
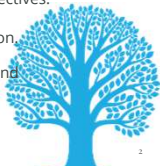






Aims and Objectives

- ❑ Gain an insight in to assessment objectives: what are they and why they are used in exam papers.
- ❑ Consider recent question papers and learn which types of questions match the different assessment objectives.
- ❑ Examine different assessment objectives, considering how questions in these areas have been answered.
- ❑ Provide strategies for teaching to try and make sure students can access questions targeting different assessment objectives.
- ❑ Explore the support and resources available from Pearson.
- ❑ Have the opportunity to network, discuss best practice and share ideas with other teachers.

Session Agenda

- 10:00 Agenda & Introductions
- 10:10 Assessment Objectives
- 10:30 'Explain...' questions with two activities
- 11:50 'Analyse...' questions with activity
- 12:30 Lunch
- 1:30 'Discuss...' questions with activity
- 2:00 'Assess...' questions with activity
- 2:30 'Evaluate...' questions with activity
- 3:15 Support

What are the Assessment Objectives (AOs) in International A Level Business?



Assessment Objectives (AOs)

Knowledge	AO1	Demonstrate knowledge and understanding of terms, concepts and theories, methods and models
Application	AO2	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues
Analysis	AO3	Analyse business issues showing an understanding of the causes, costs and consequences for individuals and organisations
Evaluation	AO4	Evaluate evidence to make informed judgements and propose evidence-based solutions to business issues



Assessment Objectives (AOs)

Knowledge (AO1):

- A fact, understanding of a term, theory, method or model.

Application (AO2):

- Using knowledge and understanding in context
- Use of data/extracts in answer
- Use of examples to illustrate points
- Manipulation of data e.g. calculations based on data
- Shifts in supply and demand.



Assessment Objectives (AOs)

Analysis (AO3):

- ❑ Selecting and applying the appropriate theories/concepts.
- ❑ Identifying and explaining possible causal factors.
- ❑ Identifying and explaining possible consequences.
- ❑ A chain of reasoning: may be exemplified by explaining causes or consequences.



Assessment Objectives (AOs)

Evaluation (AO4):

- ❑ Showing a critical awareness.
- ❑ Recognition of different viewpoints and providing 'balance'.
- ❑ Questioning quality of the evidence: validity and reliability.
- ❑ Questioning validity of underlying assumptions (e.g. does correlation imply causation).
- ❑ Considering the size and time scale of any affects.
- ❑ Making informed judgements.
- ❑ Proposing a solution and/or recommendations.



Weighting of Assessment Objectives

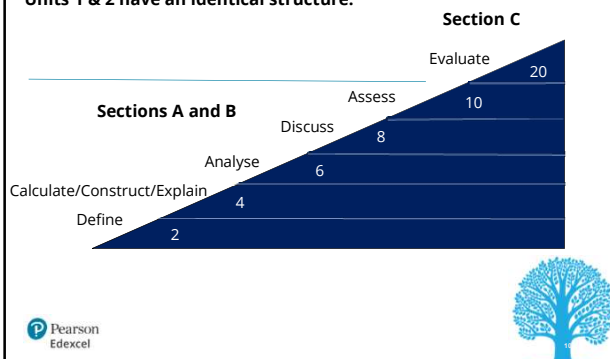
	AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation
Unit 1	13.75% (6.9%)*	12.5% (6.3%)*	13.75% (6.9%)*	10% (5%)*
Unit 2	13.75% (6.9%)*	12.5% (6.3%)*	13.75% (6.9%)*	10% (5%)*
IAS	27.5%	25%	27.5%	20%
Unit 3	5%	5.6%	7.5%	6.9%
Unit 4	5%	5.6%	7.5%	6.9%
IAL	23.8%	23.8%	28.8%	23.8%

* % weighting for IAL



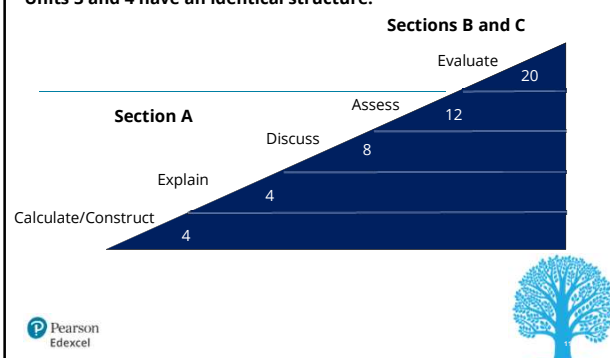
IAS command word taxonomy

Units 1 & 2 have an identical structure.



