

International Advanced Level

Subject: Business

The need for Transferable Skills

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

In recent years, higher education institutions and employers have consistently highlighted the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, the team identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. These skills have been interpreted to ensure they are appropriate for this subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification.

Identifying and highlighting these skills in International Advanced Level qualifications ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken the NRC framework skills and provided definitions of how each skill can be interpreted for this subject. This will enable teachers and learners to understand examples of how they can develop each skill through an International Advanced Level qualification.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	Thinking critically about business ideas and issues. Using various business concepts and data to synthesise the information to make judgements.	1.3.3 Marketing mix and strategy. Unit 2: Managing business activities. Unit 3: Business decisions and strategy.	Assessed in all questions that use the command words 'analyse', 'discuss', 'assess' and 'evaluate'. SAM Paper 1 Q1e Use data to assess the impact of use of price comparison sites. SAM Paper 1 Q2e Use data to assess importance of PLC. SAM Paper 1 Q3 Use data to evaluate financial and non-financial methods. SAM Paper 2 Q1e Use data to look at effects of product recalls. SAM Paper 2 Q3 use data to evaluate retained profit for expansion. SAM Paper 3 Q2 Use data to evaluate whether board should accept or not. SAM Paper 3 Q3 Use data to evaluate best way to improve finances. SAM Paper 2 Q3 Use data to decide best way to use profits. SAM Paper 4 Q3 Use data to evaluate if they should move production.	When studying real-life business scenarios, trying to understand the issues that they are facing. Through provision of data and discussion of how it relates to business concepts. Looking at business concepts and testing students understanding of how different component relate to each other.

<p>Problem solving</p>	<p>Apply their understanding of theories and concepts of business and apply them to different contexts.</p> <p>Use mathematical formulas to solve problems related to business.</p>	<p>1.3.3 Marketing mix and strategy. Unit 2: Managing business activities. Unit 3: Business decisions and strategy.</p> <p>1.3.2.4 Calculate PED. 1.3.2.5 Calculate YED.</p> <p>2.3.2.1 Sales, revenue and costs. 2.3.2.2 Sales forecasting. 2.3.2.3 Break even. 2.3.2.4 Cash flow. 2.3.2.5 Budgets.</p> <p>2.3.3.1 Profit. 2.3.3.2 Liquidity.</p> <p>3.3.3.1 Quantitative sales forecasting. 3.3.3.2 Investment appraisal. 3.3.3.3 Decision trees. 3.3.3.4 Critical path analysis. 3.3.3.5 Contribution.</p> <p>3.3.5.2 Ratio analysis. 3.3.5.3 Labour productivity, absenteeism etc.</p>	<p>Assessed in the 20-mark evaluate questions. Students must propose a course of action for a business.</p> <p>SAM Paper 1 Q2b PED. SAM Paper 2 Q1b Calculate current ratio. SAM Paper 2 Q2b profit. SAM Paper 3 Q1a acid test ratio.</p>	<p>When studying real-life business scenarios, finding solutions to business-related problems, issues etc.</p> <p>Through providing practice calculations using data and then look at aspects they can improve upon.</p> <p>Practice looking at real data and relating them to different business concepts offering feedback on their ideas.</p>
<p>Analysis</p>	<p>Looking at issues affecting business and offering developed responses that explore in detail a perspective.</p>	<p>1.3.3 Marketing mix and strategy. Unit 2: Managing business activities. Unit 3: Business decisions and strategy.</p> <p>Most areas where students are given the opportunity to develop a response in terms of moving from identification to offering a detailed response that normally has a chain of reasoning.</p>	<p>Assessed in all questions that use the command words 'analyse', 'discuss', 'assess' and 'evaluate'.</p> <p>SAM Paper 1 Q1c analyse two advantages of decentralised organisational structure. SAM Paper 1 Q2c Analyse reasons aesthetics important. SAM Paper 2 Q1c Analyse product recalls. SAM Paper 2 Q1c Analyse benefits of intellectual property legislation.</p>	<p>Analysing business scenarios, problems, issues, etc to identify what is most relevant.</p> <p>When studying real-life business scenarios, trying to understand the relationship between cause and consequence.</p> <p>Look at reasons or factors and develop responses. Look at ways students can further develop responses.</p>

