

GCSE **Business** 2017

Getting Ready To Teach

16GBAB01

Face-to-Face event



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Agenda

10.00 Welcome

10.05 Introduction to the new Pearson Edexcel GCSE Business (9-1) qualification

10.35 Starter Activity

11.00 'Calculate', 'Explain', 'Outline' and 'Discuss' questions

12.30 Lunch

1.30 'Analyse', 'Justify' and 'Evaluate' questions

3.00 Exam-based teaching activity – building an answer to an 'Analyse' question

3.30 Support and resources

3.45 Finish

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Changes to the
specification and
assessment structure



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Timeline

	2016	2017	2018	2019
Current specification	Summer series as normal	Summer series as normal	Final assessment	
New specification		First teaching		First assessment

Summer 2018: last assessment for the current GCSE in Business Studies.

Summer 2019: first assessment for the GCSE (9-1) in Business.

Overview of the changes

- Updated subject content from the DfE and assessment requirements from Ofqual.
- Fully linear structure.
- No tiering.
- External assessments only - no controlled assessment for GCSE 9-1 Business.
- 120 guided learning hours.
- Minimum of 10% quantitative skills across the two papers.
- New 9 to 1 grading scale, with 9 being the top level.

New 9-1 grading scale

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	C
2	
1	
U	U

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

Structure of the GCSE (9-1) in Business

	Content overview	Assessment overview
Theme 1: Investigating small business	<ul style="list-style-type: none">• Enterprise and entrepreneurship• Spotting a business opportunity• Putting a business idea into practice• Making the business effective• Understanding external influences on business	Written examination: <ul style="list-style-type: none">• 1 hour and 30 minutes• 50% of the qualification• 90 marks
Theme 2: Building a business	<ul style="list-style-type: none">• Growing the business• Making marketing decisions• Making operational decisions• Making financial decisions• Making human resource decisions	Written examination: <ul style="list-style-type: none">• 1 hour and 30 minutes• 50% of the qualification• 90 marks

Paper structure overview

- Each paper has **three sections**:
 - Section A = 35 marks (Non-contextualised)
 - Section B = 30 marks (Case Studies, real world business contexts)
 - Section C = 25 marks (Case Studies, real world business contexts)
- **Ramped questions** increasingly challenge students as they move through the paper.
- **Carefully defined taxonomy** of command words will be consistently used.
- Both **papers have a near identical structure**.

New content

Theme 1: Investigating small businesses

Topic 1.1 Enterprise and entrepreneurship

The dynamic nature of business: Why new business ideas come about. (1.1.1)

Topic 1.2 Spotting a business opportunity

The role of social media and the importance of reliable data in market research. (1.2.2)

Topic 1.4 Making the business effective

The role and importance of a business plan. (1.4.4)

Topic 1.5 Understanding external influences on business

Technology and business. (1.5.2)

New content

Theme 2: Building a business

Topic 2.1 Growing the business

Business growth. (2.1.1)

The impact of globalisation and how businesses compete internationally. (2.1.3)

Topic 2.3 Making operational decisions

The role of procurement (2.3.2) and the sales process. (2.3.4)

Topic 2.4 Making financial decisions

Gross profit margin, net profit margin and average rate of return (2.4.1) and understanding business performance. (2.4.2)

Topic 2.5 Making human resource decisions

Different ways of working (2.5.1), different job roles and responsibilities (2.5.2) and effective training and development. (2.5.3)

Content removed from new specification

- Thinking creatively, lateral thinking and deliberate creativity.
- What questions do entrepreneurs ask?
- Protecting ideas through patents and copyright.
- The principle of calculated risk and seeing mistakes as part of the process.
- Other important enterprise skills.
- Start-up legal and tax issues.
- Market demand and supply.
- Maslow's Hierarchy of Needs.
- Income distribution internationally and subsidies.

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Any questions?



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Starter Activity



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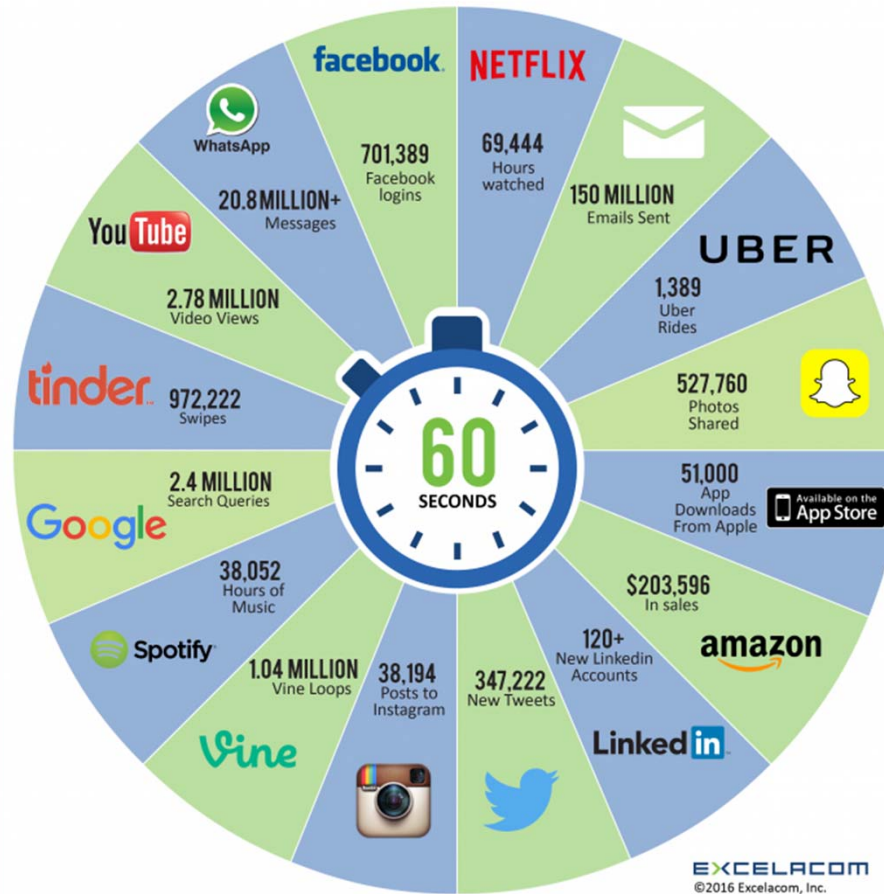
What happens in an internet minute?

