

# Edexcel International AS/A Level Business

Event code: YBS11-20IF1  
Understanding assessment and  
improving delivery

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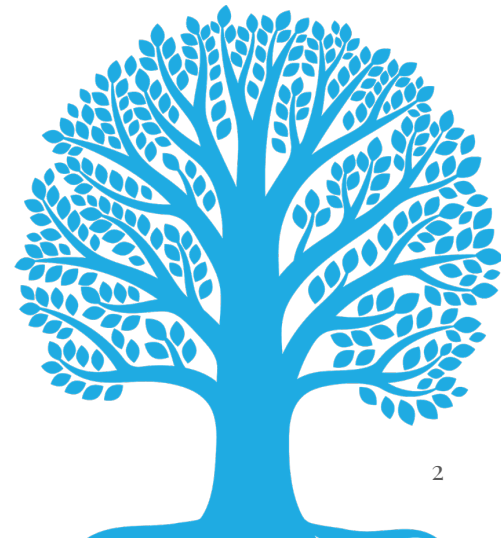
First teaching in 2018, first assessment 2019

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# Aims and objectives

- Gain an insight into assessment objectives: what they are 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 a.m.	Agenda & introductions
10.10 a.m.	Assessment Objectives
10.30 a.m.	'Explain...' questions with two activities
11.50 a.m.	'Analyse...' questions with activity
12.30 p.m.	Lunch
1.30 p.m.	'Discuss...' questions with activity
2.00 p.m.	'Assess...' questions with activity
2.40 p.m.	'Evaluate...' questions with activity
3.15 p.m.	Support



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



# Assessment Objectives (AOs)

<b>Knowledge</b>	<b>AO1</b>	Demonstrate knowledge and understanding of terms, concepts and theories, methods and models
<b>Application</b>	<b>AO2</b>	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues
<b>Analysis</b>	<b>AO3</b>	Analyse business issues showing an understanding of the causes, costs and consequences for individuals and organisations
<b>Evaluation</b>	<b>AO4</b>	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 timescale of any effects.
- Making informed judgements.
- Proposing a solution and/or recommendations.