Reasoning/argumentation	<p>Giving considered views, judgements, opinions etc. on business scenarios, problems issues etc.</p> <p>Give reasons and arguments on both sides related to a business issue.</p>	<p>1.3.3 Marketing mix and strategy.</p> <p>Unit 2: Managing business activities.</p> <p>Unit 3: Business decisions and strategy.</p> <p>3.3.2 Growth of businesses.</p> <p>4.3.2.2 Assessment of a country as a market.</p> <p>4.3.2.3 Assessment of a country as a production location.</p> <p>4.4.3 Impact of MNCs.</p>	<p>Assessed in all questions that use the command words 'analyse', 'discuss', 'assess' and 'evaluate'.</p> <p>SAM Paper 1 Q1e assess the impact of use of price comparison sites.</p> <p>SAM Paper 1 Q2e assess importance of PLC.</p> <p>SAM Paper 1 Q3 evaluate financial and non-financial methods.</p> <p>SAM Paper 2 Q1e look at effects of product recalls.</p> <p>SAM Paper 2 Q3 evaluate retained profit for expansion.</p> <p>SAM Paper 3 Q2 evaluate whether board should accept or not.</p> <p>SAM Paper 3 Q3 evaluate best way to improve finances.</p> <p>SAM Paper 2 Q3 decide best way to use profits.</p> <p>SAM Paper 4 Q3 evaluate if they should move production.</p>	<p>Giving considered views, judgements, opinions etc on business scenarios, problems issues etc.</p> <p>Look at business issues and look to see development of arguments for both advantages and disadvantages.</p> <p>Feedback to ensure both sides are developed and reasoned conclusions offered where necessary.</p>
Interpretation	<p>Examining evidence, e.g. information about a business.</p> <p>Interpret data to understand the meaning of that data.</p>	<p>1.3.3 Marketing mix and strategy.</p> <p>Unit 2: Managing business activities.</p> <p>Unit 3: Business decisions and strategy.</p> <p>1.3.2.3 The drawing and interpretation of demand and supply diagrams to show the causes and consequences of changes in demand and supply.</p> <p>1.3.2.4 Interpretation of numerical values of price elasticity of demand.</p> <p>1.3.2.4 Calculation and interpretation of the relationship between price elasticity of demand and total revenue.</p> <p>1.3.2.5 Interpretation of numerical values of income elasticity of demand.</p> <p>2.3.2.3 Interpretation of break-even charts.</p> <p>2.3.2.4 Construction and interpretation of simple cash-flow forecasts.</p> <p>2.3.4.3 Interpretation of inventory control diagram.</p> <p>3.3.3.1 Interpretation of scatter graphs and line of best fit: extrapolation of past data to future.</p> <p>3.3.2 Calculations and interpretations</p>	<p>Assessed in all questions that use the command words 'calculate', 'construct', 'explain', 'analyse', 'discuss', 'assess' and 'evaluate'.</p> <p>SAM Paper 1 Q1e Use data to assess the impact of use of price comparison sites.</p> <p>SAM Paper 1 Q2e Use data to assess importance of PLC.</p> <p>SAM Paper 1 Q3 Use data to evaluate financial and non-financial methods.</p> <p>SAM Paper 2 Q1e Use data to look at effects of product recalls.</p> <p>SAM Paper 2 Q3 use data to evaluate retained profit for expansion.</p> <p>SAM Paper 3 Q2 Use data to evaluate whether board should accept or not.</p> <p>SAM Paper 3 Q3 Use data to evaluate best way to improve finances.</p> <p>SAM Paper 4 Q3 Use data to decide best way to use profits.</p> <p>SAM Paper 4 Q3 Use data to evaluate if they should move production.</p>	<p>When studying real-life business scenarios, examining evidence, e.g. information, data, accounts.</p> <p>Look at data and diagrams and interpret what it shows.</p>

