

Edexcel International AS/A Level

Business

Welcome to Pearson
(Module 1)

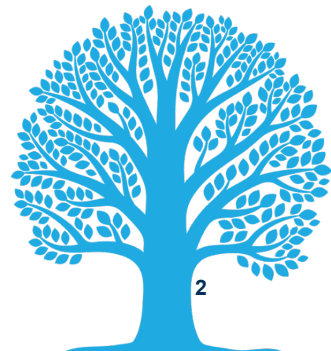
Event Code: YBS11-20IO3

First teaching in 2018, first assessment 2019



Aims and Objectives

- ☐ To identify how the qualification is devised and the fundamental documentation.
- ☐ Review the content of the qualification.
- ☐ Explore how to plan the content of the qualification.
- ☐ Understand the assessment of the qualification and how to prepare students.
- ☐ Identify support available from Pearson.



Fundamental documentation



Fundamental documentation

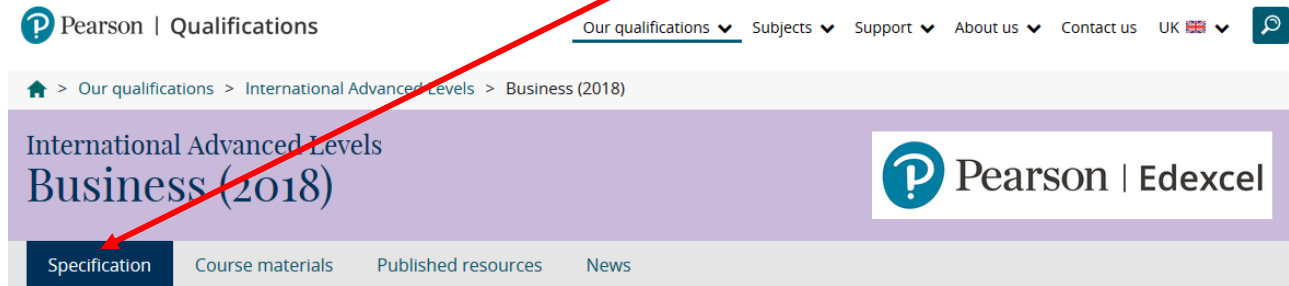
Before starting to teach this course, centres should have access to the following important documents (which can be downloaded from the Edexcel website):

- ☐ Specification
- ☐ 'Getting Started' guide
- ☐ One set of live exam papers (these supersede the SAMs).



Edexcel International A Level Business: Specification

Go to the 'Specification' tab on the Edexcel website.



Erratum Notice September 2017

Final exam timetables for IAL October 2016 exam series now available

Here, you'll find everything you need to study for, or to teach, the Edexcel International Advanced Level in Business Studies, including key documents.

We have listened to feedback from all parts of the international school education community, including a large number of teachers and a number of universities both internationally and in the UK.

Our International Advanced Subsidiary and Advanced Level Business has been developed to be engaging for international learners and to give them the necessary skills to support progression to higher education or further study in Business, as well as to a wide range of other subjects.

Key qualification features

- Reflects today's global world – students develop an understanding of current global issues that impact on business, preparing them for their next steps in today's global world.
- Development of quantitative skills – students develop these skills throughout the content of the course and are required to apply these skills to relevant business contexts within the assessment.
- Helps develop a holistic understanding of business – the assessment culminates with a final paper that draws on the knowledge and skills students developed from Units 1, 2 and 3.

On this page

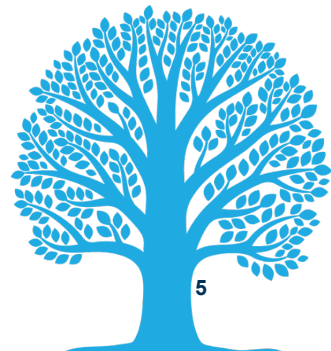
- ✓ [Specification](#)
- ✓ [Support for teachers](#)
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Edexcel International A Level Business: Specification