ACTIVITY

In pairs, try and match the statistics with the correct business/brand/logo.

Were you correct?

2016 What happens in an INTERNET MINUTE?



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Assessment:

Points-based Mark Schemes
& 'Discuss' questions



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Paper structure

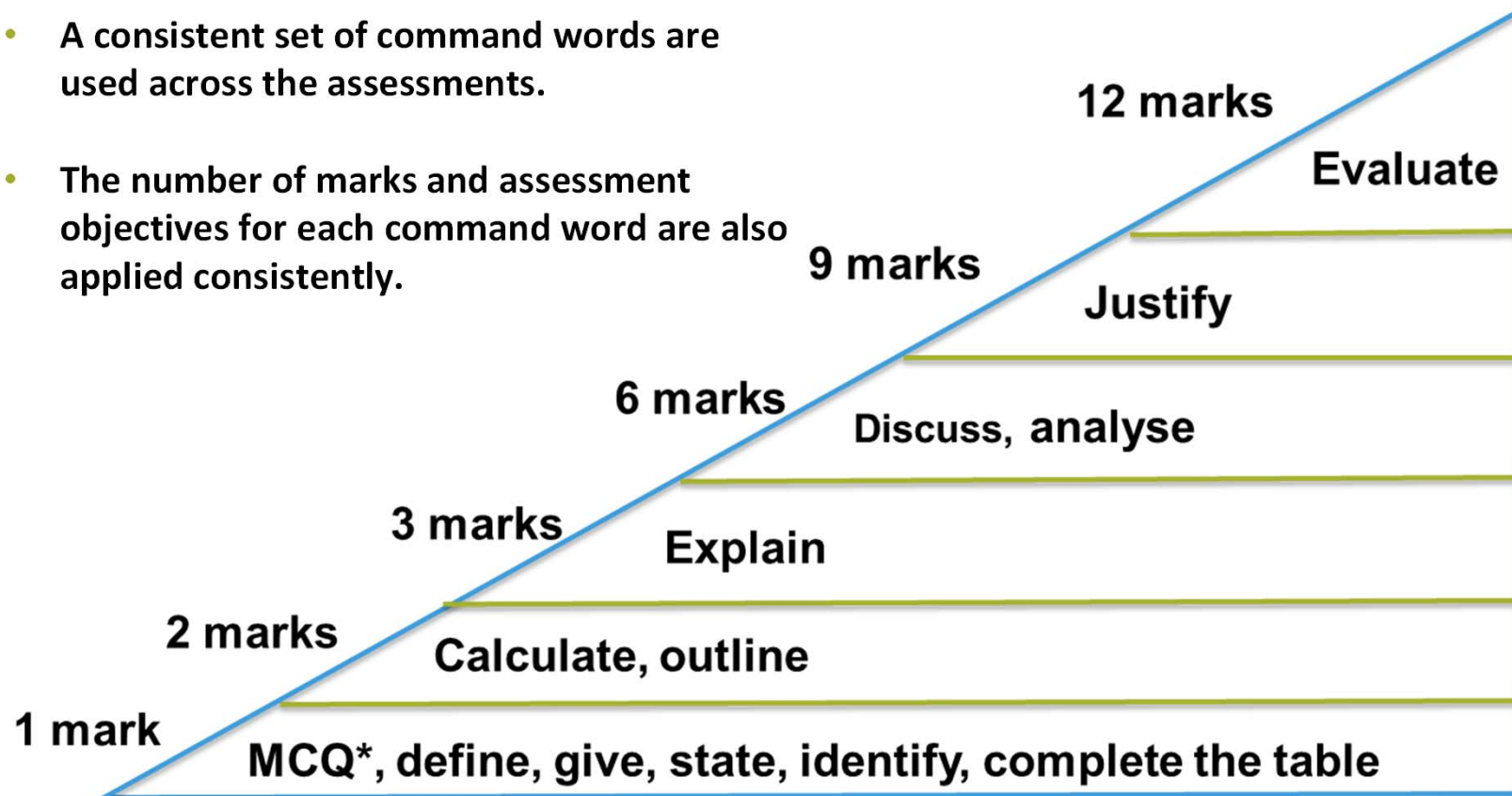
- Both papers: **90 minutes, 90 marks, 3 sections**.
- **Identical, consistent paper structure** in Paper 1 and 2.
- Reduced and **clearly defined command word taxonomy**.
- **Ramped questions** within each section to build confidence and challenge students as they move through the paper.