		<p>of figures generated by these techniques.</p> <p>3.3.3 Construct and interpret simple decision tree diagrams/ Calculations and interpretations of figures generated by these techniques.</p> <p>3.3.3.4 Complete and interpret simple networks to identify the critical path.</p> <p>3.3.3.5 Calculation and interpretation of contribution.</p> <p>3.3.5.1 Interpretation of financial statements.</p> <p>3.3.5.2 Interpret ratios to make business decisions.</p> <p>3.3.5.3 Calculate and interpret the following to help make business decisions:</p> <ul style="list-style-type: none"> o labour productivity o labour turnover and retention o absenteeism. 		
Decision making	<p>Deciding on a course of action in relation to a business scenarios, problems, issues etc.</p> <p>Evaluate data and economic issues to draw conclusions, which are consistent with evidence.</p>	<p>1.3.3 Marketing mix and strategy.</p> <p>Unit 2: Managing business activities.</p> <p>Unit 3: Business decisions and strategy.</p>	<p>Assessed in the 20-mark evaluate questions. Students must propose a course of action for a business.</p> <p>SAM Paper 1 Q1e assess the impact of use of price comparison sites.</p> <p>SAM Paper 1 Q2e assess importance of PLC.</p> <p>SAM Paper 1 Q3 evaluate financial and non-financial methods.</p> <p>SAM Paper 2 Q1e look at effects of product recalls.</p> <p>SAM Paper 2 Q3 evaluate retained profit for expansion.</p> <p>SAM Paper 3 Q2 evaluate whether board should accept or not.</p> <p>SAM Paper 3 Q3 evaluate best way to improve finances.</p> <p>SAM Paper 4 Q3 decide best way to use profits.</p> <p>SAM Paper 4 Q3 evaluate if they should move production.</p>	<p>When studying real-life business scenarios, deciding on a course of action in relation to a business scenarios, problems, issues etc.</p> <p>Attempt evaluate questions and encourage students to offer two viewpoints and to make decisions and conclusions for example as to whether advantages or disadvantages are more significant.</p>

Adaptive learning	Apply understanding of business issues in familiar situations and adapt these to use them in new and unfamiliar situations.	Most topics might provide data that is unfamiliar to encourage a response.	SAM Paper 1 Q1e Use data to assess the impact of use of price comparison sites. SAM Paper 1 Q2e Use data to assess importance of PLC. SAM Paper 1 Q3 use data to evaluate financial and non-financial methods. SAM Paper 2 Q1e use data to look at effects of product recalls. SAM Paper 2 Q3 use data to evaluate retained profit for expansion. SAM Paper 3 Q2 use data to evaluate whether board should accept or not. SAM Paper 3 Q3 use data to evaluate best way to improve finances. SAM Paper 4 Q3 use data to decide best way to use profits. SAM Paper 4 Q3 use data to evaluate if they should move production.	Use a range of data to encourage learners to test their understanding against a range of unfamiliar data.
Executive function	Mental skills that help you manage time and pay attention. Planning how to solve business problems, considering the process and impact of the plan and reviewing the likely outcome.	1.3.3.4 Pricing strategies. 2.3.4.4 Quality management. 3.3.5.3 Human Resources. 4.3.1 Globalisation, protection sim and trading blocs. 4.3.4.3 Controlling MNCs.	SAM Paper 1 Q1e assess the impact of use of price comparison sites. SAM Paper 1 Q2e assess importance of PLC. SAM Paper 1 Q3 evaluate financial and non-financial methods. SAM Paper 2 Q1e look at effects of product recalls. SAM Paper 2 Q3 evaluate retained profit for expansion. SAM Paper 3 Q2 evaluate whether board should accept or not. SAM Paper 3 Q3 evaluate best way to improve finances SAM Paper 4 Q3 decide best way to use profits. SAM Paper 4 Q3 evaluate if they should move production	Give students the opportunity to assume decision making powers to consider options and justify in detail why policies are or are not appropriate.
Creativity				
Creativity	Coming up with novel or innovative ideas or solutions.	1.3.3 Marketing mix and strategy. 1.3.5 Entrepreneurs and leaders.		Examining product launches to understand what is novel or innovative about them.
Innovation	See creativity. Use a different or unexpected way to solve business problem, particularly those using calculations. This may involve rearranging formulas.	1.3.3 Marketing mix and strategy. 1.3.5 Entrepreneurs and leaders. 1.3.2.4 Calculate PED. 1.3.2.5 Calculate YED. 2.3.2.1 Sales, revenue and costs. 2.3.2.2 Sales forecasting. 2.3.2.3 Break even. 2.3.2.4 Cash flow.	SAM Paper 1 Q2b PED. SAM Paper 2 Q1b Calculate current ratio. SAM Paper 2 Q2b profit. SAM Paper 3 Q1a acid test ratio.	Examining product launches to understand what is novel or innovative about them. Explore different ways to solve calculation questions and consider different ways that can be used to calculate.

