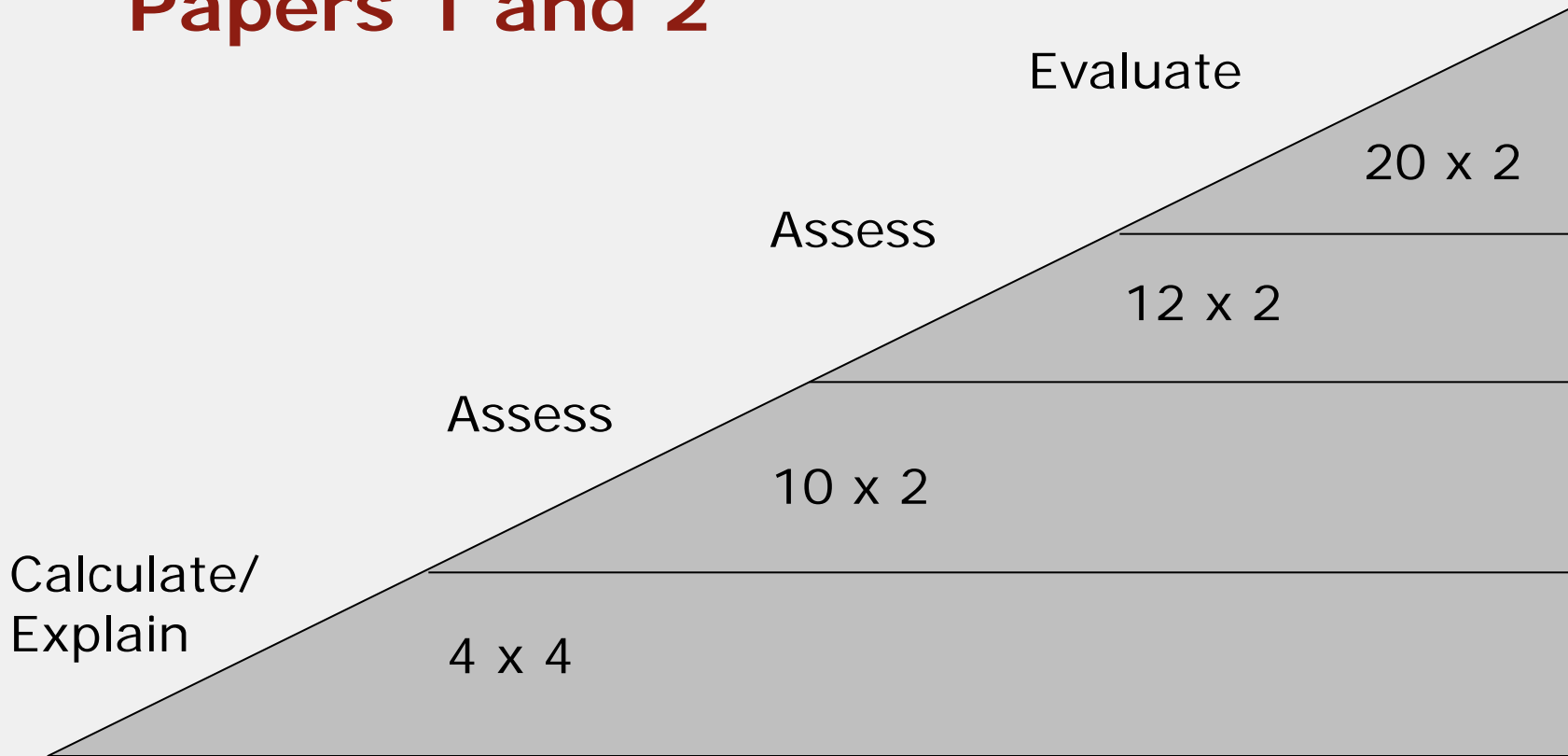


A level assessment

Paper 1 100 marks 35% 2hrs	Two data response questions broken down into a number of parts, each including one extended open response question.
Paper 2 100 marks 35% 2hrs	Two data response questions broken down into a number of parts, each including one extended open response question.
Paper 3 100 marks 30% 2hrs	Context pre-released in June of the previous year. Section A: focus on the broad context Section B: focus on a strand within the context In each section, one data response question broken down into a number of parts, each including one extended open response question.