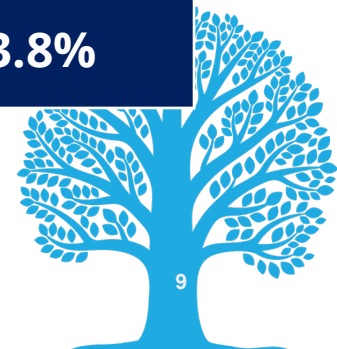




# Weighting of Assessment Objectives

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

\* % weighting for IAL

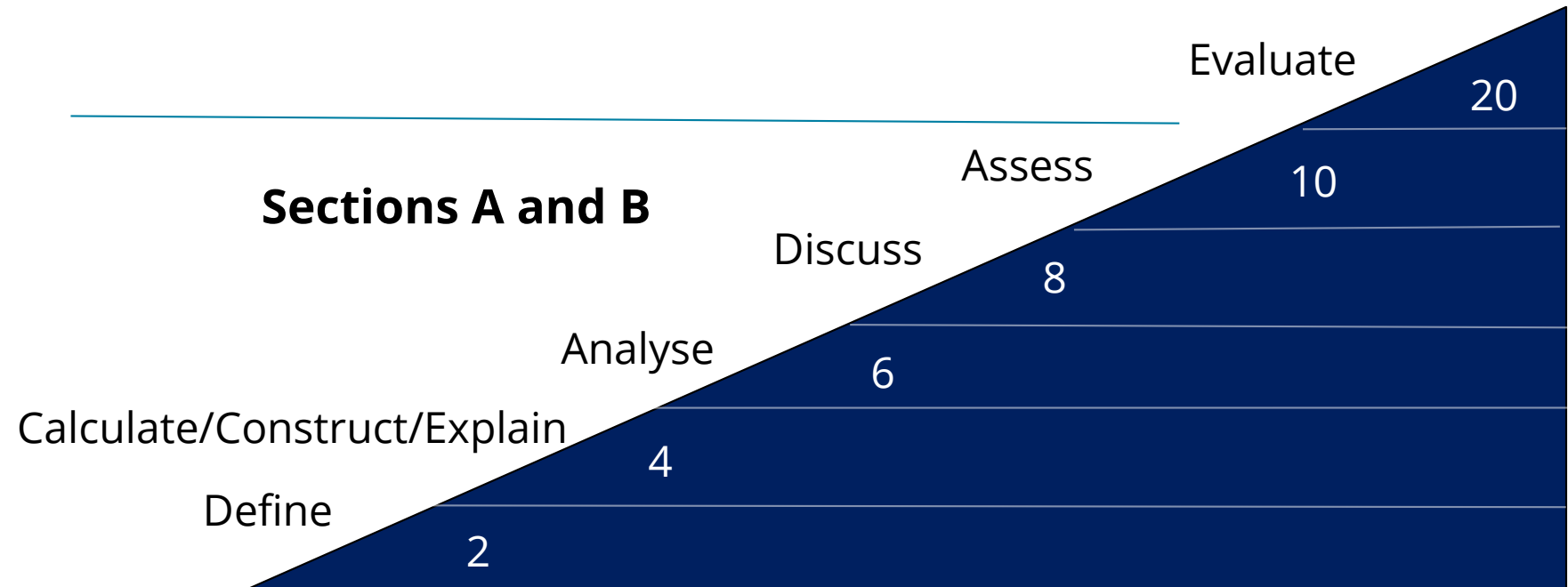


# IAS command word taxonomy

Units 1 & 2 have an identical structure.

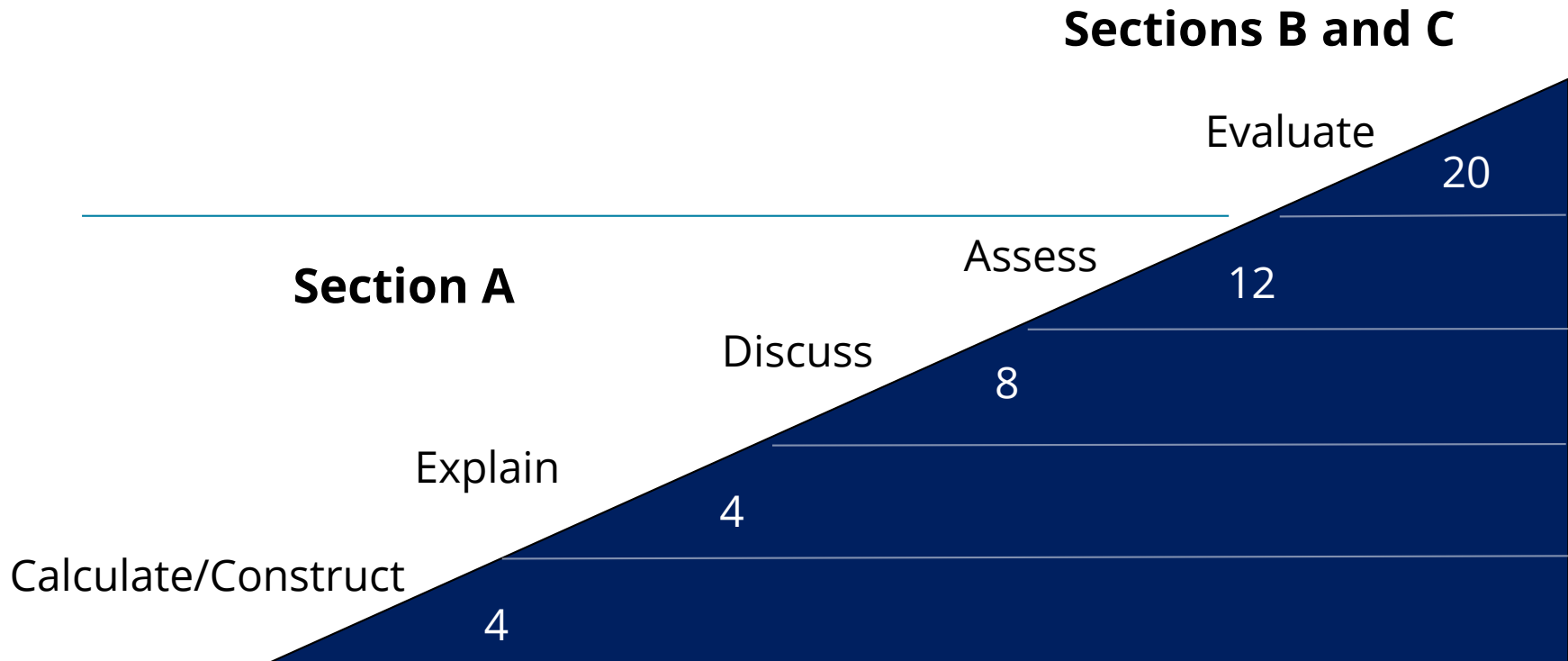
## Section C

## Sections A and B



# IA2 command word taxonomy

Units 3 & 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.