		<p>2.3.2.5 Budgets.</p> <p>2.3.3.1 Profit.</p> <p>2.3.3.2 Liquidity.</p> <p>3.3.3.1 Quantitative sales forecasting.</p> <p>3.3.3.2 Investment appraisal.</p> <p>3.3.3.3 Decision trees.</p> <p>3.3.3.4 Critical path analysis.</p> <p>3.3.3.5 Contribution.</p> <p>3.3.5.2 Ratio analysis.</p> <p>3.3.5.3 Labour productivity, absenteeism etc.</p>		
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NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Intrapersonal skills				
Intellectual openness				
Adaptability	<p>Being willing and able to do things in different ways depending on the circumstances.</p> <p>Ability to select and apply knowledge and understanding of business to unseen and unfamiliar data.</p>	<p>1.3.5 Entrepreneurs and leaders.</p> <p>Most topics might provide data that is unfamiliar to encourage a response.</p>	<p>SAM Paper 1 Q1 Tesco and mySupermarket.</p> <p>SAM Paper 1 Q2 Lego.</p> <p>SAM Paper 1 Q3 MUFC.</p> <p>SAM Paper 2 Q1 Toyota.</p> <p>SAM Paper 2 Q2 Origami Owl.</p> <p>SAM Paper 2 Q3 Hummingbird Bakery.</p> <p>SAM Paper 3 Q1 Kraft.</p> <p>SAM Paper 3 Q2 BP.</p> <p>SAM Paper 3 Q3 Paul Smith.</p> <p>SAM Paper 4 Q1 Trump trade war/ sugarcane.</p> <p>SAM Paper 4 Q2 Betty & Taylors of Harrogate.</p> <p>SAM Paper 4 Q3 Adidas.</p>	<p>Looking at case studies of entrepreneurs or leaders to discover why they are successful.</p> <p>When looking at data explore understanding of different scenarios.</p>

Personal and social responsibility	The notion that businesses and individuals need to act for the benefit of society at large. Appreciate ethical issues relating to economic issues.	1.3.5.2 Non-financial motives. 3.3.4.3 Influences on business decisions- Business ethics- CSR, pay and rewards, ethics of strategic decisions. 4.3.3.3 Global Marketing-cultural/social factors. 4.3.4.1 impact of MNCs 4.3.4.2 International business ethics-environmental considerations, pay and working conditions, exploitation of labour, misleading labelling, inappropriate marketing.	Sam Paper 3 Q3 evaluate moving production	Examining real life scenarios where businesses have failed (or managed) to act for the benefit of society. Get students to look at issues related to topics with ethical considerations. Feedback focusing on how ethical issues can offer a viewpoint to achieve a higher score.
Continuous learning	The ability to apply strategies which support learning and the ability to adapt to change. Planning and reflecting on own learning- setting goals and meeting them regularly.	2.3.4 Resource management.		Examining how businesses keep learning and improving their processes, e.g. continuous improvement. Students identify areas where they need extra help or practice. Reteach or offer therapy on topics they want to master.
Intellectual interest and curiosity	Identifying their own business issue and exploring the causes, consequences and possible solutions.	Could be taken from any section of students' choice.		Students explore an area of interest and present findings and discuss with peers.
Work ethic/conscientiousness				
Initiative	Ability and willingness to act without being told to do so. Using business knowledge independently to further own understanding. Looking at real world stories in newspapers, on news and online.	1.3.5 Entrepreneurs and leaders. (2: Entrepreneurial motives and characteristics).		Looking at case studies of entrepreneurs or leaders to discover why they are successful. Looking at real world stories in newspapers, on news and online. Facilitating feedback from students on what they find out and discussing.

Self-direction	Making decisions and organising your own work. Planning and carrying out research under own direction.	1.3.4 Managing people. 1.3.5 Entrepreneurs and leaders. (2: Entrepreneurial motives and characteristics). 2.3.4 Resource management.	Planning and carrying out business research under own direction.	Looking at case studies of entrepreneurs or leaders to discover why they are successful.
Responsibility	A duty or obligation to satisfactorily perform or complete a task, or act in a particular way. Taking responsibility for any errors or omissions in own work and creating a plan to improve.	1.3.4 Managing people. 3.3.4 Influences on business decisions.	Feedback on any errors and omissions given students the chance to correct mistakes.	Examining conflicting responsibilities that exist with regard to a company's internal and external stakeholders.
Perseverance	Persistence in solving a business-related issue something despite difficulty. Actively seeking new ways to continue and improve own learning despite setbacks.	1.3.5 Entrepreneurs and leaders (2: Entrepreneurial motives and characteristics).	Give feedback in work that is constructive advising on ways to improve performance.	Looking at case studies of entrepreneurs or leaders to discover why they are successful.
Productivity	Efficiency of production. Develop a fluency in technical business terms.	1.3.1 Meeting customer needs. 1.3.2 Markets including elasticities. 1.3.4 Managing people. 2.3.4 Resource management. 3.3.5 Assessing competitiveness.	Throughout. In define based questions.	Looking at case studies of how businesses improve productivity. Looking at types of questions and what success looks like and getting them to reflect on how to improve. Test understanding of key terminology. Put terms on the board and get them to define or give definitions and get them to identify the key term. Could be adapted to played as a bingo style game.
Self-regulation (metacognition, forethought, reflection)	The ability to regulate behaviour to accommodate social situations. Developing and refining a strategy over time for applications business reflecting on the success or otherwise of the strategy.			-Looking at types of questions and what success looks like and getting them to reflect on how to improve.

