

GCSE (9-1)

Business

18BAB04
Mock Marking
Training





Agenda

- 10.00 Welcome & introductions
- 10.05 Structure of exam papers
- 10.40 Points-based marking & marking activity 1
- 11.35 Coffee break
- 11.45 Points-based marking & marking activity 2
- 12.30 Lunch
- 1.15 Levels-based marking & marking activity 3
- 2.45 Coffee break
- 3.00 Marking activity 4
- 3.45 Support and final questions

Structure of the Exam papers





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 |



Structure of each GCSE Paper

- 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 each GCSE Paper

- Each paper has **three sections**:
 - Section A = 35 marks (all non-contextualised)
 - Section B = 30 marks (Case-Studies using real world business contexts)
 - Section C = 25 marks (Case-Studies using 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.

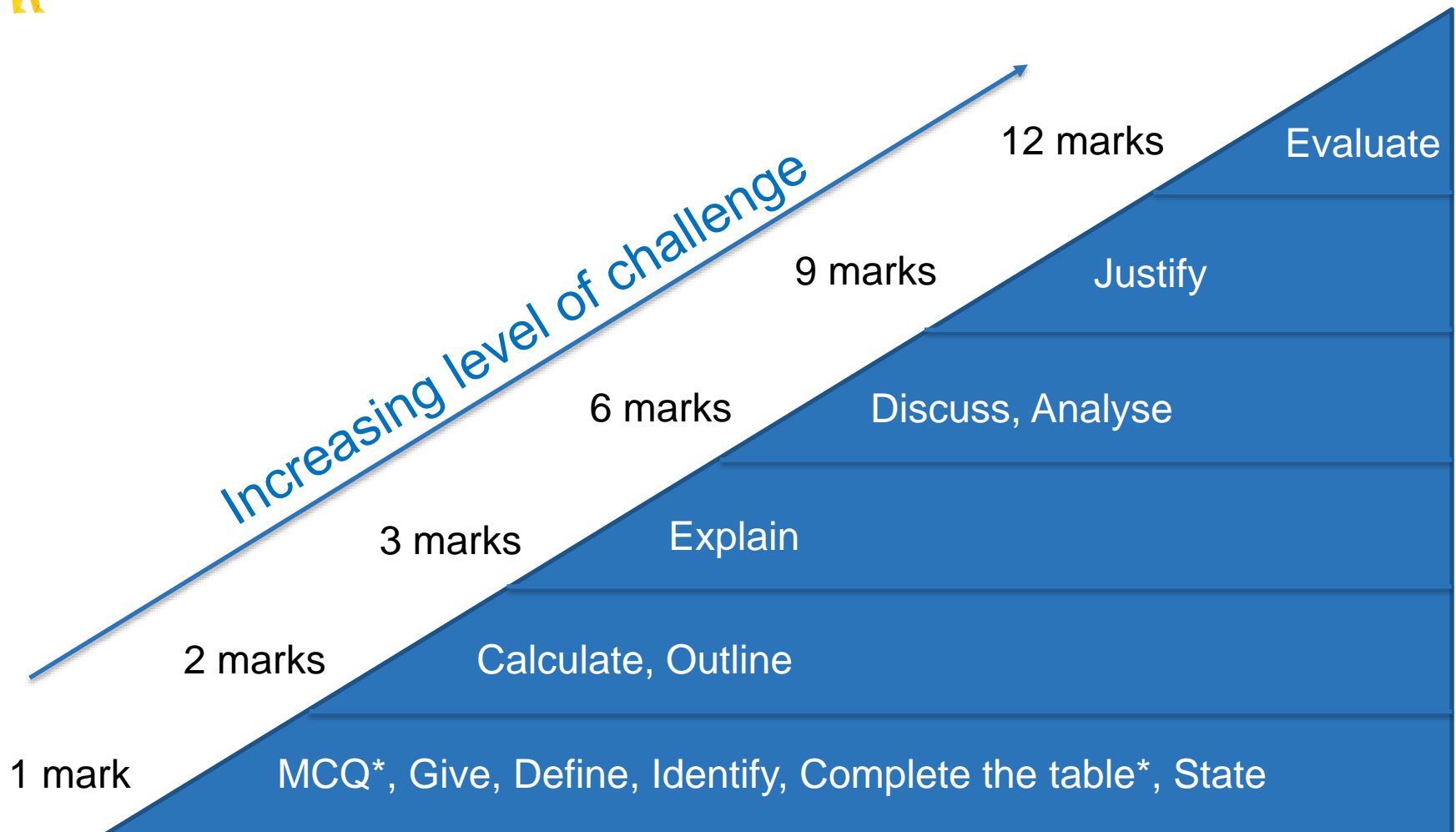


Structure of each paper in GCSE (9-1) Business

| 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 (MCQ) 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 one Complete the table Calculate Discuss | Taxonomy: Identify/State Outline Calculate Analyse Justify | Taxonomy: Define/Give (Paper 2 only) Identify/State Outline/Calculate Justify Evaluate |



Taxonomy of Command Words



* May require more than one option.



Grading scale for the GCSE (9-1) in Business

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | A* |
| 8 | A |
| 7 | A |
| 6 | B |
| 5 | B |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| 1 | G |
| U | U |

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

In 2018, an A* was placed at 72/90

In 2018, an A was placed at 63/90

In 2018, a B was placed at 54/90

In 2018, a C was placed at 46/90

In 2018, a D was placed at 39/90

These thresholds are skewed by performance in 5BS01 and 5BS02.

The thresholds used in 2019 will be driven purely by statistics.



Grading scale for the GCSE (9-1) in Business

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

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

In 2018, 20.43% achieved an A grade

In 2018, 62.93% achieved a C grade

In 2018, 91.76% achieved an F grade



Papers 1BS01 & 1BS02

- In your pack of materials, you will find a copy of the **EAMs Sets 1 & 2 for Paper 1**.
- Compare the two papers. **Can you spot any differences?**
- Now find **EAMs Sets 1 & 2 for Paper 2**.
- Compare the two papers. **Can you spot any differences?**

Points-based Questions

‘Give’





‘Give’ questions

- Always **worth 1 mark**.
- Designed to test ‘**Knowledge in Isolation**’ (AO1a).
- A ‘**points-based**’ mark scheme is used.
- Will only appear in **Paper 2, Section C**.
- They only exist to balance the Assessment Objectives across the two papers.