IA2 command word taxonomy

Units 3 and 4 have an identical structure.



Activity 1: Which AOs?

On page 4 of the 'Delegate Booklet' you have a blank table and a list of the 'command words' used in units 1-4. Place these command words in the correct column. Some 'command words' may appear in **more** than one column.

AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation



Activity 1: Which AOs?

AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation
Define			
Calculate	Calculate	Calculate	
Construct	Construct	Construct	
Explain	Explain	Explain	
Analyse	Analyse	Analyse	
Discuss	Discuss	Discuss	Discuss
Assess	Assess	Assess	Assess
Evaluate	Evaluate	Evaluate	Evaluate



Any Questions?



Points-based questions: How to answer
an 'Explain one reason...' question



'Explain one...' questions

- Always worth 4 marks.
- They test **Knowledge** (1 mark), **Application (2 marks)** and **Analysis** (1 mark).
- A points-based mark scheme is used.
- Can appear in the place of a 'Construct' or 'Calculate' question because they have the same blend of 'Assessment Objectives'.



Activity 2a: Build a question

- Using the two extracts on pages 5 & 6 of the 'Delegate Booklet' and the specification on pages 7 & 8 of the 'Delegate Booklet', create two 4 mark 'Explain **one** reason...' questions.
- Write your questions into the template on Page 9 of the 'Delegate Booklet'.
- Share your questions with the other delegates on your table.
- As a group, decide upon the best question from those discussed on your table.
- Write the best question down on A3 paper in large writing using the markers provided.



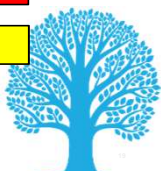
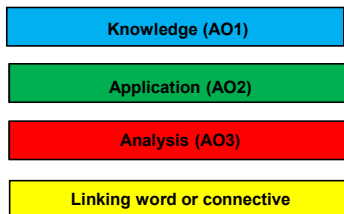
Activity 2b: Create an answer

- Swap your best question with another table.
- You are now going to have a go at answering the question.
- You will find **four** different coloured paper chains on your table.
- I want you to create an answer by writing on those chains and linking them together. Each coloured paper chain represents a different 'Assessment Objective'.
- The yellow paper chain should be used to show 'linking words' or 'connectives'. So in a 4 mark question there should be three yellow chains.



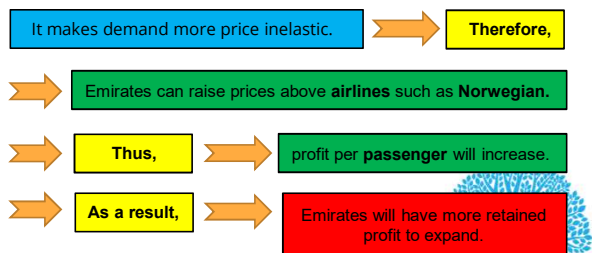
Activity 2b: Create an answer

Use the following coloured paper chains to create your answers.



Activity 2b: Create an answer

Explain **one** reason why strong branding may be important to *Emirates*.



'Explain one reason...' questions

This was the actual question. Question 2(b) Paper 1 October 2019.

(b) Explain **one** reason why product may be considered the most important element of the marketing mix for *Emirates*.

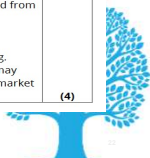
(4)



'Explain one reason...' questions

Mark Scheme (Page 10 Delegate Booklet):

Question	Answer	Mark
2(b)	<p>Knowledge 1, Application 2, Analysis 1</p> <p>Quantitative skills assessed: QS8 Use and interpret quantitative and non-quantitative information in order to make decisions</p> <p>Knowledge Up to 1 mark for giving one reason why product is important e.g. • The product/service needs to meet customer needs (1).</p> <p>Application Up to 2 marks for answer contextualised: • Passengers are looking for luxurious cabins. (1). • Customers expect quality inflight entertainment and food from Emirates. (1).</p> <p>Analysis Up to 1 mark for reasons/causes/consequences for Emirates, e.g. • If the product features are inadequate then customers may turn to competitors, resulting in lower sales and loss of market share for Emirates.</p>	(4)



'Explain one reason...' questions

Exemplar 1 (Page 11 Delegate Booklet):

(b) Explain **one** reason why product may be considered the most important element of the marketing mix for Emirates.