Ethics	Moral principles that govern the behaviour of individuals or businesses. Appreciate ethical issues relating to business.	1.3.5.2 Non-financial motives. 3.3.4.3 Influences on business decisions- Business ethics- CSR, pay and rewards, ethics of strategic decisions. 4.3.3.3 Global Marketing-cultural/social factors. 4.3.4.1 Impact of MNCs. 4.3.4.2 International business ethics-environmental considerations, pay and working conditions, exploitation of labour, misleading labelling, inappropriate marketing.	SAM Paper 3 Q3 Evaluate moving production.	Examining scenarios where businesses have been faced with ethical dilemmas, and examining how they have responded.
Integrity	The quality of being honest and having strong moral principles. Taking ownership for own work and willingly responds to questions and challenges.	3.3.4 Influences on business decisions.		As above. Offer questions and challenges when offering feedback to students work.
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	The ability to regulate behaviour to accommodate social situations. Planning and reviewing own work as a matter of habit.			Give learners the opportunity to monitor their understanding of topics. Get them to evaluate the strengths and weaknesses in practice tests.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
Communication	Being able to communicate a business concept to others verbally or in written forms. Answer questions on the issue.		The ability to communicate in writing is assessed in every question.	During routine classroom activities, discussion, role plays etc. In group discussion, team activities and presentations.
Collaboration	Working with someone to complete a task. Peer review the work of others within a group to offer supportive feedback on strengths and weaknesses of the work.	1.3.4 Managing people. (4: Motivation theory and practice).		During routine classroom activities, discussion, role plays etc. Working within teams on research projects and in building presentations.
Teamwork	Working in a team.	1.3.4 Managing people.(4: Motivation theory and practice)		During routine classroom activities, discussion, role plays etc.
Co-operation	Working with someone to complete a task. Sharing own resources and own learning techniques with other students.			During routine classroom activities, discussion, role plays etc. Encouraging students to share ideas and work. Offer constructive feedback including identifying strengths and weaknesses in work.
Interpersonal skills	The ability to get along with others while getting the job done. Using verbal and non-verbal communication skills in discussing issues that affect business.			During routine classroom activities, discussion, role plays etc. Give opportunities to plan responses to questions and for team work activities.
Empathy/perspective taking	The ability to understand someone else's views. In looking at an issue that affects business members of the team take on either perspective of an argument.			During routine classroom activities, discussion, role plays etc. Group work looking at issues that affect business, getting them to debate issues from different perspectives.

Negotiation	Dialogue between two or more people to reach a beneficial outcome where a conflict exists. Working within a team negotiate the aspects of an issue that affects business each person will research or present on.			During routine classroom activities, discussion, role plays etc. Planning and distributing roles in activity.
Leadership				
Leadership	The action of leading a group of people or an organization, or the ability to do this. Taking responsibility to ensure that in a group exercise all contribute and a final outcome is produced.	1.3.4 Managing people. (5: Leadership)	-	During team-work activities where one person is assigned a leadership role. Ensuring that groups are selected over time that allow all to take a lead role at one stage. Especially picking topics on strength when they take on their leadership role.
Responsibility	A duty or obligation to satisfactorily perform or complete a task, or act in a particular way. Chairing a debate allowing two sides to argue from different perspectives on an issue related to business.			In team and group activity.
Assertive communication	Express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others.			During team-work activities where there is a situation that involves some inherent conflict. Opportunity for students to chair discussion in smaller group and some in whole class debates.
Self-presentation	Conveying an impression or image of one's self to others. Presenting on an issue that affects business to an audience.			Giving activities that ensure students can share and present their ideas and respond to questions.