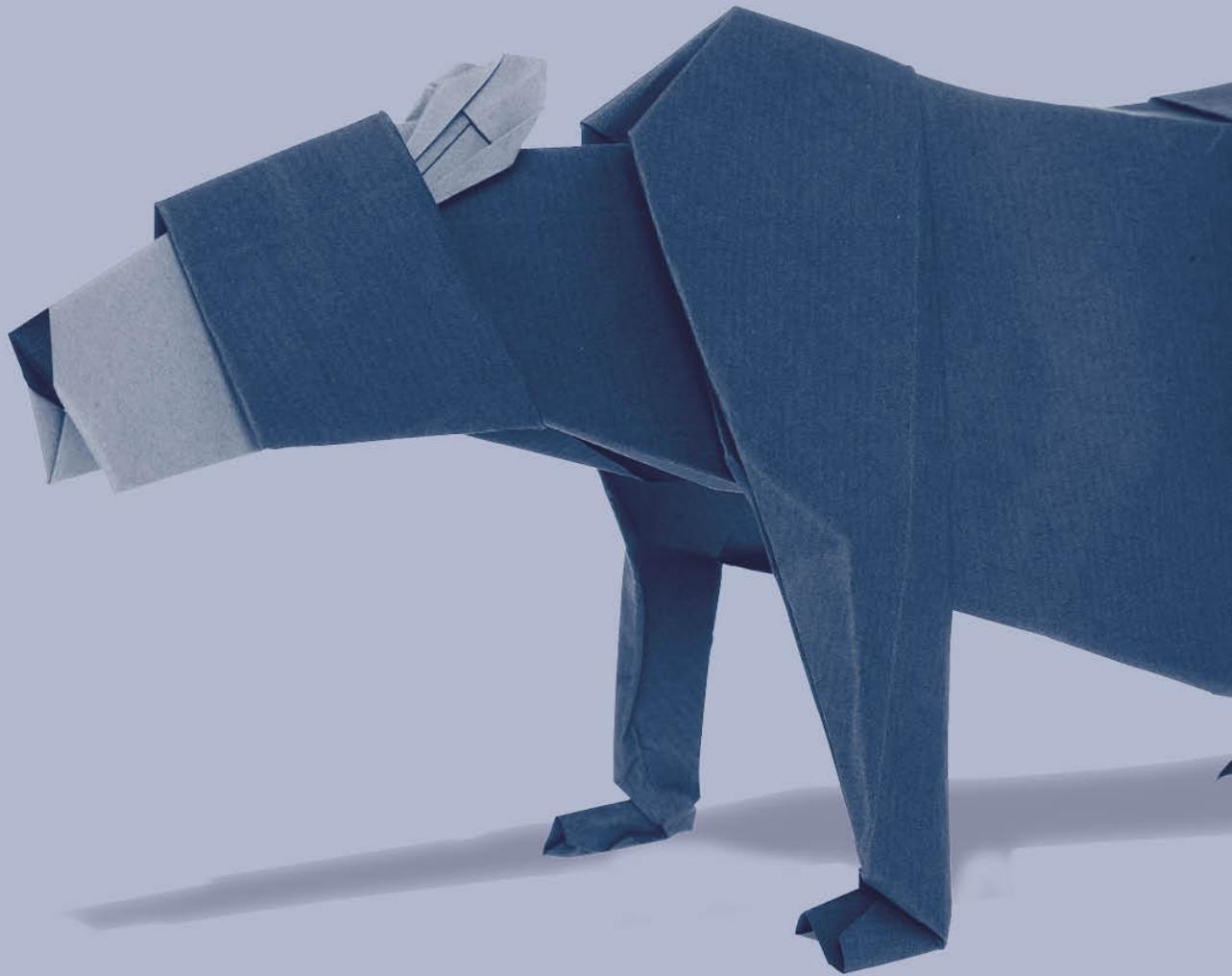


# AS and A Level Business



## SPECIFICATION MAPPING

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Staying with or switching to Pearson Edexcel from Applied Business

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# Switching to Pearson Edexcel A level Business from Applied Business

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## Introduction

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In June 2014 Ofqual announced their intention to withdraw the existing Applied A level qualifications as soon as new-style qualifications that are either a direct or equivalent replacement are available. Following Ofqual's announcement in December 2014, the final assessments for the Pearson Edexcel Applied GCE in Business (for current centres only) will be in 2017. From September 2016, centres and students will need to decide which alternative Business qualification is appropriate for them. This is likely to be either the new AS and A level Business specifications or a Level 3 vocational business qualification. The new AS and A level Business qualifications are available for first teaching from September 2015, with first AS assessments in 2016 and first A level assessments in 2017. There will be new BTEC Business specifications available from September 2016.