(4)

Product is considered the most important element in the marketing mix of Emirates because it is how they gain their competitive advantage. Emirates is known worldwide for their commitment to quality. They provide industry-leading inflight entertainment, excellent inflight food and world-class customer service. This is how Emirates attracts their customers. ~~It is therefore~~ Product is therefore considered most important in the marketing mix as it's superior service is what attracts their customers and increases their ~~revenue~~ revenue as they.



'Explain one reason...' questions

Exemplar 1 (Marking Logic):

(b) Explain **one** reason why product may be considered the most important element of the marketing mix for Emirates.

(4)

Product is considered the most important element in the marketing mix of Emirates because it is how they gain their competitive advantage. AO1 Emirates is known worldwide for their commitment to quality. They provide industry-leading inflight entertainment, excellent inflight food and world-class customer service. AO2 This is how Emirates attracts their customers. ~~It is therefore~~ Product is therefore considered most important in the marketing mix as it's superior service is what attracts their customers and increases their ~~revenue~~ revenue as they. AO3



'Explain one reason...' questions

Exemplar 2: (Page 12 Delegate Booklet)

(a) explain one reason why product may be considered the most important element of the marketing mix for Emirates.

(4)

Product is a part of the marketing mix and is about the function of the product. For Emirates, this might be the most important part as they are known for their superior service and luxury premium cabins and their commitment to quality. This is how Emirates differentiates itself from its competitors and ~~that~~ gives them a competitive advantage, ~~this~~ This will ~~have~~ potentially result in higher market share, revenues and profit margins.

'Explain one reason...' questions

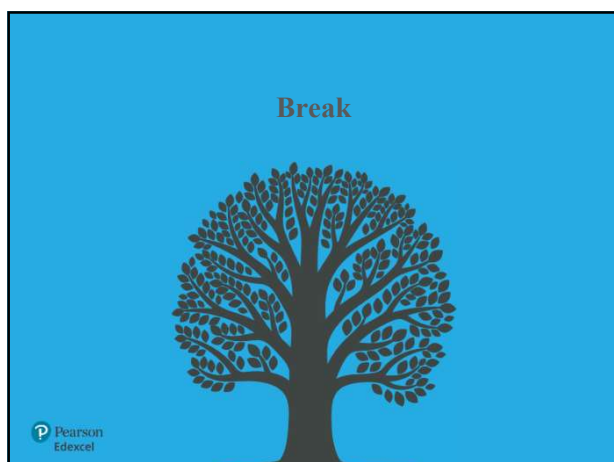
Exemplar 2 (Marking Logic):

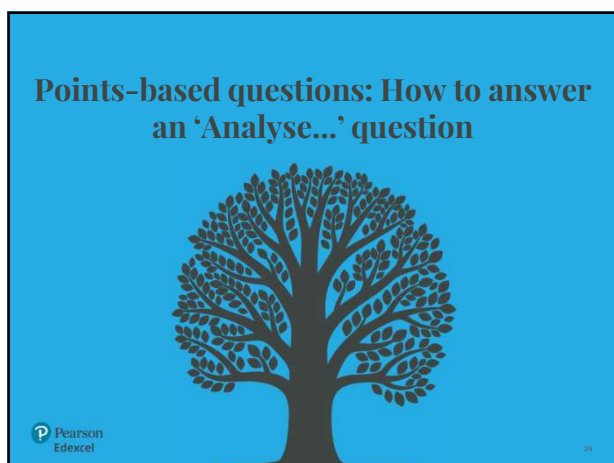
(a) explain one reason why product may be considered the most important element of the marketing mix for Emirates.

(4)

Product is a part of the marketing mix and is about the function of the product. For Emirates, this might be the most important part as they are known for their superior service and luxury premium cabins and their commitment to quality. A02 This is how Emirates differentiates itself from its competitors and ~~that~~ gives them a competitive advantage. A04 This will ~~have~~ potentially result in higher market share, revenues and profit margins. A03

Any questions?





'Analyse...' questions

- Always worth 6 marks.
- They test **Knowledge** (2 marks), **Application** (2 marks) and **Analysis** (2 marks).
- Can be 'Analyse **two** ways/advantages/methods...' etc.
- A points-based mark scheme is used.
- They are marked as if they were 2 separate 3 mark questions.
- Will appear in Units 1 and 2 only.
- Only appear in Sections A and B.