<b>AO1 Knowledge</b>	<b>AO2 Application</b>	<b>AO3 Analysis</b>	<b>AO4 Evaluation</b>



# Activity 1: Which AOs?

<b>A01 Knowledge</b>	<b>A02 Application</b>	<b>A03 Analysis</b>	<b>A04 Evaluation</b>
<b>Define</b>			
<b>Calculate</b>	<b>Calculate</b>	<b>Calculate</b>	
<b>Construct</b>	<b>Construct</b>	<b>Construct</b>	
<b>Explain</b>	<b>Explain</b>	<b>Explain</b>	
<b>Analyse</b>	<b>Analyse</b>	<b>Analyse</b>	
<b>Discuss</b>	<b>Discuss</b>	<b>Discuss</b>	<b>Discuss</b>
<b>Assess</b>	<b>Assess</b>	<b>Assess</b>	<b>Assess</b>
<b>Evaluate</b>	<b>Evaluate</b>	<b>Evaluate</b>	<b>Evaluate</b>

# 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

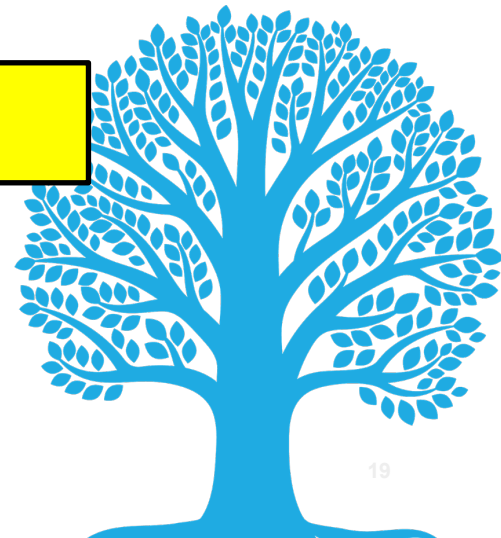
Use the following coloured paper chains to create your answers:

**Knowledge (AO1)**

**Application (AO2)**

**Analysis (AO3)**

**Linking word or connective**



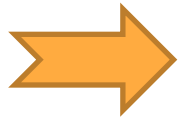
# Activity 2b: Create an answer

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

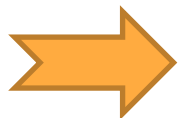
It makes demand more price inelastic.



**Therefore,**



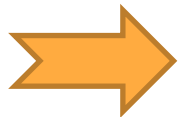
Emirates can raise prices above **airlines** such as **Norwegian**.



**Thus,**



profit per **passenger** will increase.



**As a result,**



Emirates will have more retained profit to expand.

# ‘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)

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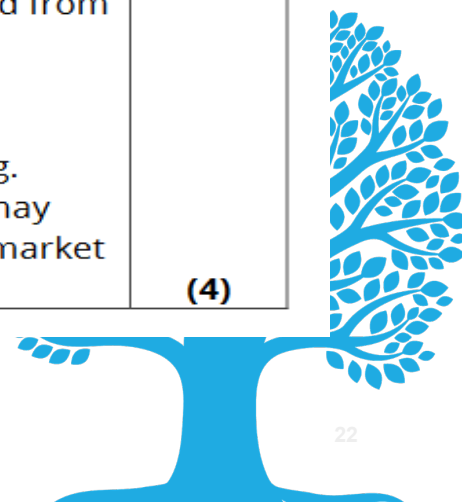
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# ‘Explain one reason...’ questions

Mark scheme (page 10 Delegate Booklet):

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



# ‘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 ~~market~~ revenues. ~~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 AO1 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. 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 ~~product~~ revenues. AO3



# ‘Explain one reason...’ questions

Exemplar 2: (page 12 Delegate Booklet)

(b) 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 ~~then~~ 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):