Structure of Paper 1 & 2

Section A: 35 marks	Section B: 30 marks	Section C: 25 marks
No business context.	Questions are based on a business context.	Questions are based on a business context.
Multiple-choice and short answer questions.	Short and longer answer questions.	Short and longer answer questions.
Students may be asked to calculate.	Students may be asked to calculate.	Students may be asked to calculate.
Section ends with a 6-mark question.	2 x 6-mark questions. 1 x 9-mark question.	1 x 9-mark question. 1 x 12-mark question.
Taxonomy: MCQ Explain Complete the table Calculate Discuss	Taxonomy: Define/ Identify/ State/ Give Outline Calculate Analyse Justify	Taxonomy: Define/ Identify/ State/ Give Outline/Calculate Justify Evaluate

Command words used in each paper

- A consistent set of command words are used across the assessments.
- The number of marks and assessment objectives for each command word are also applied consistently.



* 1 mark per selection; multiple choice questions may require the selection of more than one answer

‘Calculate’ questions:

- Always **worth 2 marks**.
- Designed to **test application** (AO2).
- A **‘points-based’ mark scheme** is used.
- ‘Calculate’ questions can appear in sections A, B and C.
- No marks are awarded for stating the formula.
- All ‘calculate’ questions will have an answer template similar to the following slide.
- If students provide multiple answers, **the only answer that counts is the one written on the line provided** (as highlighted on the following slide).
- Where applicable, answers should be given to two decimal places (2.d.p.).

Sample 'Calculate' Answer Template

- (c) Using the information in Table 1, calculate the cost of sales for the business. You are advised to show your workings.

This is where we will expect candidates to place their final answer.

£.....

‘Calculate’ questions: Mark Scheme

Question number	Answer	Additional guidance	Mark
2(c)	Substitution into correct formula: $(£90\,000/£300\,000) \times 100$ (1) Answer: 30% (1)	Award full marks for correct numerical answer without working. Do not award a mark for 30 if the correct unit (%) is not stated.	(2) A02

Assessment objective tested. Notice there is no A01 – this is why there are no marks awarded for a formula.

‘Calculate’ questions: Exemplar 1

Table 1 contains information about a business.

Sales revenue	£300 000
Cost of sales	£210 000
Gross profit	£90 000

Table 1

- (c) Using the information in Table 1 calculate the gross profit margin. You are advised to show your workings.

(2)

$$\begin{aligned}\text{gross profit margin} &= \frac{\text{gross profit}}{\text{sales revenue}} \times 100 \\ &= \frac{90\,000}{300\,000} \times 100 \\ &= 30\%\end{aligned}$$

‘Calculate’ questions: Exemplar 2

The cost of the contactless payment system is £4 500. Neil and Sue plan to borrow the money from their bank. They will repay the loan over three years. Their monthly repayment is £136.50.

‘Calculate’ questions: Exemplar 3

The cost of the contactless payment system is £4 500. Neil and Sue plan to borrow the money from their bank. They will repay the loan over three years. Their monthly repayment is £136.50.

- (b) Calculate the total interest Neil and Sue will pay for this loan as a percentage of the total amount borrowed. You are advised to show your workings.

(2)

$$\begin{array}{l} 136.50 \times 12 = £1638 \\ £1638 \times 3 = £4914 \\ 4914 - 4500 = £414 \end{array}$$

10 % :

$$\frac{414}{4500} = 9.2$$

..... 0.92 %

‘Explain’ questions

- Always **worth 3 marks**.
- Designed to **test knowledge and understanding** (AO1a and AO1b).
- A **‘points-based’ mark scheme** is used.
- Will **only appear in section A** – the non-contextualised section.
- Will always be of the nature ‘Explain one...’
- **Six ‘explain’ questions** in each paper.
- Candidates need to provide **two** linked strands following on from the identification of **one** impact/method/advantage/disadvantage etc.

‘Explain’ questions: Mark Scheme

Question number	Answer	Mark
3(d)	<p>Award 1 mark for identification of a disadvantage, plus 2 further marks for explaining this disadvantage up to a total of 3 marks.</p> <p>There will be a lot of competitors (1). Therefore the business may have to charge a lower price (1). This may mean that the business does not generate as high a profit (1).</p> <p>Competitors put pressure on a business to provide a high-quality product (1). If it does not do this, customers will choose one of the rivals (1). As a result of this, sales and revenue are likely to fall (1).</p> <p>Accept any other appropriate response. Answers that list more than one disadvantage with no explanation will be awarded a maximum of 1 mark.</p>	(3) AO1a=1 AO1b=2

Explain questions: Exemplar 1

(d) Explain **one** disadvantage to a business of operating in a competitive environment.

(3)

A disadvantage to the business operating in a competitive environment would mean it would be harder to keep repetitive customers as they may go to other businesses.

Taken from Paper 1 SAM Question 3(d) (Section A)

Explain questions: Exemplar 2

(d) Explain **one** method a business could use to add value to its product.

(3)

~~One~~ One method of adding value would be to have a unique selling point, as a result this will help the product stand out from competitors. This will mean that customers have nothing to pay more for the product.

Explain questions: Exemplar 3

(d) Explain **one** method a business could use to add value to its product.