'Give' Mark Scheme

| Question number | Answer | Mark |
|-----------------|---|-------------------------------|
| 7(a) | <p>Award 1 mark for a type of social media.</p> <p>Facebook (1) Instagram (1) Snapchat (1) Twitter (1) Pinterest (1)</p> <p>Award any other appropriate type of social media that a business could use.</p> | <p>(1)</p> <p>AO1a</p> |

The mark is awarded for simple 'Knowledge in Isolation' (AO1a). In this case, stating a type of social media.

'Give' questions require the demonstration of a simple piece of knowledge.

Question 7(a) EAM 1 Paper 2



'Give' Exemplar 1

- 7 (a) Give **one** type of social media that a business could use to interact with its customers.

(1)

Snapchat

Points-based Questions

‘Define’





‘Define’ questions

- Always **worth 1 mark**.
- Designed to test ‘**Knowledge in isolation**’ (AO1a).
- A ‘**points-based**’ mark scheme is used.
- Will only appear in **Paper 2, Section C**.
- They only exist to balance the Assessment Objectives across the two papers.



‘Define’ Mark Scheme

| Question number | Answer | Mark |
|-----------------|--|--------------------|
| 7(a) | Award one mark for a correct definition of public limited company. <u>This is a company whose shares are traded on a stock exchange</u> (1). | (1) <u>AO1a</u> |

The mark is awarded for simple ‘Knowledge in Isolation’ (AO1a). In this case, stating a definition of a key term from the specification.

‘Define’ questions require the demonstration of a simple piece of knowledge.

Question 7(a) EAM 2 Paper 2



'Define' Exemplar 1

7 (a) Define the term **public limited company**.

(1)

A company where shares are traded
on a stock exchange

Points-based Questions

‘Identify’





‘Identify’ questions

- Always **worth 1 mark**.
- Designed to test ‘**Application**’ (AO2).
- A ‘**points-based**’ mark scheme is used.
- Will only appear in **Sections B and C**.
- **Application** comes from successfully interpreting a diagram, table or graph.



'Identify' Mark Scheme

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 7(b) | 2009 | (1) AO2 |

'Identify' questions require a simple piece of information only.

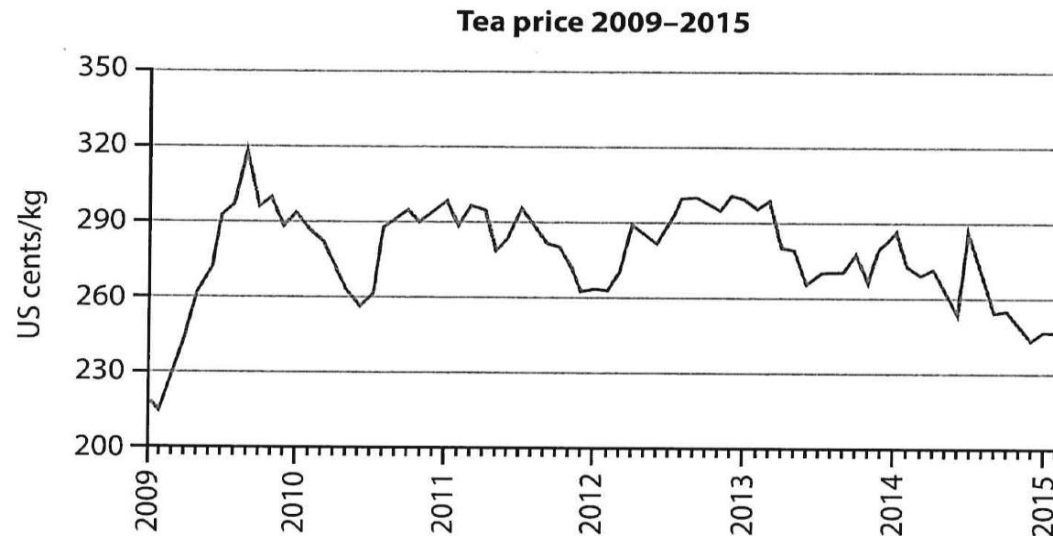
The mark is awarded for application (AO2). In this case the correct interpretation of a chart.

Question 7(b) EAM 1 Paper 1



'Identify' Exemplar 1

Tea is a commodity that is sold on international markets. Figure 3 shows the price of tea between 2009 and 2015.



(Source: <http://www.indexmundi.com/commodities/?commodity=tea>)

Figure 3

- (b) Using Figure 3, identify the year in which the price of tea increased by the greatest amount.

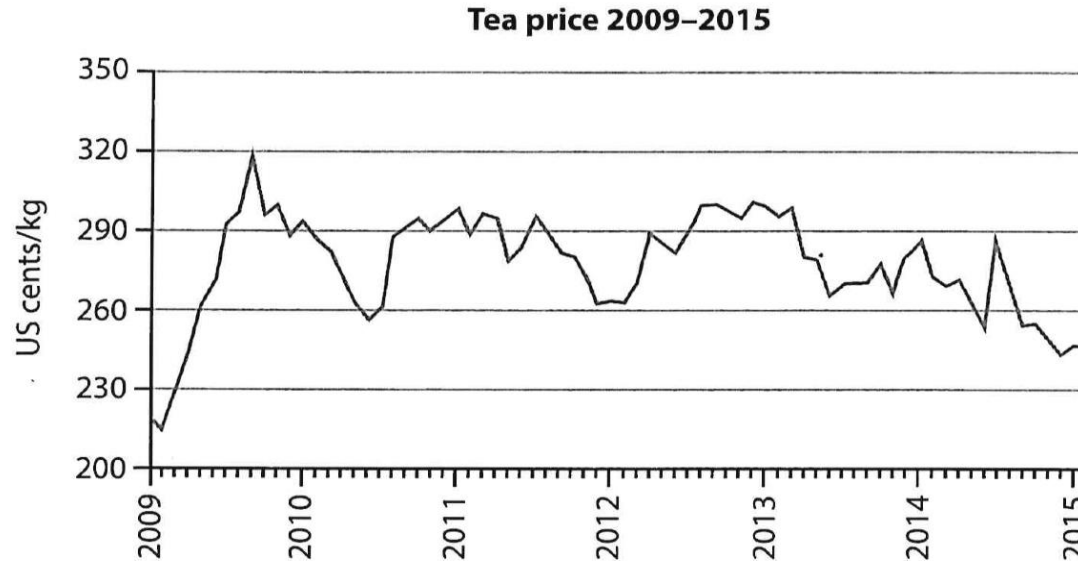
(1)

prices increased the most in 2009



'Identify' Exemplar 2

Tea is a commodity that is sold on international markets. Figure 3 shows the price of tea between 2009 and 2015.