(b) 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 ~~this~~ gives them a competitive advantage. **A01** This will ~~have~~ potentially result in higher market share, revenues and profit margins. **A03**

# Any questions?



# Break





# Points-based questions: How to answer an 'Analyse...' question



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



# 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
<b>Exemplar 1</b>	6 marks	3rd	3rd (170 words)	8.5 words per minute
<b>Exemplar 2</b>	6 marks	1st	1st (77 words)	15.4 words per minute
<b>Exemplar 3</b>	6 marks	2nd	2nd (139 words)	18.8 words per minute



# Any questions?



# Lunch



# Levels-based mark schemes



# 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



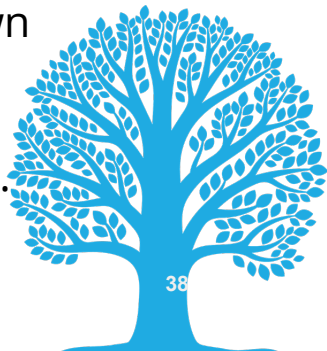
# How to use a levels-based mark scheme

## 1 Finding the right level:

- The first stage is to decide into which level the answer should be placed.
- 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	<u>Isolated elements of knowledge and understanding – recall based.</u> AO1
		<u>Weak or no relevant application to business examples.</u> AO2
		<u>Generic assertions may be presented.</u> AO3
Level 2	3-5	<u>Accurate knowledge and understanding.</u> AO1
		<u>Applied accurately to the business and its context.</u> AO2
		<u>Chains of reasoning are presented, showing cause(s) and/or effect(s) but may be assertions or incomplete.</u> AO3
		<u>An attempt at an assessment is presented that is unbalanced, and unlikely to show the significance of competing arguments.</u> AO4
Level 3	6-8	<u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> AO1
		<u>Logical chains of reasoning, showing cause(s) and/or effect(s).</u> AO2
		<u>Assessment is balanced, well contextualised, using quantitative and/or qualitative information and shows an awareness of competing arguments/factors.</u> AO3
		<u>Assessment is balanced, well contextualised, using quantitative and/or qualitative information and shows an awareness of competing arguments/factors.</u> AO4



# 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 your table.
- What mistakes were made by candidates in answering these questions?



# Any questions?



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



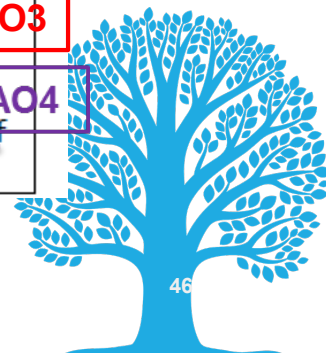
# ‘Assess...’ questions

- 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.
<b>Level 1</b>	1–2	Isolated elements of knowledge and understanding – recall based. Weak or no relevant application to business examples. Generic assertions may be presented.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	8–10	<p><u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> <span style="border: 1px solid blue; padding: 2px;">AO1</span> <span style="border: 1px solid green; padding: 2px;">AO2</span></p> <p><u>A coherent and logical chain of reasoning, showing cause(s) and/or effect(s).</u> <span style="border: 1px solid red; padding: 2px;">AO3</span></p> <p><u>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.</u> <span style="border: 1px solid purple; padding: 2px;">AO4</span></p>



# 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.



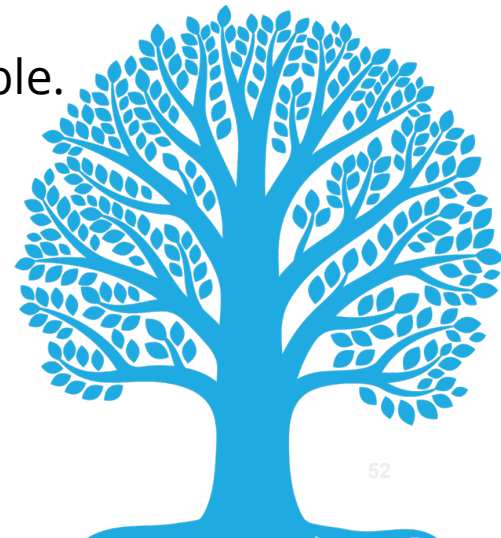
# ‘Evaluate...’ question mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	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.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	15–20	<p><u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> <b>AO1</b></p> <p><u>Uses well-developed and logical, coherent chains of reasoning, showing a range of cause and/or effect(s).</u> <b>AO2</b></p> <p><u>Arguments are fully developed.</u> <b>AO3</b></p> <p><u>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.</u> <b>AO4</b></p>