(3)

one method a business could use to add value is through improving the quality of their products. This leads to the product being better than previous. As a result the business will be able to charge more for it.

‘Outline’ questions

- Always **worth 2 marks**.
- Designed to **test application** (AO2).
- A **points-based mark scheme** is used.
- Can **only appear in sections B and C** – the contextualised sections of the exam paper.
- **2 to 3 ‘outline’ questions** in each paper.
- Students need to **state one benefit/drawback/impact/method** etc. and **provide one strand of development**. Within the answer **there must be evidence of context** to score 2 marks.

‘Outline’ questions: Mark Scheme

Question number	Answer	Mark
7(c)	<p>Award up to 2 marks for linked points outlining an advantage to Amazon of being an e-tailer. Award a maximum of 1 mark if points are not linked.</p> <p>e-tailing means that Amazon can reach a global market (1), therefore increasing its chances of being able to sell a large range of household goods (1).</p> <p>Without any high-street stores Amazon will have lower fixed costs (1), therefore Amazon can undercut Argos' prices (1).</p> <p>Do not accept reasons that would relate to Amazon but not because it is an e-tailer, for example its brand name.</p>	(2) AO2

‘Outline’ questions: Exemplar 1

(c) Outline **one** reason why being an e-tailer gives Amazon an advantage over Argos.

(2)

Lower costs due to no rent. This means they can charge lower prices.

‘Outline’ questions: Exemplar 2

(c) Outline **one** reason why being an e-tailer gives Amazon an advantage over Argos.

(2)

Being an e-tailer gives Amazon an advantage over Argos, because they will be able to reach more consumers, as they do not need to move to order a product (like in Argos where you have to pick up in store). This means that with more customers, fixed costs will spread.

‘Outline’ questions: Exemplar 3

(c) Outline **one** reason why being an e-tailer gives Amazon an advantage over Argos.

(2)
Because there are lower fixed costs for Amazon such as a lack of need for a high street store (no rent to pay)

‘Discuss’ questions:

- Always **worth 6 marks**.
- Designed to **test understanding and analysis** (AO1b and AO3a).
- A **‘levels-based’ mark scheme** is used.
- Will **only appear in section A** – the non-contextualised section.
- Will always be of the nature ‘Discuss what/the likely impact/benefit/drawback etc.’
- Only **one ‘discuss’ question at the end of Section A** in each paper.
- Candidates can **provide one or two impacts/benefits/drawbacks** etc.
- ‘Interconnected points’ means at least two linked strands (Level 2 AO3a descriptor).
- ‘Detailed interconnected points’ means at least five linked strands (Level 3 AO3a descriptor).

‘Discuss’ questions: Mark Scheme

Question number	Indicative content		Mark
3(e)	<ul style="list-style-type: none"> Decisions can be made faster (AO1b). Lower fixed costs (AO1b). This means that the business can respond to opportunities in the market before competitors do (AO3a). The business will no longer require a large head office because decisions are made in individual branches (AO3a). 		(6) AO1b=3 AO3a=3
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1–2	<ul style="list-style-type: none"> Demonstrates elements of knowledge and understanding of business concepts and issues, with limited business terminology used (AO1b). Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a). 	
Level 2	3–4	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of business concepts and issues, including appropriate use of business terminology in places (AO1b). Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a). 	
Level 3	5–6	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of business concepts and issues throughout, including appropriate use of business terminology (AO1b). Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a). 	

‘Discuss’ questions: Exemplar 1

(e) Discuss the likely benefit to a business of having a decentralised organisational structure.

(6)

A decentralised organisation means that local areas have more power. As a result they are more flexible. This means they can react to local changes faster. This would benefit the business because it would be more easily be able to meet consumer demands. This means consumers will find the products more desirable. Therefore more sales will be made which leads to greater profit.

‘Discuss’ questions: Exemplar 2

- (e) Discuss the likely benefit to a business of having a decentralised organisational structure.

(6)

~~Organisational~~ Decentralised organisation structures are when decisions are made by lower level managers within the organisation. This means more responsibility is placed on local department managers, rather than the owners of a business. As a result, the business stores may vary ~~as~~ on different factors as local managers will make different decisions.

One benefit of ~~of~~ having decentralised structure is that decisions are made by local managers. This means the decisions are tailored to local customers preferences. As a result, ^{consumers} they are more likely to return and create repeat purchase.

(Total for Question 3 = 15 marks)

'Discuss' questions: Exemplar 3

- (e) Discuss the likely benefit to a business of having a decentralised organisational structure.

one benefit is that independant⁽⁶⁾ branches have control. This means the decisions they make such as stock control can be better decided. This means the independant branches are more customer orientated, making the profits of the decentralised business increase. One ~~draw~~ drawback is that business' focus may become skewed as different branches make choices. This means the brand image is inconsistent and as a result fewer customers will have a willingness to pay.

Taken from Paper 2 SAM Question 3(e) (Section A)

Marking Activity 1

- In your delegate pack there are a further 6 exemplars covering the range of 'points-based' questions.
- There is also a further exemplar to mark using the levels of response mark scheme, as a prelude to further work in this area after lunch.