(Source: <http://www.indexmundi.com/commodities/?commodity=tea>)

Figure 3

(b) Using Figure 3, identify the year in which the price of tea increased by the greatest amount.

(1)

2009

Question 7(b) EAM 1 Paper 1

Points-based Questions

‘State’





‘State’ questions

- Always **worth 1 mark**.
- Designed to test ‘**Application**’ (AO2).
- A ‘**points-based**’ mark scheme is used.
- Will only appear in **Sections B and C**.
- **Without evidence of application**, zero marks will be awarded.



'State' Mark Scheme

| Question number | Answer | Mark |
|-----------------|---|--------------------|
| 7(a) | <p>Award one mark for stating one fixed cost that <i>Good and Proper Tea</i> will need to pay.</p> <p>Insurance on the van (1). Rent on a parking space (1). Emilie's salary (1).</p> <p>Accept any other appropriate response. Do not accept fixed costs that would not be appropriate for <i>Good and Proper Tea</i>.</p> | <p>(1) AO2</p> |

Notice how the response must contain evidence of application to score 1 mark.

The mark is awarded for application (AO2), therefore a mark cannot be awarded for a generic response demonstrating 'Knowledge in Isolation' (AO1a).



'State' Exemplar 1

7 (a) State **one** example of a fixed cost that *Good and Proper Tea* needs to pay.

(1)

rent of the shop



'State' Exemplar 2

7 (a) State **one** example of a fixed cost that *Good and Proper Tea* needs to pay.

(1)

Emilie's salary

Points-based Questions

‘Calculate’





'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.)**
- Quantitative skills make up **10%** of the available marks across the qualification.



'Calculate' answer template

- (a) Using the information in Table 2, calculate, to 2 decimal places the value of total payments as a percentage of receipts (cash). You are advised to show your workings.

There is no need to worry about 'units'. These will always be provided on the answer line.

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

.....%

Question 5(a) EAM 1 Paper 1



'Calculate' Mark Scheme

| Question number | Answer | Additional guidance | Mark |
|-----------------|--|--|------------|
| 5(a) | Substitution into correct formula: $(£700 \div £1\,200) \times 100$ (1) Answer: 58.33% (1) | Award full marks for correct numerical answer without working. | (2) AO2 |

If the candidate gives an answer of 58.3% or 58%, 1 mark would be awarded.

Both of the marks are for application (AO2), therefore a mark cannot be awarded for stating a formula.



'Calculate' Exemplar 1

- 5 A retailer selling *Frog Bikes* bicycles has the following financial information for the month of April.

| | April |
|--------------------------------|--------|
| Opening cash balance | £3 500 |
| Receipts (cash) | £1 200 |
| Sales (due in cash in 60 days) | £1 100 |
| Total payments | £700 |

Table 2

- (a) Using the information in Table 2, calculate, to 2 decimal places the value of total payments as a percentage of receipts (cash). You are advised to show your workings.

(2)

$$\frac{700}{3500} \times 100$$

=

..... 20 %

Question 5(a) EAM 1 Paper 1



'Calculate' Exemplar 2

- 5 A retailer selling *Frog Bikes* bicycles has the following financial information for the month of April.

| | April |
|--------------------------------|--------|
| Opening cash balance | £3 500 |
| Receipts (cash) | £1 200 |
| Sales (due in cash in 60 days) | £1 100 |
| Total payments | £700 |

Table 2

- (a) Using the information in Table 2, calculate, to 2 decimal places the value of total payments as a percentage of receipts (cash). You are advised to show your workings.

(2)

$$\frac{700}{1200} \times 100 = 58.33\%$$

58.33 %

Question 5(a) EAM 1 Paper 1

Points-based Questions

‘Explain one’





‘Explain one’ questions

- Always **worth 3 marks**.
- Designed to test ‘**Knowledge in Isolation**’ and ‘**Understanding**’ (AO1a and AO1b).
- A ‘**points-based**’ mark scheme is used.
- ‘Explain one’ questions will only appear in **Section A**.
- There will always be **six ‘Explain’ questions** in each paper.
- Thus, **18/90 marks** on each paper come from this question style.
- Candidates need to provide **two** linked strands that logically follow on from the identification of **one** impact/ method/ benefit/ drawback/ reason etc.



'Explain one' Mark Scheme

| Question number | Answer | Mark |
|-----------------|---|----------------------------------|
| 1(c) | <p>Award 1 mark for identification of a benefit, plus 2 further marks for explaining this benefit up to a total of 3 marks.</p> <p>Market research can help a business to understand what types of product its customers want (1). It can then produce products that it knows will be demanded by customers (1) and as a result will increase sales and revenue (1).</p> <p>Market research enables a business to identify key features of competitors (1) which allows the business to spot a gap in the market (1) so they can produce goods and services that help the business to stand out (1).</p> <p>Accept any other appropriate response. Answers that list more than one benefit with no explanation will be awarded a maximum of 1 mark.</p> | <p>(3) AO1a=1 AO1b=2</p> |

This is an example of one way to answer the question. Candidates are encouraged to provide logical development in their responses.

One mark is for the identification of a benefit (AO1a), the remaining two marks (AO1b) are for the logical development of that benefit.

Question 1(c) EAM 1 Paper 1



'Explain one' Exemplar 1

(c) Explain **one** benefit to a small business of carrying out market research.

(3)

One benefit to a small business of carrying out market research is that they can tailor their products to fit the needs of consumers. ^(B) As a result, their products will be more desirable ⁽¹⁾ therefore allowing the business to add value to their products. ⁽²⁾



‘Explain one’ Exemplar 2

(c) Explain **one** benefit to a small business of carrying out market research.

(3)

it means you can identify a gap in the market therefore the product can have a USP therefore they can charge a premium for their product therefore they can have a larger profit margin.



'Explain one' Exemplar 3

(c) Explain **one** benefit to a small business of carrying out market research.

(3)

A business will be able to adapt their product or service to customer needs. As a result, consumers are more likely to buy the product because it meets their needs. Therefore sales will increase which will lead to higher sales revenue.