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PDF | 1.7 MB

Qualification type: International A Level

Level: Level 3

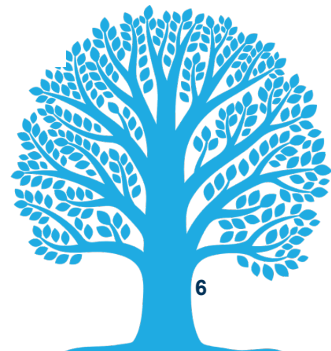
Subject: Business

Specification codes: XBS11,
YBS11

Availability: International only

First teaching: 2018

First assessment: 2019



Edexcel International A Level Business: Specification

1.3 Unit content

1.3.1 Meeting customer needs

What students need to learn:

1 The market	<p>a) Mass markets and niche markets:</p> <ul style="list-style-type: none">• characteristics• market size and market share• brands. <p>b) Dynamic markets:</p> <ul style="list-style-type: none">• online retailing• how markets change• innovation and market growth• adapting to change. <p>c) How competition affects the market.</p> <p>d) The difference between risk and uncertainty.</p>
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Specification content is listed in a simple bullet point format.



Edexcel International A Level Business: Specification

The specification highlights in short bullet point fashion what subject content must be taught for a candidate to successfully sit the International A Level in Business.

However, it also contains other important information that is often overlooked by centres. This includes:

- ❑ Assessment objectives and weightings (Page 39)
- ❑ Command word taxonomy (Appendix 6) (Page 56)
- ❑ Quantitative skills required (Appendix 7) (Page 57).



Edexcel International A Level Business Specification

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Demonstrate knowledge and understanding of terms, concepts, theories, methods and models	27.5	20	23.8
AO2	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues	25	22.5	23.8
AO3	Analyse business issues, showing an understanding of the causes, costs and consequences for individuals and organisations	27.5	30	28.8
AO4	Evaluate evidence to make informed judgements and propose evidence-based solutions to business issues	20	27.5	23.8

NB Totals have been rounded up or down.

Each examination question tests different combinations of Assessment Objectives or 'AOs'.



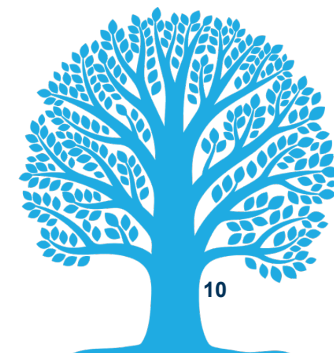
Edexcel International A level Business Specification

Appendix 6: Command words

The table below lists the command words that will be used in the question papers along with an outline of what each type of question requires students to do.

Command	Number of marks	What students are required to do
Define	2	Requires students to define a term or phrase.
Calculate	4	Requires students to perform a calculation, based on given data. Calculators may be used and workings should be given.
Construct	4	Requires students to draw an accurately labelled diagram. Students may be required to decide on a type of diagram, or the type required may be stated.
Explain	4	Requires students to provide a brief explanation of cause or effect, <u>which is supported by details or example(s)</u> .

This should tell a teacher that 'Explain' questions test 'Application' or 'AO2' as well as other assessment objectives.



Edexcel International A Level Business Specification

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

(4)

The inclusion of the name of the business in the question – shows that one of the skills being tested is ‘Application’ or AO2’. This is reflected in the mark scheme as well. Any candidate response must include evidence of ‘AO2’ to score the mark.

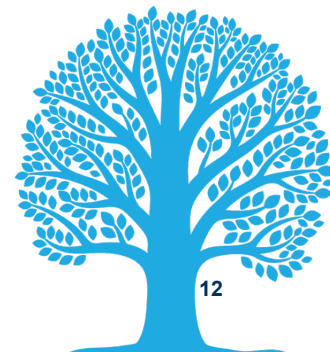
Question	Answer	Mark
2(b)	<p>Knowledge 1, <u>Application 2</u>, Analysis 1</p> <p>Quantitative skills assessed: QS8 Use and interpret quantitative and non-quantitative information in order to make decisions</p> <p>Knowledge Up to 1 mark for giving one reason why product is important e.g. • The product/service needs to meet customer needs (1).</p> <p><u>Application</u> Up to 2 marks for answer contextualised: • Passengers are looking for luxurious cabins. (1). • Customers expect quality inflight entertainment and food from <i>Emirates</i>. (1).</p>	