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Lunch



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Assessment:

Levels-based Mark Schemes



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‘Analyse’ questions:

- Always **worth 6 marks**.
- Designed to **test application and analysis** (AO2 and AO3a).
- A **‘levels-based’ mark scheme** is used.
- Will **only appear in section B** – the first contextualised section.
- Will always be of the nature ‘Analyse an/the impact/advantage etc...’
- Only **two ‘analyse’ questions in Section B** in each paper.
- ‘Interconnected points’ means at least two linked strands (Level 2 AO3a descriptor).
- ‘Detailed interconnected points’ means at least five linked strands (Level 3 AO3a descriptor).

‘Analyse’ questions: Mark Scheme

Question number	Indicative content		Mark
4(b)	<ul style="list-style-type: none"> It allows Fender to keep manufacturing guitars using job production and the finest raw materials (AO2). This may reduce Fender’s competitive advantage in the market for cheaper types of guitar (AO2). This is because high prices will cover the high unit cost of manufacturing a hand-made guitar, allowing Fender to remain profitable (AO3a). This could result in Fender losing market share in the guitar market, which reduces revenues and profitability (AO3a). 		(6) AO2=3 AO3a=3
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1–2	<ul style="list-style-type: none"> Limited application of knowledge and understanding of business concepts and issues to the business context (AO2). Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a). 	
Level 2	3–4	<ul style="list-style-type: none"> Sound application of knowledge and understanding of business concepts and issues to the business context although there may be some inconsistencies (AO2). Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a). 	
Level 3	5–6	<ul style="list-style-type: none"> Detailed application of knowledge and understanding of business concepts and issues to the business context throughout (AO2). Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a). 	

‘Analyse’ questions: Exemplar 1

(b) Analyse the impact on Fender of charging high prices for its musical instruments.

company
(6)

If Fender charges higher prices then their lowest income customers won't be able to afford their high quality instruments. This means which can cost £10,000. This means ~~that~~ they own less market share. As a result, ~~the~~ lower income customers will go to competitors such as Jackson Guitars. Therefore, ~~the~~ ~~total~~ ~~sales~~ although, profit margin will increase, total sales will decrease. Finally, this could lead to a decrease in total profit, and the company might not be able to afford to continue purchasing new equipment like 3D Printers.

(Total for Question 4 = 8 marks)

‘Analyse’ questions: Exemplar 2

(b) Analyse the impact on *Meringue* of allowing customers to order their food online in advance.

(6)

One positive impact is that it restricts the length of the queue. As a result the service will be more efficient as they can use the contactless payment that the business offers. This would lead to an increase in sales as more people can buy products more often.

Another positive is that they will be able to prepare in advance. As a result Neil and Sue will have more time for people who come into the Cafe. This could lead to them building a positive relationship and could lead to repeat custom.

‘Analyse’ questions: Exemplar 3

(b) Analyse the impact on *Meringue* of allowing customers to order their food online in advance.

(6)

One impact that Meringue does to allow customers to order their food online, is saves customers time and encourages repetitive customers to order in advance meaning new customers ~~to~~ not having to wait as long. As a result Meringue will carry on increasing more happier customers.

‘Justify’ questions:

- Always **worth 9 marks**.
- Designed to **test application, analysis and evaluation** (AO2, AO3a and AO3b).
- A ‘levels-based’ mark scheme is used.
- Will **only appear in sections B and C** (one in each section).
- Will **always involve a choice between two** options.
- ‘Interconnected points’ means **at least two linked strands**.
(Level 2 AO3a descriptor).
- ‘Detailed interconnected points’ means **at least five linked strands**.
(Level 3 AO3a descriptor).

‘Justify’ questions: Mark Scheme

Question number	Indicative content	Mark	Level	Mark	Descriptor
6(d)	<ul style="list-style-type: none"> Neil and Sue’s competitive advantage comes from non-price factors, such as quality (AO2). Raising price may be risky as <i>Meringue</i> is located in the town centre, close to competing cafes (AO2). Non-price factors mean most customers will stay loyal despite price increases. This will mean that total revenue will increase despite the increase in price and therefore will reduce the amount they need to sell to break even (AO3a). Competition may result in a loss of customers as higher prices deter existing customers preferring cheaper alternatives (AO3a). The most appropriate option for Neil and Sue is to raise prices. The main feature of the business is ‘quality’ and anything that puts this at risk must be avoided. Lower-priced ingredients could impact on quality (AO3b). The break-even chart shows that the cost of ingredients is a very small proportion of total costs for Neil and Sue. This means that it will have a very small impact on their ability to break even. Therefore, an increase in price would be the most effective option to reduce the amount they have to sell (AO3b). 	(9) AO2=3 AO3a=3 AO3b=3		0	No rewardable material.
			Level 1	1–3	<ul style="list-style-type: none"> Limited application of knowledge and understanding of business concepts and issues to the business context (AO2). Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a). Makes a judgement, providing a simple justification based on limited evaluation of business information and issues relevant to the choice made (AO3b).
			Level 2	4–6	<ul style="list-style-type: none"> Sound application of knowledge and understanding of business concepts and issues to the business context although there may be some inconsistencies (AO2). Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a). Makes a judgement, providing a justification based on sound evaluation of business information and issues relevant to the choice made (AO3b).
			Level 3	7–9	<ul style="list-style-type: none"> Detailed application of knowledge and understanding of business concepts and issues to the business context throughout (AO2). Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a). Makes a judgement, providing a clear justification based on a thorough evaluation of business information and issues relevant to the choice made (AO3b).