Marking Activity 1:

Rank the responses





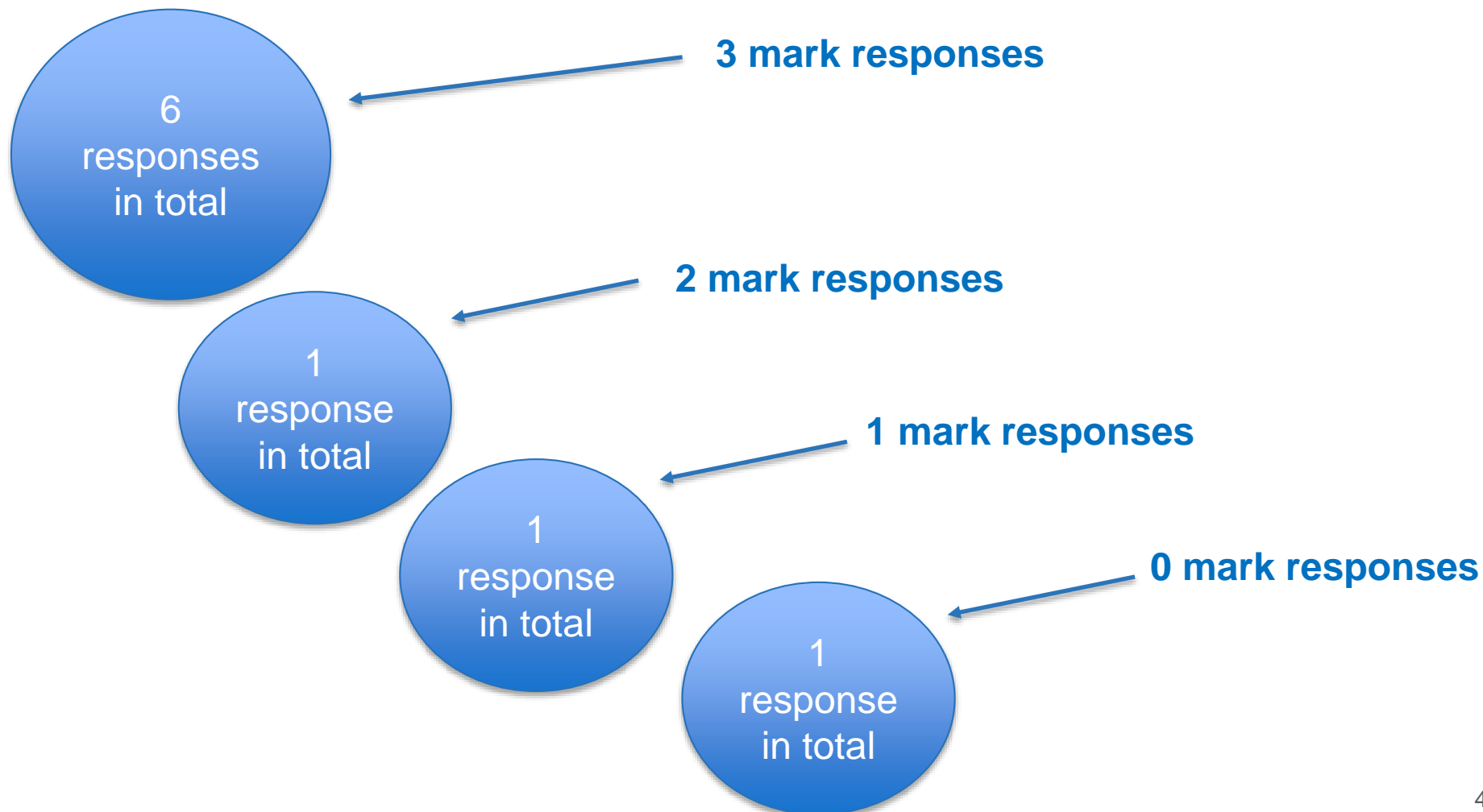
Marking Activity 1: Rank the Responses

- In your pack there is an A3 piece of paper, entitled 'Marking Activity 1: Rank the Responses'. Please locate it.
- In groups of 2 or 3, rank the nine answers to the 'Explain one' question from the best response, down to the worst response.



Marking Activity 1: Rank the Responses

Most delegates group the responses as follows:





Marking Activity 1: Rank the Responses

However, you could put these responses into a linear ranked order. Why?

Best: Exemplar 6

Exemplar 3

Exemplar 7

Exemplar 1

Exemplar 2

Exemplar 9

Exemplar 5

Exemplar 8

Worst: Exemplar 4

Decreasing order of quality



Marking Activity 1: Rank the Responses

- Now go to the delegate booklet (Page 6 onwards). Use the mark scheme to formally mark all 9 responses.
- Add up the number of words and calculate the 'words per mark' or 'efficiency rate'.

Coffee break



Marking Activity 2:

Efficient Exemplars





Marking Activity 2: Efficient Exemplars

Explain **one** impact on a small business from operating in a competitive environment.

(3)

A disadvantage to the business operating in a competitive argument would mean it would be harder to keep repetative customers ^(M) as they may go to other businesses. ⁽¹⁾

Question 1(d) EAM 1 Paper 1



Marking Activity 2: Efficient Exemplars

- In your groups, I now want you to write an answer the following question:

‘Explain **one** impact on a small business from operating in a competitive environment.’ **(3)**

- The aim is to secure the 3 marks on offer by using the least number of possible words.
- The group that can secure the full 3 marks using the least amount of words will win. There is a space to do this on page 15 of the Delegate Booklet.

Points-based Questions

‘Outline’





‘Outline one’ questions

- Always **worth 2 marks**.
- Designed to test ‘**Application**’ (AO2).
- A ‘**points-based**’ mark scheme is used.
- ‘Outline’ questions will only appear in **Sections B and C**.
- Inter-changeable with ‘Calculate’ questions since they both solely test ‘**Application**’ (AO2).
- Candidates need to provide one linked strand following on from the identification of the impact/ method/ benefit etc. Within the answer **there must be evidence of context** to score both of the marks.



‘Outline one’ Mark Scheme

| Question number | Answer | Mark |
|-----------------|---|--------------------|
| 4(a) | <p>Award up to 2 marks for linked points outlining a suitable market segment for <i>Frog Bikes</i>. Award a maximum of 1 mark if points are not linked.</p> <p>Parents of young children (1) are a market segment because the bikes produced by <i>Frog Bikes</i> are designed specifically for children (1).</p> <p>Children (1) are a market segment because the bikes produced by <i>Frog Bikes</i> are designed specifically for children (1).</p> <p>Do not accept market segments that would not be appropriate for <i>Frog Bikes</i>. For example, pensioners.</p> | <p>(2) AO2</p> |

This is an example of one way to answer the question. Candidates are encouraged to provide logical development in their response and provide context.