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IAS	IA2
QS1 Calculate, use and understand ratios, averages and fractions	QS1 Calculate, use and understand ratios, averages and fractions
QS2 Calculate, use and understand percentages and percentage changes	QS2 Calculate, use and understand percentages and percentage changes
QS3 Construct and interpret a range of standard graphical forms	QS3 Construct and interpret a range of standard graphical forms
QS4 Interpret index numbers	QS4 Interpret index numbers
QS5 Calculate cost, revenue, profit and break-even	QS5 Calculate cost, revenue, profit and break-even
-	QS6 Calculate investment appraisal outcomes and interpret results
QS7 Interpret values of price and income elasticity of demand	QS7 Interpret values of price and income elasticity of demand
QS8 Use and interpret quantitative and non-quantitative information in order to make decisions	QS8 Use and interpret quantitative and non-quantitative information in order to make decisions
QS9 Interpret, apply and analyse information in written, graphical and numerical forms	QS9 Interpret, apply and analyse information in written, graphical and numerical forms

These concepts are the ones tested in the 'Calculate...' questions – there is a requirement that a **minimum of 10%** of the overall marks test these quantitative skills.



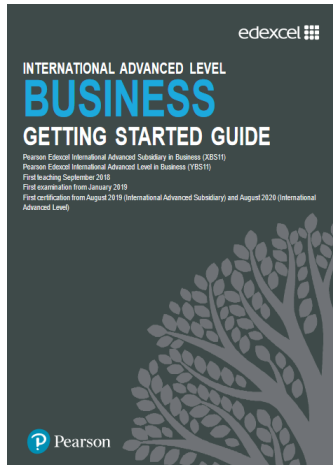
Edexcel International A Level Business: 'Getting Started' guide

Guide



Getting Started Guide

| PDF 1.4 MB | 05 Sep 2018



The 'Getting Started' Guide provides more detail about the coverage of the specification.



Edexcel International A Level Business:

‘Getting Started’ guide

Specification document:

1 The market	a) Mass markets and niche markets: <ul style="list-style-type: none">• characteristics• market size and market share• brands.
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The ‘Getting Started’ guide details precisely what is meant by the specification. The two documents should be used together when planning delivery of the course.

‘Getting Started’ guide:

1. The market

- a. The difference between mass and niche markets should be considered, and students should be able to give examples, such as general sportswear shops in contrast to specialist surfing shops; what being in a different type of market could mean in terms of market size and market share; and how brands can influence the position of a business within its market.



Edexcel International A level Business: Live Exam Papers

International Advanced Levels
Business (2018)



Specification

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materials (18)

1 - 17 of 17

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Unit

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☐ Unit 1 (10)

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January 2020



Question paper - Unit 1 (WBS11) - January 2020

Unit 1

| PDF 362.2 KB | 03 Feb 2020

NEW



Question paper - Unit 2 (WBS12) - January 2020

Unit 2

| PDF 412.7 KB | 03 Feb 2020

NEW



Edexcel International A Level Business:

Live Exam Papers IAS Units 1 & 2

October 2019 Unit 1 Question 1:

Many businesses now recognise the importance of social media as a way of building a brand.

(c) Analyse two benefits for a company, such as *Emirates*, of using social media.

October 2019 Unit 2 Question 1:

(c) Analyse two possible ways a small business in India could compete in a competitive export market.

Both papers have an identical structure with the same command words appearing in the same places in both of the two IAS question papers.

The same will be true of IAL Units 3 & 4.

(Note: 'Calculate...', 'Construct..' and 'Explain...' questions are inter-changeable).



Any questions?