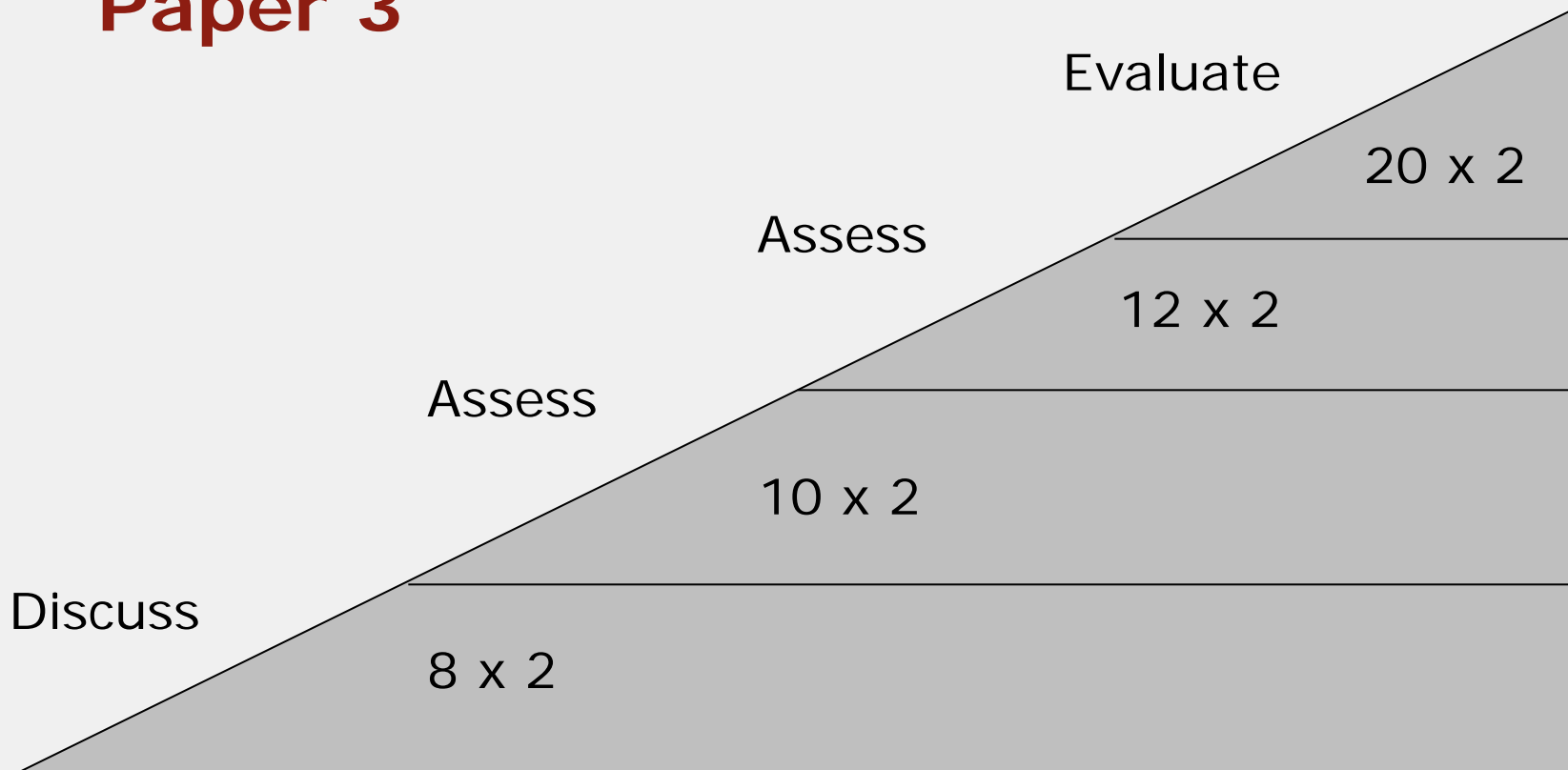


A level sample assessment: Papers 1 and 2





A level sample assessment: Paper 3

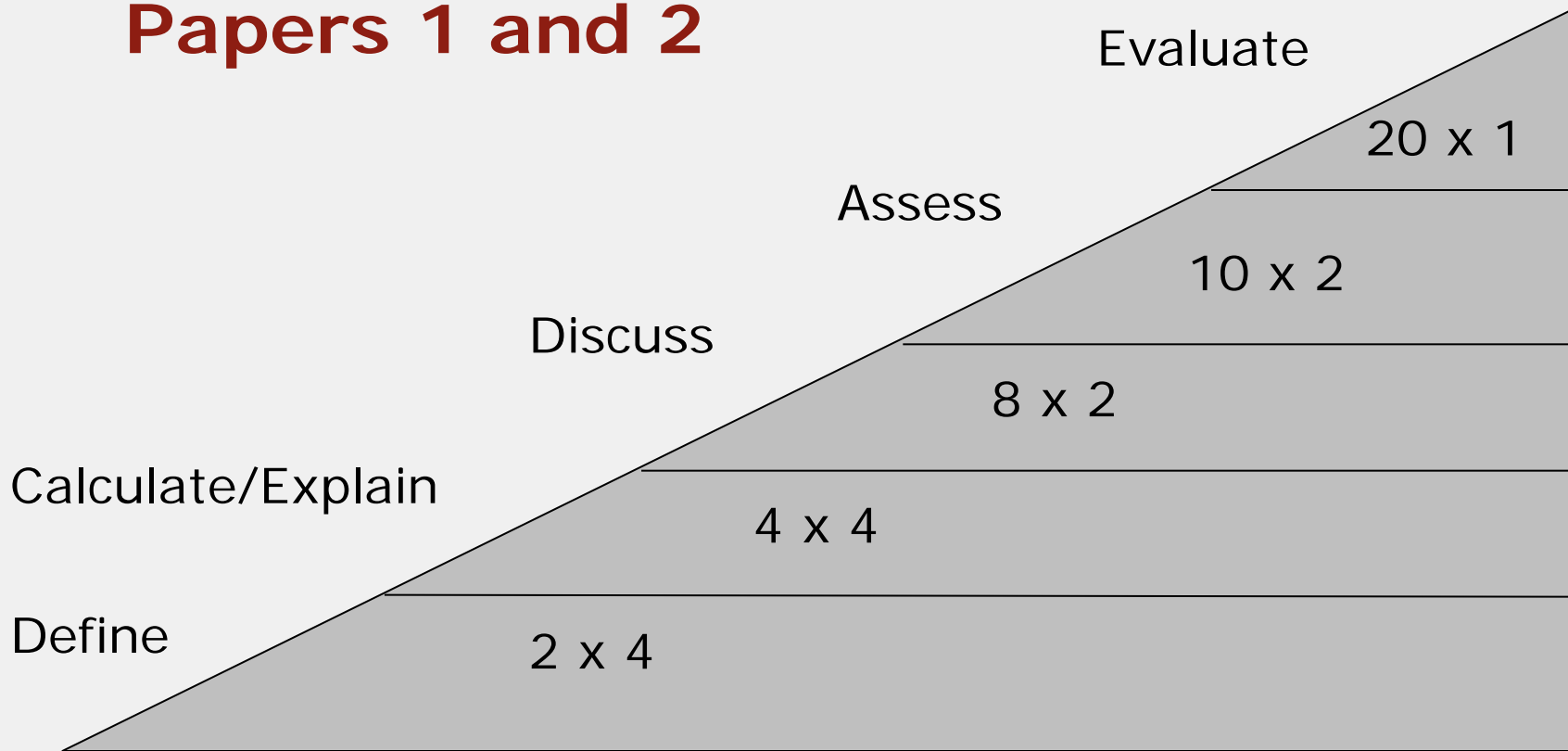




AS level assessment

Paper 1 80 marks 50% 1.5hrs	Section A: data response question Section B: data response question Section C: extended open response question
Paper 2 80 marks 50% 1.5hrs	Section A: data response question Section B: data response question Section C: extended open response question

AS level sample assessment: Papers 1 and 2



Supporting you through the changes

Supporting you through the changes

- Planning and delivery
- Teaching and learning
- Understanding the standard
- Personal support
- Tracking progress
- Training from Pearson

Planning and delivery

We will provide you with:

- an editable course planner to outline different delivery approaches
- an editable scheme of work
- a Getting Started guide, with teaching examples and detailed guidance
- mapping documents to highlight the differences between the 2008 and 2015 specifications
- a student guide to help them understand their course
- support for students with quantitative skills.

Teaching and learning

Preparing for changes may require a fresh approach to teaching and learning.

- Our free resources will focus on how to help learners achieve their potential in Business.
- Materials that support the development of key skills for progression to HE and, ultimately, employment: application to real world business contexts, holistic understanding, quantitative skills, current issues and debates.
- Support with developing core skills.



Understanding the standard

We will provide you with information and support to help you understand the standard:

- Example student work with examiner commentaries
- Clear mark schemes that have been developed following research and trialling.

Personal support

Subject Advisors – Colin Leith and his team will help keep you up to date about:

- training events and support materials
- news and government announcements affecting our qualifications
- key dates and entry deadlines
- new qualifications and resources.

Curriculum and centre support:

- **Curriculum Development Managers** are curriculum experts who provide information and guidance to senior management.
- **Curriculum Support Consultants** provide invaluable support to our existing heads of department.

www.edexcel.com/contactus

Tracking progress

ResultsPlus

- ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you to identify topics and skills where students could benefit from further learning.
- Mock Analysis provides analysis of past exam papers which can be set as mock exams.

www.edexcel.com/resultsplus

Training from Pearson

Events in a timely manner to help you prepare to teach the new specification:

- Getting ready to teach events in early 2015.

www.edexcel.com/training



Contact information

Contact information

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