This document supports those wishing to move from an Applied A level to an A level Business qualification.

### How are the Applied A level and the new A level different?

One of the key differentiators between the Applied A level and the A level in Business is the focus on skills and practical investigation of businesses. For example, the Applied A level in Business requires learners to develop skills in personal organisation and time management, ICT skills, working in and leading teams, and planning a project. It provides a broad educational basis for further training and is designed to be delivered in a work-related context to allow students to develop an understanding of the business sector.

Although skills development is also important for A level, the focus is on university appropriate skills such as decision making, critical analysis and numerical skills, rather than on practical business skills.

To support this more practical approach, the Applied Business A level has optional units and is assessed predominantly through coursework, whereas all of the A level content is compulsory and assessed through external exams.

### Is the new A level right for my students?

The Applied A level in Business is particularly suited to students who have an interest in exploring the world of business in a highly practical way. For example, students who would like to have an opportunity to organise an enterprise activity and undertake practical activities such as planning and running a business, organising an event or planning and setting up a website. For these students, moving to a Level 3 vocational course, such as BTEC in Business, may be a more suitable pathway.

However, in both Applied and A level Business, students:

- develop an understanding of how business works in the real world
- explore the problems and opportunities faced by local, national and global businesses
- learn how business functions such as marketing, finance, human and physical resources work together as part of a whole business.

There are a number of similarities in the core content students will study, as demonstrated in the specification maps starting on page 6. Students will also have the opportunity to complete independent research for the pre-released context to support A level paper 3.

## What are students required to study in A level Business?

The subject content requirements for AS and A level Business have been updated for the new qualifications. All awarding organisations' specifications must meet these criteria. The full subject content document can be found on the Department for Education website, but the boxes below highlight the key requirements.

The following requirements apply to both AS and A level Business specifications and must comprise 60% of the specification content:

The knowledge, understanding and skills set out in the **AS** and **A level** specifications must:

- enable students to investigate different types and sizes of organisation in various business sectors and environments, with an awareness of local, national and global contexts, recognising they face various degrees of competition
- enable students to identify business opportunities and problems
- enable students to investigate, analyse and evaluate business opportunities and problems
- enable students to apply numerical skills, including those indicated in the Annex (page 4)
- enable students to make justifiable decisions using both qualitative and quantitative methods, including those indicated in the Annex (page 4)
- enable students to identify and understand how businesses adapt to operate successfully in a dynamic business environment
- promote a holistic understanding of business and enterprise.

All **AS** and **A level** specifications must cover the following core knowledge, understanding and skills:

- External influences: the market, competition.
- Marketing: identifying and anticipating customer needs, marketing mix, product life cycle.
- Accounting and finance: budgeting, cash flow forecasting, break-even analysis, ratio analysis.
- People in organisations: motivation, leadership, organisation design, employer/employee relationships.
- Operations management: quality, productivity, added value.

In addition, the following requirements also apply to A level Business specifications:

**A level** specifications must also require students to:

- apply basic business concepts to a wider range of contexts
- understand and apply more sophisticated concepts and techniques
- analyse, interpret and evaluate more complex business information
- take a more strategic view of business opportunities, problems and issues.

**A level** specifications must also cover the following core knowledge, understanding and skills:

- business objectives and strategy: different stakeholder and business objectives, strategy and implementation, risk and uncertainty
- external influences: global context, political, social, economic and technological factors, ethical, legal and environmental issues
- business analysis: forecasting, data analysis, market analysis, decision making, measures of performance – financial and non-financial
- change: causes and effects of change, managing change.

Students are also expected to accomplish the following quantitative skills as part of their AS and A level study:

- calculate, use and understand ratios, averages and fractions
- calculate, use and understand percentages and percentage changes
- construct and interpret a range of standard graphical forms
- interpret index numbers
- calculate cost, revenue, profit and break-even
- calculate investment appraisal outcomes and interpret results\*
- interpret values of price and income elasticity of demand
- use and interpret quantitative and non-quantitative information in order to make decisions
- interpret, apply and analyse information in written, graphical and numerical forms

\* this skill is not a requirement in the AS level.