One mark is for the identification of a market segment that could apply to Frog Bikes (AO2), and the remaining mark (AO2) is for the logical development of that market segment in context.

Question 4(a) EAM 1 Paper 1



'Outline one' Exemplar 1

- 4 (a) Outline **one** market segment that *Frog Bikes* targets with its products.

(2)

The Hanson's business *Frog Bikes* targets children and teenagers with their bicycles. MS This is because they have various safety precautions to protect children 1 e.g. chain guard.



'Outline one' Exemplar 2

- 4 (a) Outline **one** market segment that *Frog Bikes* targets with its products.

(2)

~~From~~ Frog Bikes targets the children's segment, this means
the average variable cost per bicycle is lower.



'Outline one' Exemplar 3

4 (a) Outline **one** market segment that *Frog Bikes* targets with its products.

(2)

They target the british children
market with cheap bicycles.

Levels-based Questions

‘Discuss’





‘Discuss’ questions

- Always **worth 6 marks**.
- Designed to test ‘**Understanding**’ and ‘**Analysis**’ (AO1b and AO3a).
- A ‘**levels-based**’ mark scheme is used.
- The only ‘Discuss’ question on the paper appears at the end of **Section A**.
- **No context** is required.
- **No evaluation** is required, since there are no AO3b marks to award.
- Candidates can **provide one or two** impact(s)/ benefit(s)/ drawback(s) etc.
- ‘Interconnected points’ means at least two linked strands (Level 2: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.
- ‘Detailed interconnected points’ means at least five linked strands (Level 3: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.



‘Discuss’ Mark Scheme

The first bullet point in each level descriptor relates to ‘Understanding’ (AO1b).

The second bullet point in each level descriptor relates to ‘Analysis’ (AO3a).

Each Assessment Objective (AO) is considered in isolation to arrive at the final level and mark.

| Question number | Indicative content | | Mark |
|-----------------|--|---|-------------------------|
| 3(e) | Marks are awarded for discussion of at least two benefits for a business of using e-commerce. <ul style="list-style-type: none">Costs are lower as there is less need for retail outlets (AO1b).Increased reach of the business - can sell beyond the immediate locality (AO1b).This increases the potential profitability of the business as it will not have to pay rent on shops and other premises (AO3a).This will lead to higher sales and therefore higher revenue. Providing costs do not increase by more, profits will increase (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). | |

Question 3(e) EAM 1 Paper 1



'Discuss' Exemplar 1

(e) Discuss the benefit to a business of using e-commerce.

(6)

When a business uses e-commerce they operate online meaning they don't need a bricks + mortar location ^(B) and workers can work at home. This means the total fixed costs the company faces is greatly decreases from not having to pay for and maintain a building. ⁽¹⁾

As a result the total costs per product is decreased. ⁽²⁾ Therefore.

contribution per item rises ^(X) meaning profit consequently does also. ^{contribution is selling price - AVC}

This means their turnover increases ^(X) and they have money to reinvest ^{Illogical} to improve the product, therefore making the product more desirable to consumers and they can charge a premium.

Question 3(e) EAM 1 Paper 1



‘Discuss’

Exemplar 1: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-----------------------------|----------------|---------|---------|---------|
| Understanding (AO1b) | | | ✓ | |
| Analysis (AO3a) | | | ✓ | |
| Overall Level | | | ✓ | |
| Marks Awarded (6) | 4 marks | | | |



'Discuss' Exemplar 2

(e) Discuss the benefit to a business of using e-commerce.

(6)

A business could benefit from using e-commerce as it allows them to reach a ~~much~~ much wider audience, typically most of the world as most forms of e-commerce are using the internet through websites. However, the use of e-commerce can also restrict the customer base of a business, as many forms of online transactions can be made only by linking a bank account, alienating cash buyers such as children and ~~technophiles~~ technophobes.

(Total for Question 3 = 15 marks)

Question 3(e) EAM 1 Paper 1



'Discuss'

Exemplar 2: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|----------------------|---------|---------|---------|---------|
| Understanding (AO1b) | | ✓ | | |
| Analysis (AO3a) | | ✓ | | |
| Overall Level | | ✓ | | |
| Marks Awarded (6) | 2 marks | | | |



'Discuss' Exemplar 3

(e) Discuss the benefit to a business of using e-commerce.

A business using e-commerce as their sales platform means that they have a larger market to sell to as opposed to a 'bricks and mortar' store. Therefore the business will have larger economies of scale. As a result ATC falls, thus increasing profit margins per item.

Another benefit of a business using E-commerce as their sales platform is that there is no need for a high street location. Therefore, fixed costs are lower. Therefore less contribution is required to break even so margin of safety increases.

Question 3(e) EAM 1 Paper 1



‘Discuss’

Exemplar 3: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-----------------------------|----------------|---------|---------|---------|
| Understanding (AO1b) | | | | ✓ |
| Analysis (AO3a) | | | | ✓ |
| Overall Level | | | | ✓ |
| Marks Awarded (6) | 6 marks | | | |