Qualification content



Edexcel International A Level Business: Specification content



	Unit Title
Unit 1	Marketing and people
Unit 2	Managing business activities
Unit 3	Business decisions and strategy
Unit 4	Global business



IAS/IAL specification content at a glance

International AS Level (IAS) in Business

Unit 1: Marketing and people

- 3.1. Meeting customer needs
- 3.2. The market
- 3.3. Marketing mix and strategy
- 3.4. Managing people
- 3.5. Entrepreneurs and leaders

Unit 2: Managing business activities

- 3.1. Planning a business and raising finance
- 3.2. Financial planning
- 3.3. Managing finance
- 3.4. Resource management
- 3.5. External influences

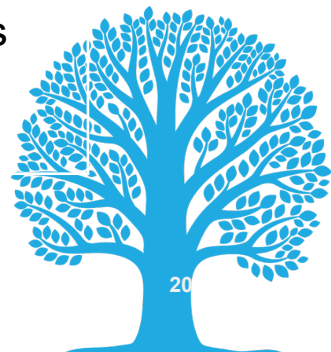
Additional Units for International A level (IAL) in Business

Unit 3: Business decisions and strategy

- 3.1. Business objectives and strategies
- 3.2. Business growth
- 3.3. Decision-making techniques
- 3.4. Influences on business decisions
- 3.5. Assessing competitiveness
- 3.6. Managing change

Unit 4: Global business

- 3.1. Globalisation
- 3.2. Global markets and business expansion
- 3.3. Global marketing
- 3.4. Global industries and companies (multinational corporations)



International AS level assessment

Units 1 and 2 are assessed through **two** externally examined papers:

Unit 1: Marketing and people

Unit 2: Managing business activities

are assessed in:

Paper 1: Marketing and people

2 hours

Three sections

80 raw marks

100 UMS

Worth 50% of AS Level

Worth 25% of A Level

Paper 2: Managing business activities

2 hours

Three sections

80 raw marks

100 UMS

Worth 50% of AS Level

Worth 25% of A Level



Additional units required for full IAL

The additional units (3 and 4) required for the awarding of a full A level are assessed through two externally examined papers:

Unit 3: Business decisions and strategy

Unit 4: Global Business

are assessed in:

Paper 3: Business decisions and strategy

2 hours

Three sections

80 raw marks

100 UMS

Worth 25% of A Level

Paper 4: Global Business

2 hours

Three sections

80 raw marks

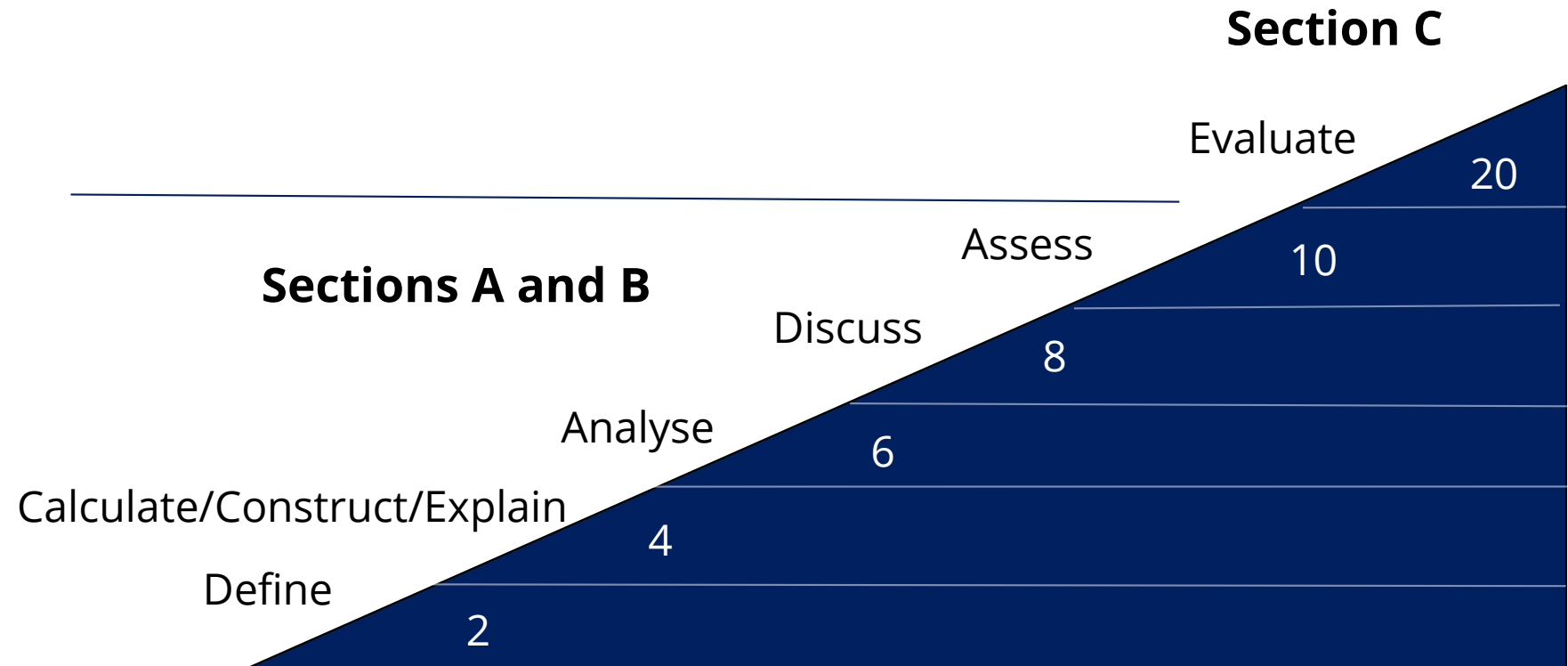
100 UMS

Worth 25% of A Level



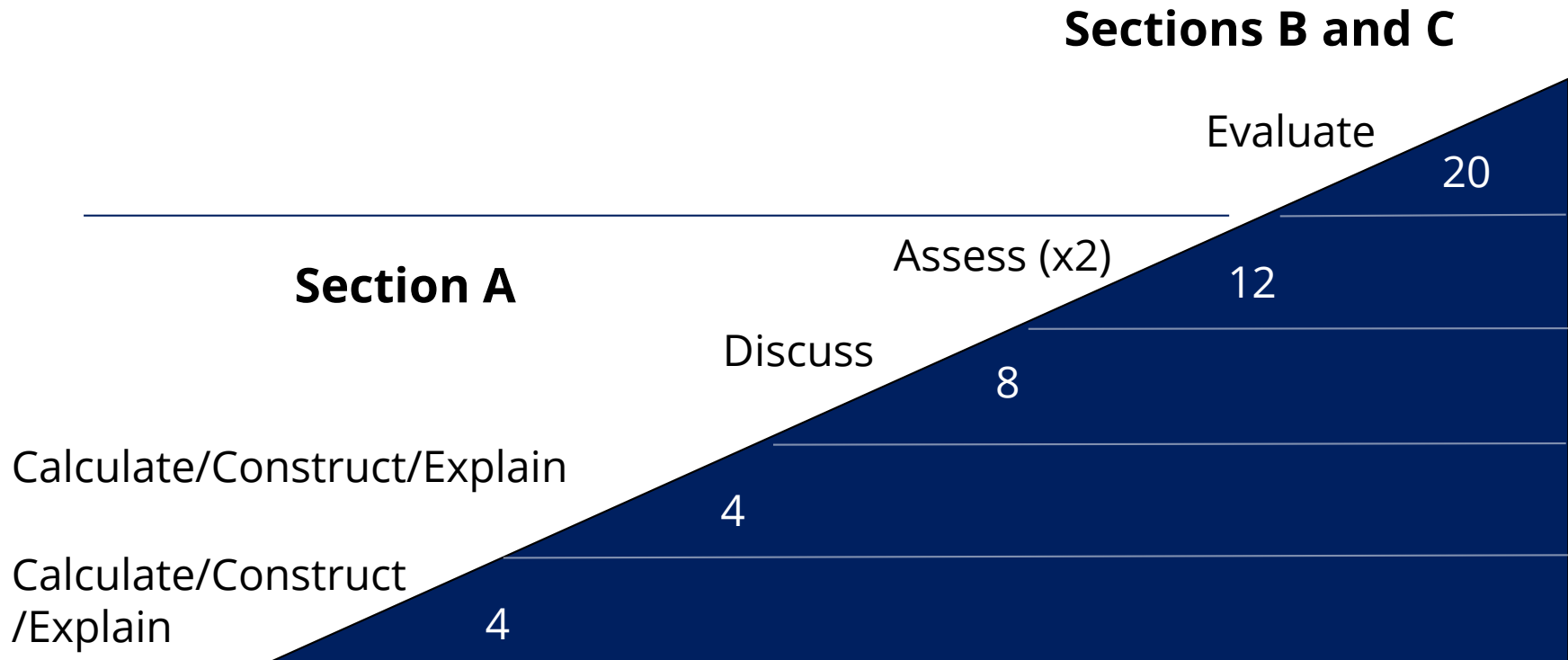
IAS command word taxonomy

Units 1 & 2 have an identical structure.



IA2 command word taxonomy

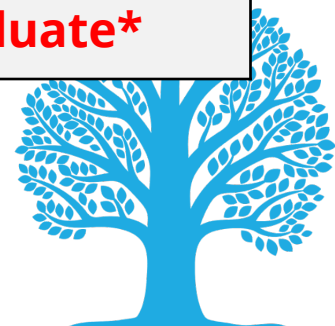
Units 3 and 4 have an identical structure.



Command words by Assessment Objective or ‘AO’

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*

* Assessed using a levels-based mark scheme



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.



Any questions?



Planning the course & Further support