## What changes have you made to the Pearson Edexcel AS and A level Business?

### Changes to content

In developing the 2015 A level specifications we have retained the strengths of the 2008 Business specifications. We have also reviewed the Applied GCE Business specifications to ensure we have also built on the strengths of this course:

- engaging and updated content
- real-life businesses in all assessments
- global focus
- pre-released context in A level.

Changes have been made to the specification content and the assessments to ensure the revised subject content and assessment requirements for business are met and to bring the specifications up-to-date:

- **The digital economy:** this content has been included to ensure the course is relevant and up-to-date. References to the digital economy reflect the dynamic and changing nature of business.
- **Business choices:** the ideas of opportunity cost and trade-offs have been included to support the development of analytical skills through enabling students to consider the implications of choice and think logically when considering business strategy.
- **Entrepreneurship and enterprise:** this topic is engaging for students as many have real-life references on which to build and aspire to be entrepreneurs themselves. This topic also supports an awareness of a range of business types and sizes.
- **Raising finance:** this content has been included to underpin student understanding of how businesses are funded. It provides an important background and introduction to the finance topics, such as financial statements. This content also builds on the enterprise content introduced in Theme 1.
- **Global business and focus:** Theme 4 focuses on global business and the global context. This theme demonstrates how business concepts and theories can be applied in different and real-world contexts. The global context is important in developing student understanding that businesses do not operate in isolation, that businesses have global reach, the implications of trading globally and how this is becoming increasingly important. Students have the opportunity to apply their business knowledge in any context. The global context also makes the course relevant and current, reflecting the business world students will encounter when they enter employment.

### Changes to assessment

Changes have been made to the approach of the AS level and A level assessments to ensure they are clear and consistent, enabling students to understand the skills they are required to demonstrate within assessments:

- A reduction in the variety of **command words** used, careful definition of the skills that comprise each command word and consistent application of the command words within and across assessments.
- **Skills based mark schemes** that focus on the qualities students are required to demonstrate in their answers rather than the quantity of points within responses. Clarity of the skills comprising each command word reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and for markers and reduces subjectivity.

- **Short-answer questions** that focus on knowledge, understanding and application. These ensure the integration of assessment objectives within questions so they are not considered in isolation, support the application of knowledge to real business contexts and require students to demonstrate a holistic understanding of business through making connections between their knowledge and these business applications.
- A focus on the skills required for progression to university and employment within the **pre-released context** in A level Paper 3.

## Mapping to the Applied A level specifications

Whether you are thinking of staying with or switching to Pearson Edexcel for the new Business specifications in 2015 (or beyond), this document is an easy reference guide to help you identify key comparisons and differences between current Applied A levels in Business and the new A level Business specifications.

The *Getting Started Guide* for AS and A level Business – available free on the Business pages of the Edexcel website – includes detailed coverage of the principles behind all the changes and the support available to help you deliver the new courses from 2015.

This guide maps the current Applied A level specifications for Pearson Edexcel and AQA to the new (2015) A level specification for Pearson Edexcel so you can identify key comparisons and differences to support your planning and delivery of the new specifications. We have also mapped from Pearson Edexcel's GCSE in Business to show how the content is developed from GCSE to the new A level.

The specifications must be referred to as the authoritative source of information.

## Specification map: from Pearson Edexcel Applied A level in Business

Pearson Edexcel Applied Business			2015 Pearson Edexcel A level specification
Unit	Section	Topic	
1	Investigating people at work	Business aims, objectives and organisation	1.4.3, 1.5.3, 1.5.4
		How businesses obtain employees	1.4.2
		How businesses motivate employees	1.4.4, 2.5.2
		How people are influenced at work	2.5.2, 3.4.4, 4.4.2, 4.4.3
2	Investigating business	Business planning	1.5.1, 1.5.2, 2.1.3, 2.1.4
		Managing business activities	1.4.1, 2.1.1, 2.1.2, 2.3.3, 2.4.1, 2.4.4
		Financial management in business	2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2
		The use of software to aid decision making	2.5.2
3	Investigating marketing	Identifying marketing aims and objectives	1.1.1, 1.1.2, 1.1.3, 1.3.1, 1.3.2, 1.3.5
		Using appropriate methods of market research	1.1.1, 1.1.2
		Choosing an appropriate marketing mix	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5
		Other factors influencing the marketing mix	2.5.1, 2.5.2, 2.5.3, 3.1.4
4	Investigating electronic business	Understand the purpose of an online presence for business	1.1.1, 1.3.2, 1.3.3, 1.3.4
		Understand the impact that having a website has on a business	-
		Factors influencing the establishment of an online presence	3.6.3
		Understand the requirements for the planning/establishment of a new website	-
5	Investigating customer service	The organisation and its customers	1.1.2