‘Justify’ questions: Exemplar 1

Neil and Sue are considering two options to reduce the amount they need to sell to break even.

Option 1: Increasing average prices by 10%

Option 2: Reducing the cost of ingredients by using a cheaper supplier

(d) Justify which **one** of these two options Neil and Sue should choose.

(9)

I believe that Neil and Sue should increase average prices by 10%. A reason why I believe this is that Meringue produce high-quality bread and pastries. ~~mean~~ As a result of the products being high-quality it means that they will be able to get away with increasing the average price by 10%. This will lead to increase in receipts or ^{total} costs stay the same.

Another reason is that by increasing average prices by 10% the business will be able to break even sooner. This is because fixed costs will be payed off quicker. As a result Meringue will make profit easier. Therefore the business will be able to save it in other aspects of the business like the website they are currently redesigning.

In conclusion, Meringue needs to avoid anything that will impact on the quality of its products. As Meringue operates in a competitive market with other cafes, cheaper ingredients will damage its reputation. Therefore this is a reason why option 1 is the only realistic way for Meringue to reduce the amount they need to sell to break even.

‘Justify’ questions: Exemplar 2

Neil and Sue are considering two options to reduce the amount they need to sell to break even.

Option 1: Increasing average prices by 10%

Option 2: Reducing the cost of ingredients by using a cheaper supplier

(d) Justify which **one** of these two options Neil and Sue should choose.

(9)

Neil and Sue should choose option 1, one advantage of increasing the average price by 10% is that they will earn more profit. As a result they will then break even more quickly as more revenue is coming into the business from the sales of bread and cakes. This would lead to Neil and Sue gaining profit from the business more quickly. One disadvantage of option 2 is the quality won't be as high as before. As a result the customers may not be happy with the quality of the product being reduced. This could lead to Sue and Neil losing customers and them going to a business that sells better quality products. In conclusion I think they should increase their prices because they will earn more money and the customers will understand as the quality has not changed. This is important in the competitive cake market they operate in.

‘Justify’ questions: Exemplar 3

Fender is considering two options to increase its profitability:

Option 1: Increase advertising

Option 2: Increase prices

(c) Justify which **one** of these options Fender should choose.

(9)

Fender should increase its advertising ~~because~~ to increase its profitability because with advertising comes more awareness from consumers which is important for a guitar company because many people are buying guitars for the first time throughout their life, so if Fender is the most known brand more people are likely to buy one as the first guitar. This will encourage consumer loyalty and therefore repeat purchase.

Also, Fenders prices are already high against Gibson, so their competitors have a competitive advantage over price, so Fender need to make consumers aware of their competitive advantage through quality. This would happen through advertising. This will increase desirability for Fenders guitars, so more people will purchase their products, with increase sales comes increased profitability which will make up for advertising costs.

(Total for Question 6 = 12 marks)

‘Evaluate’ questions:

- Always **worth 12 marks**.
- Extended writing designed to **test application, analysis and evaluation**.
(AO1b,AO2, AO3a and AO3b)
- A **‘levels-based’ mark scheme** is used.
- Will **only appear in section C** (the final question on each paper).
- ‘Interconnected points’ means **at least two linked strands**.
(Level 2 AO3a descriptor)
- ‘Detailed interconnected points’ means **at least five linked strands**.
(Level 3 AO3a descriptor)

‘Evaluate’ questions: Mark Scheme

Question number	Indicative content	Mark
7(e) Evaluate	<ul style="list-style-type: none"> Entrepreneurs use market research to identify gaps in the market (AO1b). Some small businesses can suffer at times when consumer income is falling (AO1b). Sally has conducted some primary research into competitors in her local area (as evidenced in Figure 6) and identified a gap in the market identified for personal trainers (AO2). As unemployment is rising and consumer income is falling, Sally's potential customers are likely to spend less on fitness and other non-essential services (AO2). Sally plans to differentiate her business through the use of social media and technology. This will help her to create a USP which would appeal to younger market segments and help her business stand out from competitors (AO3a). Sally currently has the security of a well-paid job but if she did not get enough customers in the short term she may find that she does not have enough income. If she chooses to be a sole trader, unlimited liability will mean her personal possessions are at risk (AO3a). As there are just two main competitors in this market, Sally's business idea has a good chance of success. By creating a USP based around technology, she has a good opportunity to differentiate her business from rival personal trainers (AO3b). The success of the business idea depends on some factors that are beyond Sally's control. However, if Sally gains a reputation as an excellent personal trainer the degree to which these factors will reduce her success are limited (AO3b). 	(12) AO1b=3 AO2=3 AO3a=3 AO3b=3

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Demonstrates elements of knowledge and understanding of business concepts and issues, with limited business terminology used (AO1b). Limited application of knowledge and understanding of business concepts and issues to the business context (AO2). Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a). Draws a conclusion, supported by generic assertions from limited evaluation of business information and issues (AO3b).
Level 2	5–8	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of business concepts and issues, including appropriate use of business terminology in places (AO1b). Sound application of knowledge and understanding of business concepts and issues to the business context although there may be some inconsistencies (AO2). Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a). Draws a conclusion based on sound evaluation of business information and issues (AO3b).
Level 3	9–12	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of business concepts and issues throughout, including appropriate use of business terminology (AO1b). Detailed application of knowledge and understanding of business concepts and issues to the business context throughout (AO2). Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a). Draws a valid and well-reasoned conclusion based on a thorough evaluation of business information and issues (AO3b).