Lunch



Marking Activity 3: Consider the Context



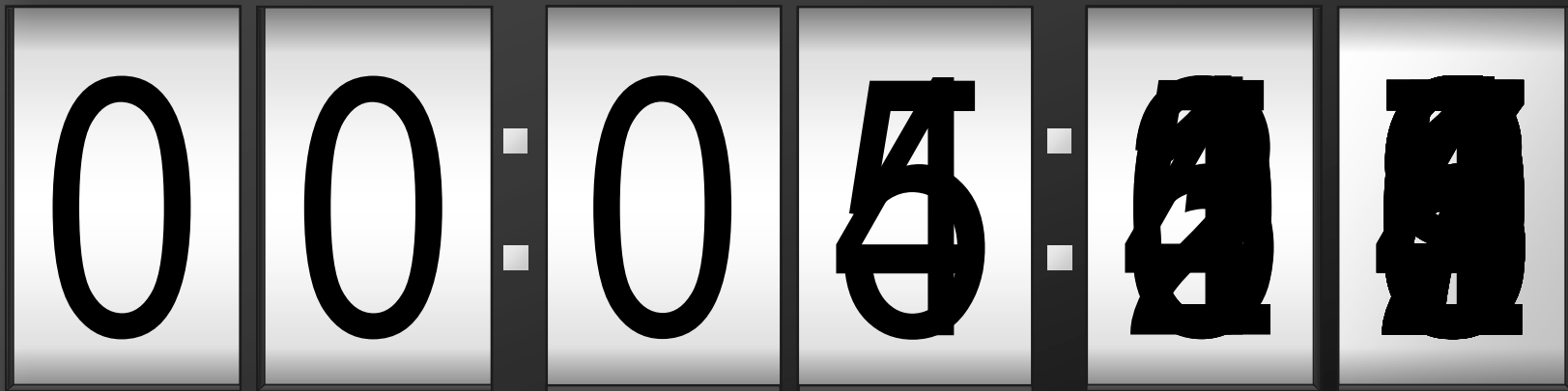


Marking Activity 3: Consider the Context

- In your groups, I now want you to come up with as many words as possible that you can use to contextualise a response around Frog Bikes.
- The Frog Bikes case-study is on page 16 of the Delegate Booklet.
- There will be a prize for the largest number of contextualized words and the most obscure.
- There is a space to do this on page 22 of the Delegate Booklet.
- You have five minutes.