'Analyse...' question mark scheme

Mark Scheme (Page 14 Delegate Booklet):

Question Number	Answer	Mark
2(c)	Knowledge 2, Application 2, Analysis 2	
	<p>Knowledge</p> <p>Up to 2 marks for defining quality management, e.g.</p> <ul style="list-style-type: none"> The process of a business maintaining a desired level of excellence in a product/service (1) by paying attention to each stage of the process (1) <p>OR</p> <p>For giving two reasons, e.g.</p> <ul style="list-style-type: none"> Customers may spend more if they feel more likely to receive good service/product (1) It may earn Starbucks a good reputation (1) <p>Application</p> <p>Up to 2 marks for answers contextualised to Starbucks, e.g.</p> <ul style="list-style-type: none"> Starbucks is focused on maintaining great tasting coffee (1) Starbucks is the 2nd largest coffee chain in the UK behind Costa (1) <p>Analysis</p> <p>Up to 2 marks for reasons/causes/consequences for providing quality control, e.g.</p> <ul style="list-style-type: none"> The customers will be more confident they will be served quality coffee and so provide repeat custom (1) Starbucks may gain a positive reputation and increase market share, challenging Costa (1) 	(6)



Activity 3: Which response is the best?

- On pages 15-17 of the 'Delegate Booklet', there are three responses to a 6 mark 'Analyse two...' question.
- Mark these using the mark scheme on Page 14 of the 'Delegate Booklet'.
- Rank the answers in terms of which one you think is best.
- Discuss the responses with the delegates around your table.
- Which response did you find easiest to mark?



Activity 3: Which response is the best?

Exemplar	Mark awarded	Readability	Efficiency	Speed required
Exemplar 1	6 marks	3 rd	3 rd (170 words)	8.5 words per minute
Exemplar 2	6 marks	1 st	1 st (77 words)	15.4 words per minute
Exemplar 3	6 marks	2 nd	2 nd (139 words)	18.8 words per minute



Any questions?



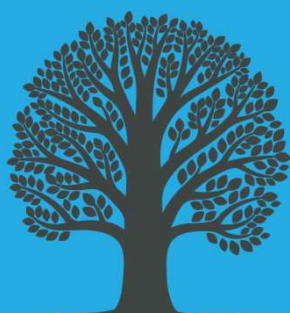
 **Pearson**
Edexcel

Lunch



 **Pearson**
Edexcel

Levels-based mark schemes



 **Pearson**
Edexcel

Levels-based mark schemes

- The mark schemes focus on the **quality** of student answers rather than the **quantity** of points made.
- This is why mark schemes **do not** state the number of 'points' a student should make in their response.
- To guide teachers and markers, the breakdown of marks allocated to each Assessment Objective (AO) is given within the levels-based mark schemes to identify the emphasis of each Assessment Objective within each question type.
- There are **four** Assessment Objectives (AOs) that all levels-based questions are designed to test:

AO1 - Knowledge and Understanding

AO2 - Application

AO3 - Analysis

AO4 - Evaluation



How to use a levels-based mark schemes

1. Finding the right level:

- The first stage is to decide into which level the answer should be placed in.
- Use a 'best-fit' approach - decide which level most closely describes the quality of the answer.

2. Finding a mark within a given level:

- After an initial level has been decided upon, the next stage is to decide on the mark within the level.
- Levels with a 2 mark range** - start with the assumption that the work will be at the top of the level. Move down to the lower mark if the answer only just meets the requirements of the level.
- Levels with a 3 mark or more range** - start at the middle of the level (or at the upper of the two mid point marks) and then move the mark up or down to find the most appropriate mark.
- Take into account how far the answer meets the requirements of the level.



Levels-based questions: How to answer a 'Discuss...' question



'Discuss...' questions

- Always worth 8 marks.
- Levels-based mark scheme is used.
- Will appear in Units 1, 2, 3 and 4.
- In Units 1 and 2 they appear in Sections A and B.
- In Units 3 and 4 they appear in Section A only.