Edexcel International A level Business:

‘Planning the course’

Specification



[International Advanced Level Business Specification](#)
| PDF 1.7 MB | 17 Oct 2017

Guide



[Getting Started Guide](#)
| PDF 1.4 MB | 05 Sep 2018

Scheme of work



[Editable Scheme of Work](#)
| DOCX 542.8 KB | 05 Sep 2018

The ‘Scheme of Work’ document provides an editable scheme of work that can be used – or centres could simply use the specification. Remember to use the ‘Getting Started’ guide to help you understand the scope of the specification content.



Edexcel International A Level Business: 'Scheme of Work'

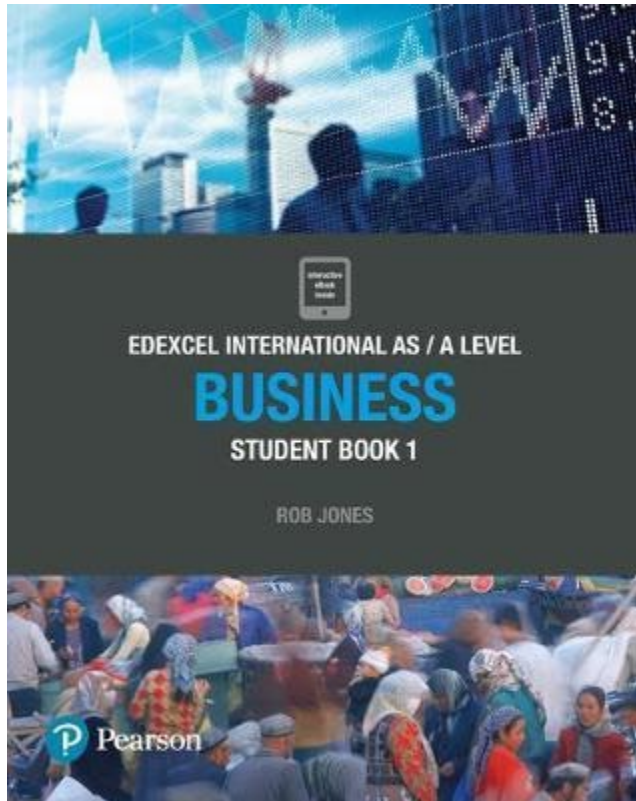
International Advanced Level Business: Scheme of work