		Effective customer service	-
		Maintaining and improving customer service and keeping customers	-
		Customer service legislation	2.5.2
<b>6</b>	Investigating promotion	Promotional tools and how they are used to affect buyer behaviour	1.3.2
		Investigating promotional media	-
		Constraints on promotion	2.5.2
		Assessing a promotional campaign	-
<b>7</b>	Investigating enterprise	Launching a company and enterprise	1.5.1, 1.5.2, 1.5.4, 2.1.4
		Company officers, roles and responsibilities	-
		Monitoring the performance of the company	2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4
		Winding up your company	-
<b>8</b>	Business development	The business idea	1.1.2, 1.1.3, 1.3.2, 1.5.4, 2.5.3
		Resource and quality issues	2.4.1, 2.4.2, 2.4.4
		Financial resources	2.1.1, 2.1.2, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2
		Feasibility and evaluation	-
<b>9</b>	Managing and developing people	Motivation	1.4.4
		Teams	1.4.4
		Managing people	1.4.5
		Developing people	1.4.2
		Personal development plan	-
		Skills audit	-
<b>10</b>	Marketing decisions	Influences on marketing decisions	1.1.1, 1.3.5, 2.5.1, 2.5.2, 2.5.3, 3.1.2, 3.1.3, 3.1.4, 4.3.1, 4.3.2
		Marketing decisions and the planning process	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 3.1.2
		Research to inform marketing decisions	1.1.1, 1.1.2, 1.1.3
		Investigating marketing campaigns	1.3.5
<b>11</b>	Impact of finance on business decisions	Identifying financing needs and constraints	2.1.1, 2.1.2, 2.1.3, 2.1.4

		Managing working capital	2.3.1, 2.3.1, 2.3.2, 2.4.3, 3.5.1, 3.5.2, 3.5.3
		Investing in equipment and projects	2.1.2, 2.1.4, 3.3.1, 3.3.2
		Investing in other companies	3.5.1, 3.5.2, 3.5.3
<b>12</b>	International dimensions of business	Investigate a range of businesses with an international presence	4.2.1, 4.2.3, 4.4.1
		Research and analyse the factors for one business having an international presence	4.1.2, 4.2.2, 4.2.3, 4.4.1, 4.4.2, 4.4.3
		Explore the dynamics of international organisations on one chosen business in a globally competitive environment	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.2, 4.2.3, 4.2.4, 4.4.2
		Examine and evaluate the growth and influence of multinational operations	4.1.1, 4.4.1, 4.4.2, 4.4.3
<b>13</b>	Organising an event	Feasibility of the event	1.1.2
		Planning the event	2.1.4, 3.3.4
		Staging the event	1.3.2, 1.3.5
		Review and evaluation of the event	-
<b>14</b>	External influences on business	Legal influences	2.5.2, 3.1.4
		Economic influences	2.5.1, 3.1.4, 4.1.1, 4.1.2, 4.1.3, 4.4.1
		Environmental influences	2.5.2, 3.1.4, 4.4.1
		Technological influences	3.1.4

## Specification map: from AQA Applied A level in Business

AQA Applied Business			2015 Pearson Edexcel A level specification
Unit	Section	Topic	
1	Investigating business	Business aims and objectives	1.5.3, 2.2.1
		External environment	2.5.1, 2.5.2, 2.5.3, 3.1.4
		Marketing activities	1.1.1, 1.1.2, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.4.4
		Enterprise and enterprise skills	1.5.1, 1.5.2, 1.5.6
		Importance of teams to the success of a business	1.4.4
2	People in business	Roles and responsibilities	1.4.1, 1.4.5
		Staff development and training	1.4.2
		Motivation	1.4.4
		The recruitment process, the legal, ethical and social obligations	1.4.2, 3.1.4
		Recruitment documentation	-
		Interviewing	-
3	Financial planning and monitoring	Legal forms of business	1.5.4
		Sources of finance	2.1.1, 2.1.2, 2.1.3
		Business plans	2.1.4
		Business software	-
		Resource management	2.4.1, 2.4.2
		Costs and revenues	2.2.2
		Profits and break even	2.2.3, 2.3.1
		Cash flow forecasting	2.1.4
		Cash flow monitoring	2.1.4
		Setting budgets	2.2.4
		Monitoring budgets	2.2.4
4	Meeting customer needs	Types of customer	1.1.2
		Customer needs	1.1.2, 1.1.3, 1.3.1, 1.3.3
		Researching customer needs	1.1.2