Marking Activity 3: Consider the Context



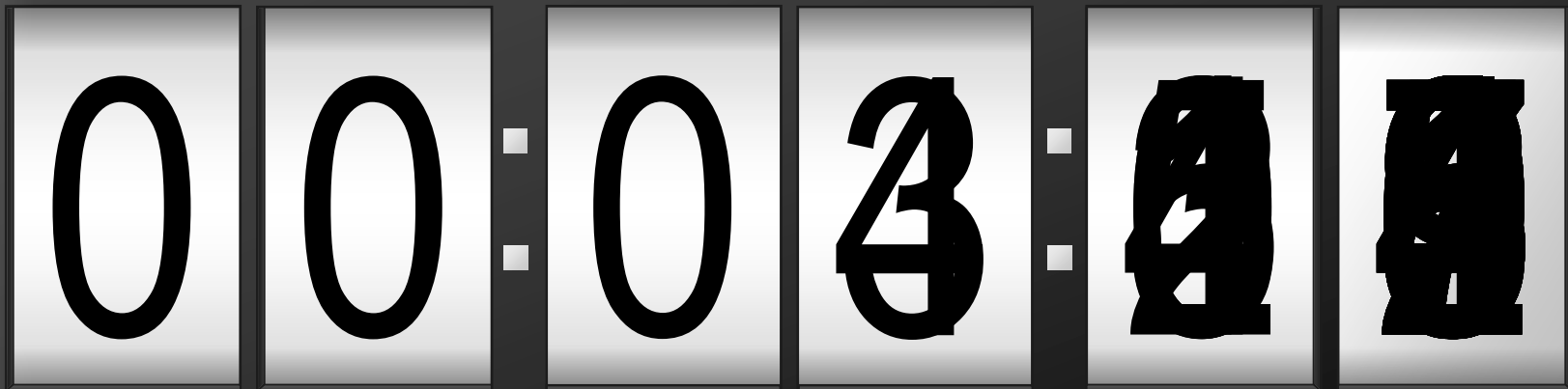
Hours

Minutes

Seconds



Marking Activity 3: Consider the Context



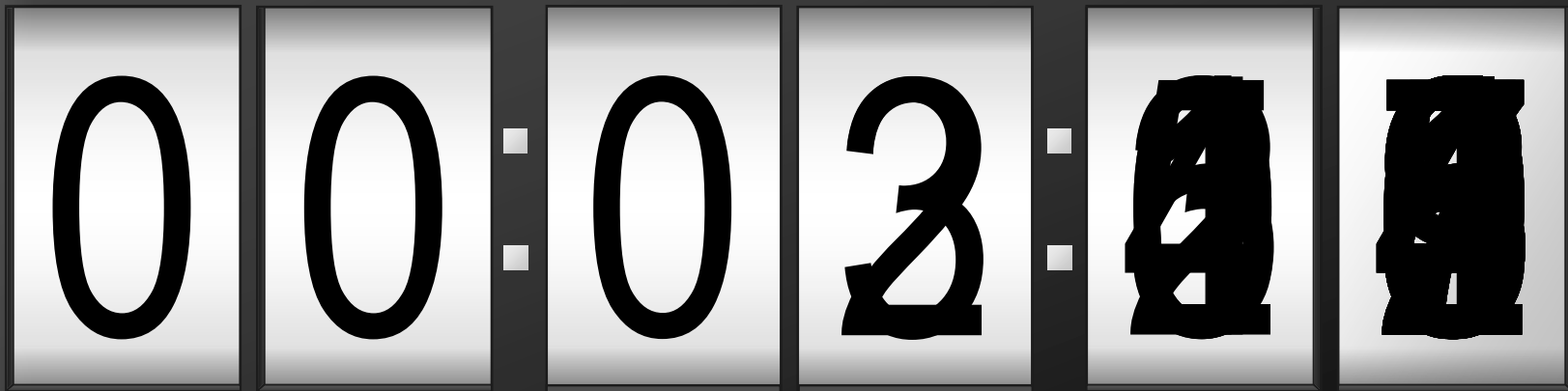
Hours

Minutes

Seconds



Marking Activity 3: Consider the Context



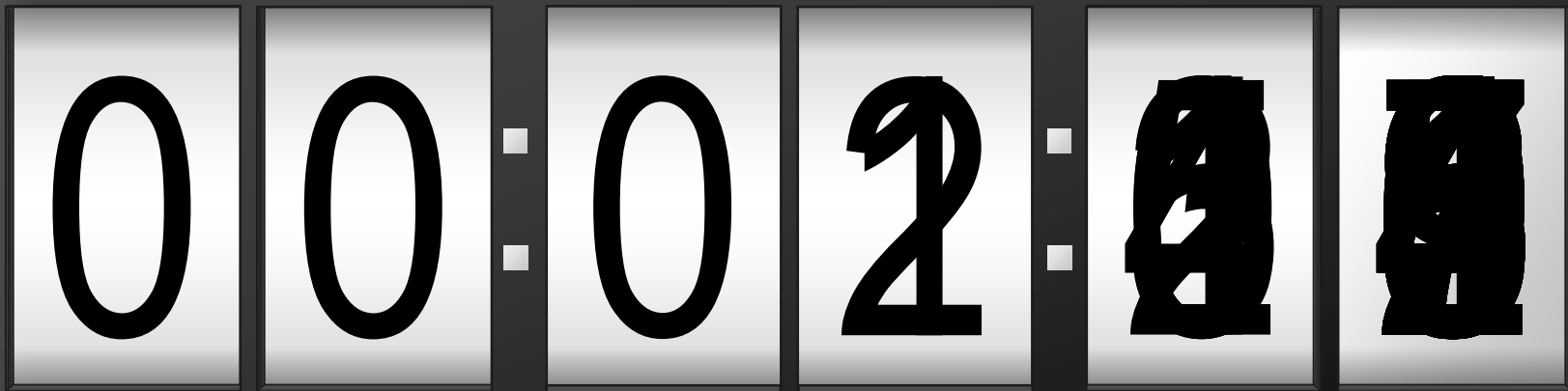
Hours

Minutes

Seconds



Marking Activity 3: Consider the Context



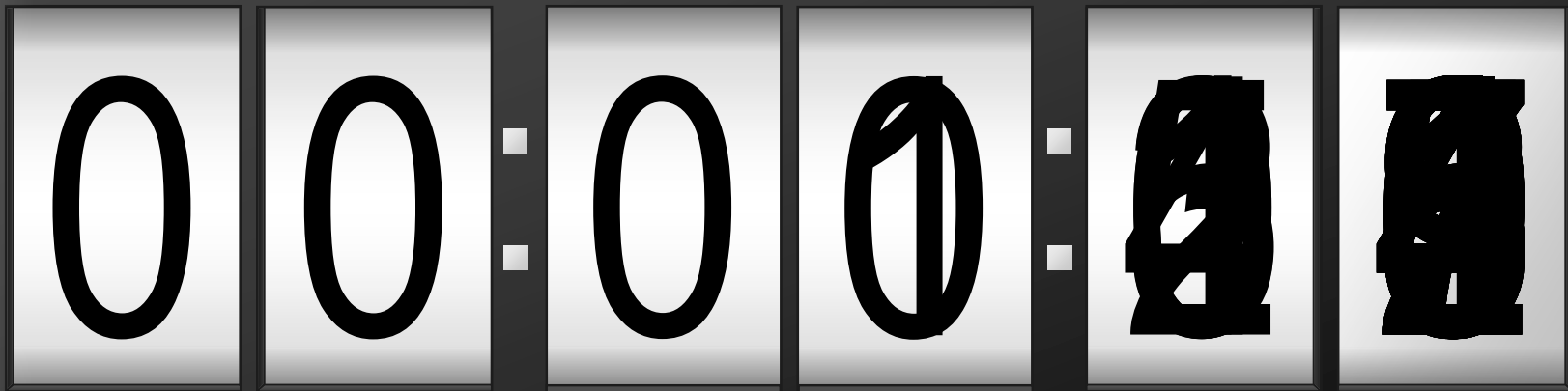
Hours

Minutes

Seconds



Marking Activity 3: Consider the Context



Hours

Minutes

Seconds

Levels-based Questions

‘Analyse’





‘Analyse’ questions

- Always **worth 6 marks**.
- Designed to test ‘**Application**’ and ‘**Analysis**’ (AO2 and AO3a).
- A ‘**levels-based**’ mark scheme is used.
- There are only **two** ‘Analyse’ questions on the paper and both are in **Section B**.
- **Context** is required as per the AO2 descriptor.
- **No evaluation** is required, since there are no AO3b marks to award.
- Candidates can **provide one or two** impacts/ benefits/ drawbacks etc.
- ‘Interconnected points’ means **at least two** linked strands (Level 2: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.
- ‘**Detailed** interconnected points’ means **at least five linked strands** (Level 3: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.



‘Analyse’ Mark Scheme

The second bullet point in each level descriptor relates to ‘Analysis’ (AO3a).

The first bullet point in each level descriptor relates to ‘Application’ (AO2).

Each Assessment Objective (AO) is considered in isolation to arrive at the final level and mark.

| Question number | Indicative content | | Mark |
|-----------------|---|--|------------------------|
| 5(c) | <ul style="list-style-type: none">The owners of <i>Frog Bikes</i> operate in a competitive market, with rivals such as Halfords, and sticking to legislation will reassure potential customers who are looking to buying a child's bike (AO2).By having to meet all safety requirement due to government legislation, <i>Frog Bikes</i>' costs will be higher than they would be without such rules (AO2).This will mean that <i>Frog Bikes</i> will establish a strong reputation with its market segments that will choose its bikes knowing they have the latest safety features. This will potentially lead to higher sales, which may lead to higher profits if other costs do not increase due to implementing the requirements of the legislation (AO3).As a result of these higher costs, prices of its bikes may have to rise. Prices for a small business like <i>Frog Bikes</i> are likely to be higher than some of the larger producers. The price of the bikes may be more important than the safety features for parents, and as a result sales revenue may fall (AO3). | | (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). | |

Question 5(c) EAM 1 Paper 1



'Analyse' Exemplar 1

- (c) Analyse the impact on *Frog Bikes* of the legislation it has to comply with when producing and selling its bikes.

(6)
The legislation will mean that the bicycle business will have an increased average variable cost 1M for each vehicle as they must be fitted with a chain guard.

This will decrease the total profit made from the children bicycles 1 therefore the retained ~~profit~~ profit decrease 2 which may be used to expand their business to make cycling gear and helmets.

The safety checks as part of the legislation means that total payments will increase 2M this will mean therefore this will reduce the cash flow of Jerry and Shelly's children bicycle business 3 and therefore there is a higher chance of insolvency 4.



‘Analyse’

Exemplar 1: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-------------------|----------------|---------|---------|---------|
| Application (AO2) | | | | ✓ |
| Analysis (AO3a) | | | ✓ | |
| Overall Level | | | | ✓ |
| Marks Awarded (6) | 5 marks | | | |



'Analyse' Exemplar 2

- (c) Analyse the impact on *Frog Bikes* of the legislation it has to comply with when producing and selling its bikes.

(6)

One impact of following these (mainly Safety) regulation is the added costs it carries. For example, Frog Bikes will have to pay employees to check the safety of the bikes; and added material and processing costs for such things as chain guards will contribute to the businesses' total spending and have a profoundly negative impact. On the other hand, the knowledge that the business' products are completely safe could bring peace of mind to customers, and increase sales, thus having a positive impact on the business.