'Discuss...' question mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Isolated elements of knowledge and understanding – recall based. Weak or no relevant application to business examples. Generic assertions may be presented.
Level 2	3-5	Accurate knowledge and understanding. Applied accurately to the business and its context. Chains of reasoning are presented, showing cause(s) and/or effect(s) but may be assertions or incomplete. An attempt at an assessment is presented that is unbalanced, and unlikely to show the significance of competing arguments.
Level 3	6-8	Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context. Logical chains of reasoning, showing cause(s) and/or effect(s). Assessment is balanced, well contextualised, using quantitative and/or qualitative information and shows an awareness of competing arguments/factors.



Activity 4: Find the level

- On pages 21-23 of the 'Delegate Booklet', there are three responses to an 8 mark 'Discuss...' question.
- Mark these using the mark scheme on Pages 19-20 of the 'Delegate Booklet'.
- Decide which level each answer should be placed in and the overall mark.
- Discuss the responses with the other delegates around the your table.
- What mistakes were made by candidates in answering these questions?



Any Questions?



Levels-based questions: How to answer an 'Assess...' question



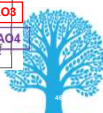
'Assess...' questions

- Always worth 10 (Units 1 & 2) or 12 marks (Units 3 & 4).
- A levels-based mark scheme is used.
- The level descriptors in the level-based mark schemes **are identical** for both 10 and 12 mark 'Assess' questions – its just the mark range that is different.
- In Units 1 and 2 the 10 mark 'Assess' question appears in Sections A and B.
- In Units 3 and 4 the 12 mark 'Assess' question appears in Section A only.



'Assess...' question mark scheme (10)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Isolated elements of knowledge and understanding – recall based. Weak or no relevant application to business examples. Generic assertions may be presented.
Level 2	3-4	Elements of knowledge and understanding, which are applied to the business example. Chains of reasoning are presented but may be assertions or incomplete. A generic or superficial assessment is presented.
Level 3	5-7	Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context. Analytical perspectives are presented, with developed chains of reasoning, showing cause(s) and/or effect(s). An attempt at an assessment is presented, using quantitative and/or qualitative information, though unlikely to show the significance of competing arguments.
Level 4	8-10	Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context. A coherent and logical chain of reasoning, showing cause(s) and/or effect(s). Assessment is balanced, wide ranging and well contextualised, using quantitative and/or qualitative information, and shows an awareness of competing arguments/factors, leading to a supported judgement.



Activity 5: Better balance

- On pages 27-32 of the 'Delegate Booklet', there are three responses to a 10 mark 'Assess...' question.
- Mark these using the mark scheme on Pages 25-26 of the 'Delegate Booklet'.
- Make a separate judgement on the quality of the evaluation.
- The Extract is available on Page 24 of the 'Delegate Booklet'.
- Discuss the responses with the delegates around your table.
- What mistakes were made by candidates? What could be done to improve the quality of the evaluation?



Any Questions?



Levels-based questions: How to answer an 'Evaluate...' question



'Evaluate...' 20 mark questions

- Always worth 20 marks.
- A levels-based mark scheme is used.
- In Units 1 and 2 the 'Evaluate' question appears in Section C only.
- In Units 3 and 4 the 'Evaluate' question appears in Sections B and C.



'Evaluate...' question mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	Isolated elements of knowledge and understanding. Weak or no relevant application of business examples. An argument may be attempted, but will be generic and fail to connect causes and/or consequences.
Level 2	5-8	Elements of knowledge and understanding, which are applied to the business example. Arguments and chains of reasoning are presented but connections between causes and/or consequences are incomplete. Attempts to address the question. A comparison or judgement may be attempted but it will not successfully show an awareness of the key features of business behaviour or business situation.
Level 3	9-14	Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context. Uses developed chains of reasoning, so that causes and/or consequences are complete, showing an understanding of the question. Arguments are well developed. Quantitative and/or qualitative information is introduced in an attempt to support judgements, a partial awareness of the validity and/or significance of competing arguments and may lead to a conclusion.
Level 4	15-20	Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context. Uses well-developed and logical, coherent chains of reasoning, showing a range of cause and/or effect. Arguments are fully developed. Quantitative and/or qualitative information is/are used well to support judgements. A full awareness of the validity and significance of competing arguments/factors, leading to balanced comparisons judgements and an effective conclusion that proposes a solution and/or recommendations.