‘Evaluate’ questions: Exemplar 1

(e) Evaluate whether Sally's business idea is likely to be a success. You should use the information provided as well as your knowledge of business.

(12)

One reason in which her business idea won't work is that competitors such as 'Vitality' and 'Bootcamp' are cheaper than Sally and they are already set up meaning that they are likely to have the customers in the local area. As a result I believe that Sally will have to spend money on advertising as the customers aren't likely to know about her business. This leads increased total costs which means that Sally will have to have a lot of income to turn over any profit.

However, on the other hand a reason in which her business may work is that Sally is able to work flexibly in a home setting. As a result this could be convenient to the customers as they may not be able to get to Sally. This leads to customer satisfaction as Sally can work flexibly resulting in repeat customers coming back to Sally also due to the fact that she works flexibly it is added value so her customers may be prepared to pay £25 a session which is cheaper than the gymnasium in the local area.

In conclusion, I feel that Sally's business idea won't work as I believe this is too much competition in the local area and due to the fact

that Sally is wanting to charge £25 per session which is more expensive than competitors 'Vitality' and 'Bootcamp' I don't think that customers will pay that kind of price.

‘Evaluate’ questions: Exemplar 2

(e) Evaluate whether Sally's business idea is likely to be a success. You should use the information provided as well as your knowledge of business.

(12)

One ~~may~~ positive of Sally's business is that she offers a unique twist by allowing customers to evaluate themselves. This leads to customers feeling more involved with their sitness. As a result, customer satisfaction increases.

One disadvantage of Sally's business is that she is setting up in a time where people's incomes could fall. This could lead to lower sales due to low disposable income. As a result, Sally's profits could fall.

Another positive of Sally's business is that there is little competition in the area. This leads to less customers going to rival businesses. As a result, Sally's profits could be stable.

Another disadvantage of the business is that ~~the~~ Sally's prices are higher than her competitors. This could lead to her losing customers. As a result, her profits could fall.

Marking Activity 2

Find the overall level and mark:

- You will now read three sample student responses to 'Evaluate' questions.
- The three samples are from Paper 2 Q7e in the SAMs.
- Using the mark scheme, award an appropriate mark.
- In pairs, **determine the correct overall level and mark** using an online poll after you have read each response.

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Exam based teaching activity

Building an answer to an 'Analyse' question

CIPS Opportunity



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Analysing *Meringue*:

Exam-based teaching activity

In your delegate pack there is an activity that allows you to build an answer to an 'Analyse' question on *Meringue*, a business context used in Paper 1, Section B.

In small groups of 3 - 4 please complete this activity.

CIPS – Procurement 2.3.2

Be a buyer PPT slides



Contact local branch –

<https://www.cips.org/en/community/branches/branchlisting/>

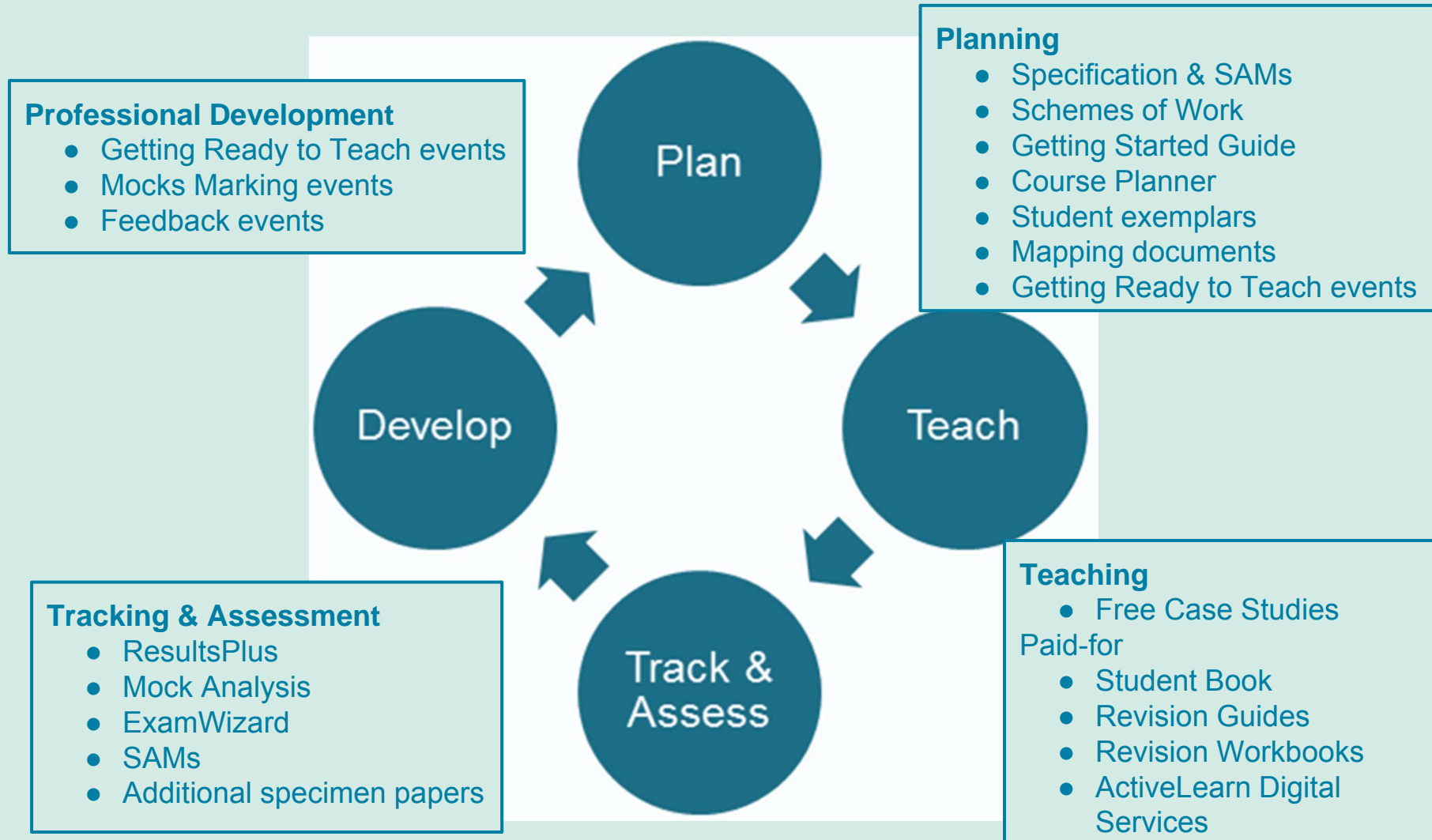
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Support & Resources