Unit 1: Year 12 Autumn term

Week	Topic	Content	Suggested activities and resources
1	1.3.1 Meeting customer needs	1 The market a) Mass markets and niche markets: <ul style="list-style-type: none">Characteristicsmarket size and market share<u>brands</u>. b) Dynamic markets: <ul style="list-style-type: none">online retailinghow markets changeinnovation and market growth<u>adapting</u> to change. c) How competition affects the market.	Introduction – what is a market? Students could research a range of business examples, such as local tradesmen/bakers or national businesses such as McDonald's or Apple, and identify their markets. In small groups they could then be asked to describe market size and market share – combine this with research on recent news regarding the business's approach to branding. One useful source of information on markets is www.keynote.com . Newspaper websites could also be used. You could create a starter activity PowerPoint quiz using well-known brands from the following website: www.interbrand.com/en/best-global-brands/2013/top-100-list-view.aspx Interesting case studies could include: <ul style="list-style-type: none">ASOS – http://businesscasestudies.co.uk/asos-com/strategic-growth-in-the-fashion-retail-industry/growth.html#axzz2zv5KAbrbHMV – www.retail-week.com/technology/hmv-kick-starts-digital-strategy-with-launch-of-innovative-app/5053996.articleWaterstones – www.independent.co.uk/arts-entertainment/books/news/waterstones-to-open-its-first-new-store-in-six-years-9270045.html
2-3		2 Market research a) Primary and secondary market research data (quantitative and qualitative) used to: <ul style="list-style-type: none">identify and anticipate customer needs and wantsquantify likely demand<u>gain</u> insight into consumer behaviour. b) Methods of primary market research: <ul style="list-style-type: none">surveys/questionnairesfocus groups/consumer panelsface-to-face/telephone interviews<u>product</u> trials/test marketing.	Students could carry out their own surveys using both open and closed questions to enable them to gather quantitative and qualitative information to determine likely demand for new menus in the school canteen, for school business enterprises or for fund raising/charity events. Government websites are useful secondary sources: www.statistics.gov.uk/hub/index.html www.statisticsauthority.gov.uk/ Get students to carry out some secondary market research using Office for National Statistics website www.ons.gov.uk



Published Resources – Textbook

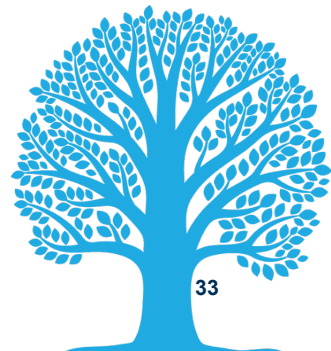


Endorsed textbook from Pearson*

- Engaging contemporary contexts with plenty of real case studies.
- Transferable skills are explicitly signposted, allowing students to understand the skills they are gaining.
- Exam style questions and practice tests to support revision.
- Content is mapped to the specification to provide comprehensive coverage.

Student Book and eBook

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



Edexcel International A Level Business:

‘Planning assessments’

3 Promotion and branding

- a) Types of promotion.
- b) Types of branding.
- c) The benefits of strong branding:
 - added value
 - ability to charge premium prices
 - reduced price elasticity of demand.

Pick a topic from the specification and then create questions around it. For some command words you will need to produce some kind of case study to allow students to score the application marks.

Define the term ‘added value’.

Explain **one** benefit of strong branding to *Emirates*.

Analyse **two** methods *Emirates* could use to improve its branding.



Support overview

Getting Started Guide
& Scheme of Work

Getting Ready to
Teach Events

Subject interpretation
of transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Exemplar marked
responses with
commentaries

Qualification Guides

Access to Scripts



Personalised subject support

Your subject advisor is **Colin Leith**

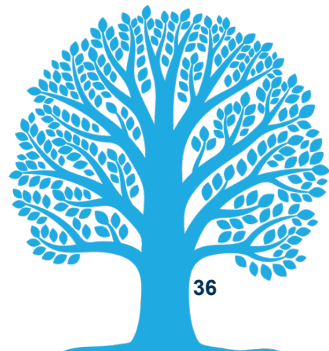
Phone: **020 7010 2182**

Twitter: **@PearsonEconBus**

Email: TeachingBusiness@pearson.com

International GCSE Business subject page:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-business-2017.html>



Any questions?



ALWAYS LEARNING