		Analysing customer research	1.1.2, 1.1.3, 3.3.1
		Product development	1.1.3, 1.3.1, 1.3.2
		Customer service	-
<b>5</b>	Business communication and information systems	Business communication	-
		Information systems and flow	-
		Software	-
		Legal and self-regulatory constraints	2.5.2
		Prioritising and planning	-
<b>6</b>	Developing a product	Product characteristics	1.3.1, 2.5.2
		Production resources	2.1.1, 2.1.2, 2.4.1
		Costing of resources	2.2.2
		Deciding on product characteristics	2.2.1
<b>7</b>	Career planning	Career pathways	-
		Training	1.4.2
		Personal skills profile	-
		Personality traits	-
		Qualifications and training	-
		Training and education routes	-
		Sources of funding	-
		Personal budget	-
<b>8</b>	Business planning	Business aims and objectives	1.5.3, 3.1.1
		Market research	1.1.2, 1.1.3
		Marketing planning	1.1.1, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 2.2.1, 4.3.1, 4.3.2
		Operations planning	2.4.1, 2.4.2, 2.4.3, 3.5.3
		Financial analysis and planning	2.2.1, 2.2.2, 2.2.3, 2.2.4, 3.5.1
		Evaluating the business plan	2.1.4, 2.3.1, 2.3.2, 2.3.3, 3.5.2, 3.5.3
<b>9</b>	Marketing strategy	Business aims and objectives	1.5.3, 3.1.1
		Marketing strategies and tactics	1.3.5, 4.3.1, 4.3.2
		Meeting customer needs and dealing with competition	1.1.2, 1.3.5, 4.3.3
		Market research and target markets	1.1.1, 1.1.2, 1.1.3, 1.3.5

		Developing a marketing strategy	1.1.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5
		Recommending a marketing strategy	1.1.1, 1.1.2, 1.1.3, 3.1.3
<b>10</b>	Promotional activities	Promotional activities	1.3.2
		Business strategy	3.1.2
		Budgets and campaign plans	-
		Researching and analysing customer attitudes	1.1.2
		Promotional mix	-
		Recommending a promotional mix	-
<b>11</b>	The marketing environment	Elements of the marketing environment	2.5.1, 2.5.2, 3.1.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.2, 4.3.3, 4.4.3
		The impact of changes in the marketing environment	2.5.2, 3.1.4, 4.2.4, 4.2.5, 4.3.1, 4.4.3
		Analysing marketing environment data	1.1.2, 3.1.3, 3.1.4, 3.3.1, 4.1.1
		Responding to changes in the marketing environment	1.3.5, 3.1.2, 4.3.1, 4.3.2
<b>12</b>	Managing people	Types of organisational structure	1.4.3
		Functions of management	1.4.5
		Types of decision	3.3.3, 3.3.4
		Power and authority	-
		Leadership styles	1.4.5, 1.5.6
		Models of motivation	1.4.4
<b>13</b>	Managing information	The use of information to support management decisions	-
		How information systems are designed	-
		The management of information systems	-
		Data security issues	-
		Security of equipment	-
<b>14</b>	Managing change	The cause and nature of change	3.1.4, 3.6.1, 3.6.2
		Aims	3.6.1
		Objectives	-
		How change impacts on the organisation	3.6.1

		Project management of the change process	3.6.2
		Risk and uncertainty in change programmes	3.6.3
<b>15</b>	Financial accounting for managers	Accounting concepts	-
		Recording transactions and the financial accounting system	-
		The trial balance	-
		Financial statements	2.3.1, 2.3.2, 3.5.1
		Analysing financial statements	2.3.1, 2.3.2, 3.5.1, 3.5.2, 3.5.3
<b>16</b>	Managing resources	Planning production	2.4.1
		Managing production	2.4.3, 2.4.4
		Efficient production	2.4.2, 3.2.1, 3.3.4, 4.4.1, 4.4.2, 4.4.3