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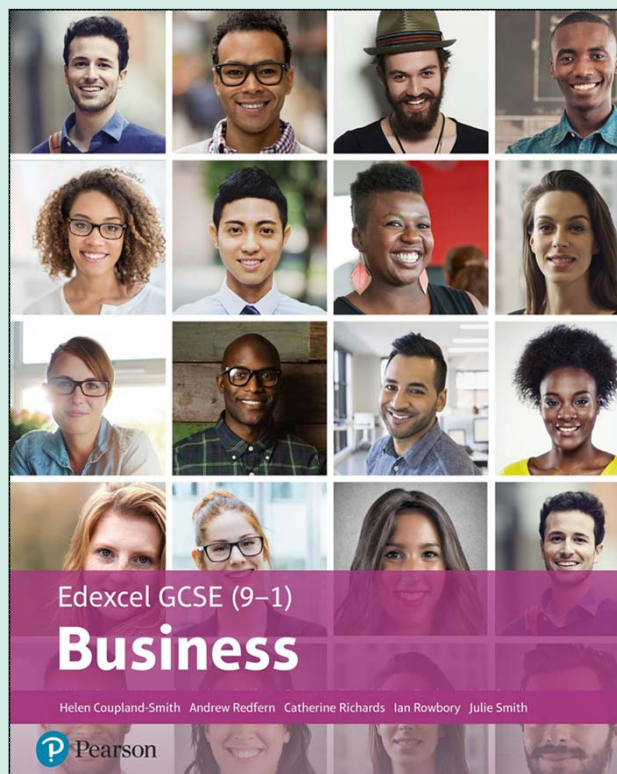
Complete support from Pearson



Free support in the planning phase

- Course planner (2 year KS4).
- Course planner (3 year KS4).
- Getting Started Guide.
- Scheme of work (2 year KS4).
- Scheme of work (3 year KS4).
- Mapping documents.
- Teaching resources.
- Two further sets of Extra Assessment Materials (EAMs).
- Subject Advisor.

Published resources - Paid-for support



NEW endorsed resources from Pearson*

Developing enterprising minds

- Engaging contemporary contexts with plenty of real-life case studies focusing on businesses and entrepreneurs 14-16 year olds aspire to.
- Support for the finance elements of the qualification.
- Support and stretch to help students of all abilities.
- Helps students prepare for linear exams with exam-style questions at the end of each chapter and more support than ever before.

Student Book - Revision Guide - Revision Workbook ActiveLearn Digital Service

** Pearson's published resources, as well as other endorsed resources, are not a prerequisite for the delivery of our specification.*

Other published resources*

Hodder

Edexcel GCSE (9-1) Business **Student Book** written by Ian Marcousé.

Edexcel GCSE (9-1) Business **Teaching and Learning Digital Resources** containing interactive resources, lesson planning tools, self-marking tests and assessment.

ZigZag Education

Photocopiable resources for learning, revision and exam practice, including: Course Companions, Learning Grids, Revision Guides, Practice Papers, Starters and Plenaries, and Online eRevision.

** These resources have not yet been endorsed. Information correct as of February 2017 and may be subject to change.
No paid-for products or services are required to deliver Pearson Edexcel qualifications.*

Free support: ResultsPlus and ExamWizard

ResultsPlus

Provides the most detailed analysis available of your students' exam performance. This free online service:

- helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding
- see actual scores for each exam question for a student, class or group
- understand how your students' performance compares with class and Edexcel national averages
- acquire data that may support effective learning and teaching approaches.

examWizard

examWizard is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE and GCE subjects.

- examWizard saves you time by allowing you to create your own mock exams, topic tests, homework or revision activities in minutes linking directly to associated examiner reports and mark schemes.

Dedicated subject support

Your subject advisor is **Colin Leith**

Phone: **020 7010 2182**

Twitter: **@PearsonEconBus**

#liontheme1, #liontheme2

Email: TeachingBusiness@pearson.com

GCSE Business subject page:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>



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Final thoughts and questions



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