(Total for Question 5 = 10 marks)

Question 5(c) EAM 1 Paper 1



'Analyse'

Exemplar 2: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---------|---------|---------|
| Application (AO2) | | ✓ | | |
| Analysis (AO3a) | | | ✓ | |
| Overall Level | | | ✓ | |
| Marks Awarded (6) | 3 marks | | | |



'Analyse' Exemplar 3

- (c) Analyse the impact on *Frog Bikes* of the legislation it has to comply with when producing and selling its bikes.

(6)

Frog Bikes will not have much freedom and will be restricted on their ~~the~~ bicycle designs. This means that less people would want to buy ~~a~~ their bicycle from Frog Bikes. This is because it makes Frog Bikes' cycles look more similar to their competitors such as JE Games. As a result, Frog Bikes is less differentiated in the ~~the~~ childrens bicycle market. This means that Frog Bikes' ~~the~~ cycle selling revenue will decrease as less bikes may be sold. As a result, the total revenue of Frog Bikes will decrease. In conclusion, their profits will decrease.

Question 5(c) EAM 1 Paper 1



‘Analyse’

Exemplar 3: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-------------------|----------------|---------|---------|---------|
| Application (AO2) | | | ✓ | |
| Analysis (AO3a) | | | | ✓ |
| Overall Level | | | | ✓ |
| Marks Awarded (6) | 5 marks | | | |

Levels-based Questions

‘Justify’





‘Justify’ questions

- Always **worth 9 marks**.
- Designed to test ‘**Application**’, ‘**Analysis**’ and ‘**Evaluation**’ (AO2, AO3a and AO3b).
- A ‘**levels-based**’ mark scheme is used.
- There are only **two** ‘Justify’ questions on the paper, **one in Section B and one in Section C**.
- ‘**Application**’ and ‘**Evaluation**’ is required as per the AO2 and AO3b descriptors.
- The question **will always** (ignore SAM Paper 1) involve a choice between 2 options.
- There is **no requirement** to consider both options to reach full marks.
- Candidates can **provide one or two** impact(s)/ benefit(s)/ drawback(s) etc.
- ‘Interconnected points’ means **at least two** linked strands (Level 2: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.
- ‘**Detailed** interconnected points’ means **at least five linked strands** (Level 3: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.



‘Justify’ Mark Scheme

The first bullet point in each level descriptor relates to ‘Application’ (AO2).

The second bullet point in each level descriptor relates to ‘Analysis’ (AO3a).

The third bullet point in each level descriptor relates to ‘Evaluation’ (AO3b).

Each Assessment Objective (AO) is considered in isolation to arrive at the final level and mark.

| Level | Mark | Descriptor |
|---------|------|--|
| | 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). |

Question 7(d) EAM 1 Paper 1



‘Justify’

Exemplar 1: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---------|---------|---------|
| Application (AO2) | | | | ✓ |
| Analysis (AO3a) | | | | ✓ |
| Evaluation (AO3b) | | | | ✓ |
| Overall Level | | | | ✓ |
| Marks Awarded (9) | 9 marks | | | |



‘Justify’

Exemplar 2: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---------|---------|---------|
| Application (AO2) | | | ✓ | |
| Analysis (AO3a) | | | ✓ | |
| Evaluation (AO3b) | ✓ | | | |
| Overall Level | | | ✓ | |
| Marks Awarded (9) | 4 marks | | | |



‘Justify’

Exemplar 3: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---------|---------|---------|
| Application (AO2) | | | | ✓ |
| Analysis (AO3a) | | | | ✓ |
| Evaluation (AO3b) | ✓ | | | |
| Overall Level | | | ✓ | |
| Marks Awarded (9) | 6 marks | | | |

Levels-based Questions

‘Evaluate’





‘Evaluate’ questions

- Always **worth 12 marks**.
- Designed to test ‘**Understanding**’, ‘**Application**’, ‘**Analysis**’ and ‘**Evaluation**’ (AO1b, AO2, AO3a and AO3b).
- A ‘**levels-based**’ mark scheme is used.
- There is only **one** ‘Evaluate’ question on the paper, **in Section C**.
- Candidates can **provide one or two** impact(s)/ benefit(s)/ drawback(s) etc.
- ‘Interconnected points’ means **at least two** linked strands (Level 2: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.
- ‘**Detailed** interconnected points’ means **at least five linked strands** (Level 3: AO3a descriptor) from the one or two impact(s)/ benefit(s)/ drawback(s) etc.



'Evaluate' Mark Scheme

The first bullet point in each level descriptor relates to 'Understanding' (AO1b).

The second bullet point in each level descriptor relates to 'Application' (AO2).

The fourth bullet point in each level descriptor relates to 'Evaluation' (AO3b).

The third bullet point in each level descriptor relates to 'Analysis' (AO3a).

Each Assessment Objective (AO) is considered in isolation to arrive at the final level and mark.

| 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). |

Question 7(e) EAM 1 Paper 1



'Evaluate'

Exemplar 1: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|----------------------|----------------|---------|---------|---------|
| Understanding (AO1b) | | | | ✓ |
| Application (AO2) | | | | ✓ |
| Analysis (AO3a) | | | | ✓ |
| Evaluation (AO3b) | | | ✓ | |
| Overall Level | | | | ✓ |
| Marks Awarded (12) | 9 marks | | | |



'Evaluate'

Exemplar 2: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|----------------------|---------|---------|---------|---------|
| Understanding (AO1b) | | ✓ | | |
| Application (AO2) | ✓ | | | |
| Analysis (AO3a) | ✓ | | | |
| Evaluation (AO3b) | ✓ | | | |
| Overall Level | | ✓ | | |
| Marks Awarded (12) | 1 mark | | | |



'Evaluate'

Exemplar 3: Marking Logic

| | Level 0 | Level 1 | Level 2 | Level 3 |
|----------------------|---------|---------|---------|---------|
| Understanding (AO1b) | | | | ✓ |
| Application (AO2) | | | ✓ | |
| Analysis (AO3a) | | | | ✓ |
| Evaluation (AO3b) | | | ✓ | |
| Overall Level | | | ✓ | |
| Marks Awarded (12) | 8 marks | | | |

Coffee break



Marking Activity 4: Mark a Mock





Marking Activity 4: Mark a Mock

- Having considered 3 exemplars of each question type, we are now going to mark a full mock exam paper.
- The paper we are marking is EAM 2 Paper 1.
- The student response can be found on page 39 of the Delegate Booklet.
- The mark scheme for this exam is separate in your folder of materials.

Support





Ongoing Subject Support

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Final thoughts and questions