Activity 6: Convincing conclusions

- On pages 36-45 of the 'Delegate Booklet', there are three responses to a 20 mark 'Evaluate...' question.
- Mark these using the mark scheme on Pages 34-35 of the 'Delegate Booklet' stating the overall level and overall mark.
- Make a separate judgement on the quality of the evaluation and then also the quality of the conclusion.
- The Extract is available on Page 33 of the 'Delegate Booklet'.
- Discuss the responses with the delegates around your table.
- What mistakes were made by candidates?



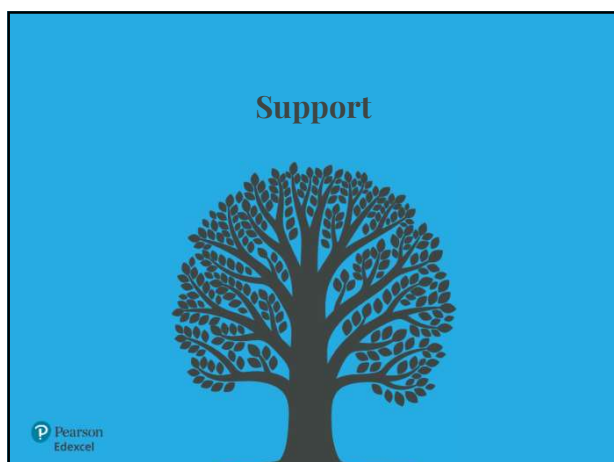
Activity 6: Convincing conclusions

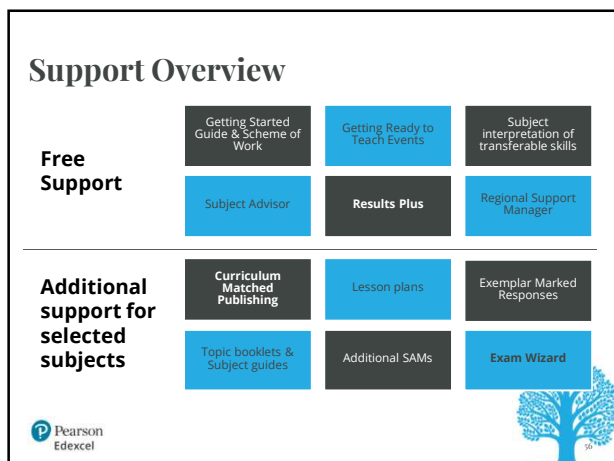
- I would now like you to write your own conclusion to that question in the space on Page 46 of the 'Delegate Booklet'.
- Discuss with the delegates around your table which conclusion is the 'best'. Write the best one on the A2 flipchart paper with the marker pens provided.
- Stick the best 'conclusion' on the wall.
- The best conclusion will win a prize for their table.

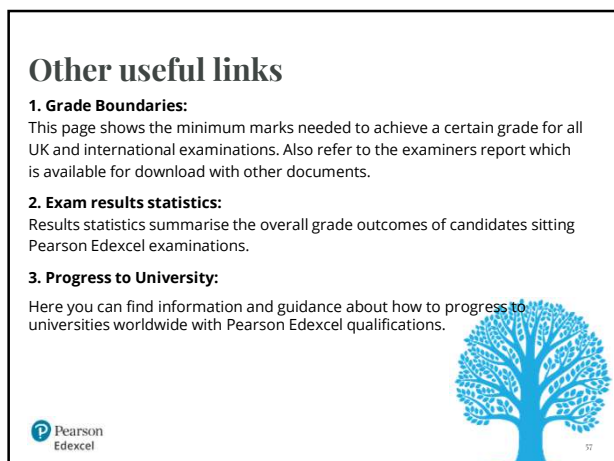


Any Questions?









ResultsPlus

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Edexcel exams.
- Identify topics and questions where the student could benefit from further learning.
- Use this knowledge to inform teaching strategies and approaches.
- Provides a comparison of student performance at regional level.
- Allows centres to view their country's results compared to the total Edexcel cohort.
- Mock exams results can also be fed into the system to produce an analysis.
- Schools can sign up for free Results Plus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



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examWizard

- Free tool for teachers containing a bank of past paper questions to help create their own bespoke mock exams and tests to focus on particular topic areas as needed.
- Use existing mark schemes for accurate marking.
- Use existing examiner report for insight.
- Use the results to understand where students need more support, informing teaching strategies.



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Contact your dedicated Subject Advisor

Subject Advisor details

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Sign up for monthly newsletters from Colin to stay on top of qualification updates, training, course materials and industry news.



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