# 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?





# Support



# Support overview

## Free support

*Getting Started Guide  
& Scheme of Work*

Getting Ready to  
Teach Events

Subject  
interpretation of  
transferable skills

Subject Advisor

Results Plus

Regional Support  
Manager

## Additional support for selected subjects

Curriculum Matched  
Publishing

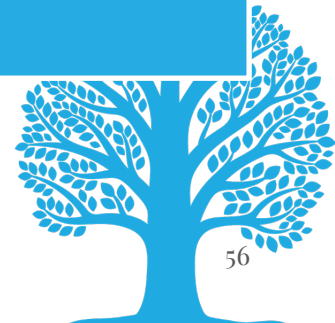
Lesson plans

Exemplar Marked  
Responses

Topic booklets &  
subject guides

Additional SAMs

Exam Wizard



# Other useful links

## **1 Grade boundaries:**

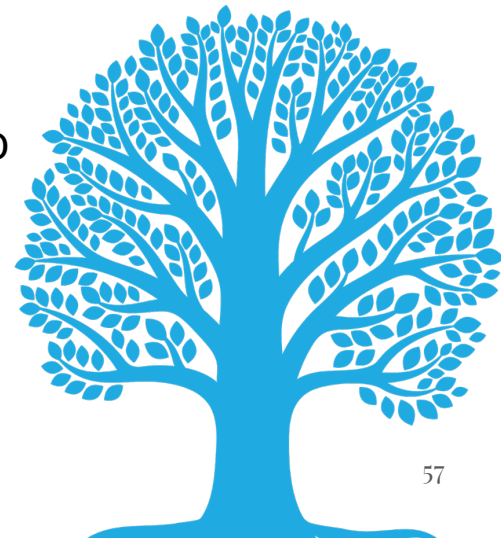
This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners' report which is available for download with other documents.

## **2 Exam results statistics:**

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

## **3 Progress to university:**

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

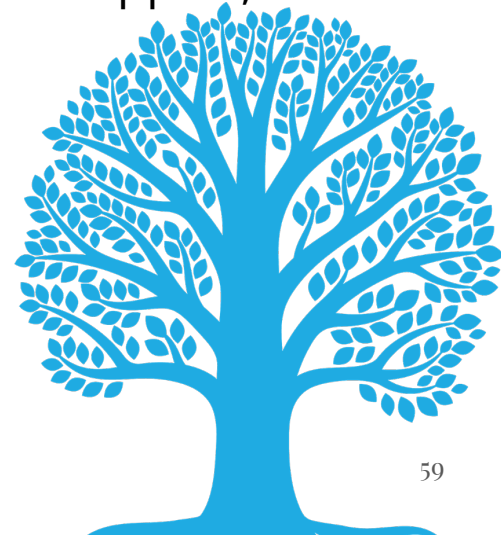


- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Edexcel exams.
- Identify topics and questions where the student could benefit from further learning.
- Use this knowledge to inform teaching strategies and approaches.
- Provides a comparison 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 a free Results Plus account in just a few quick and easy steps:

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



- 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.



# Contact your dedicated Subject Advisor

Subject Advisor details:

Your Subject Advisor is **Colin Leith**

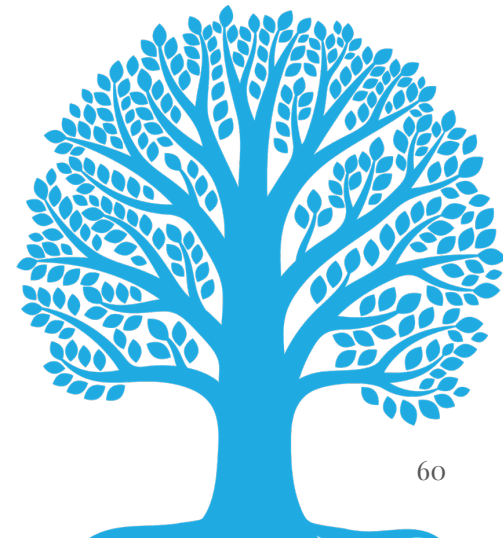
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# Any questions?





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