

Edexcel International AS/A Level Business

Welcome to Pearson
(Module 2)

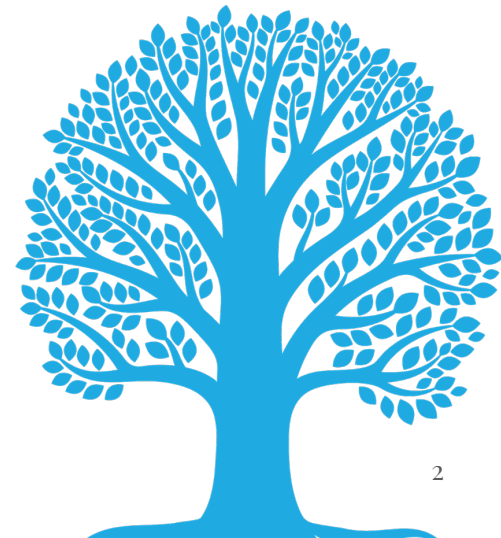
Event Code: YBS11-20IO4

First teaching in 2018, first assessment 2019



Aims and Objectives

- ❑ To understand the assessment objectives for the qualification.
- ❑ To understand the question types for the qualification.
- ❑ To understand the mark schemes for the qualification.
- ❑ To practise using the mark schemes using exemplar student work.
- ❑ To learn about the support provided by Pearson around assessment and exemplars.
- ❑ Networking and sharing ideas with other teachers.



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 effects.
- ❑ 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%¶

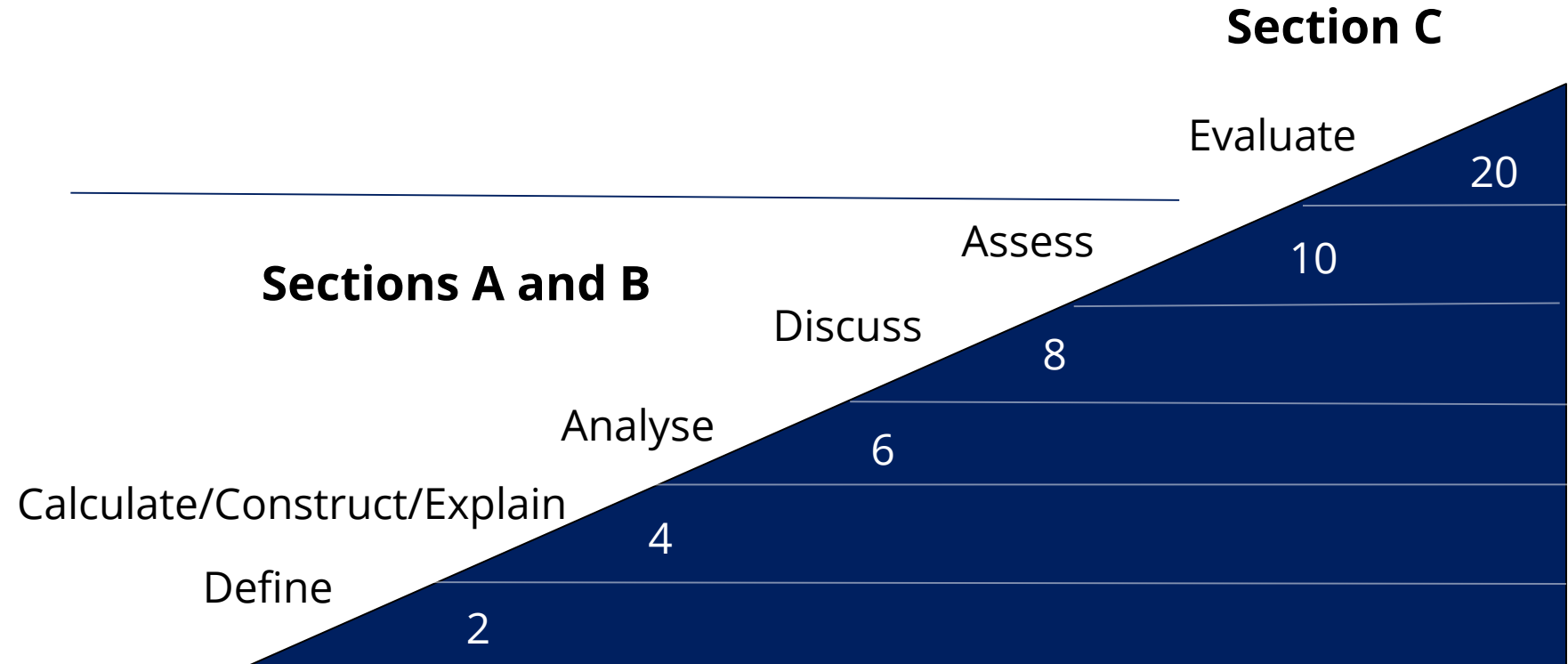
* % weighting for IAL

¶ these figures are rounded which is why they do not aggregate to 100%



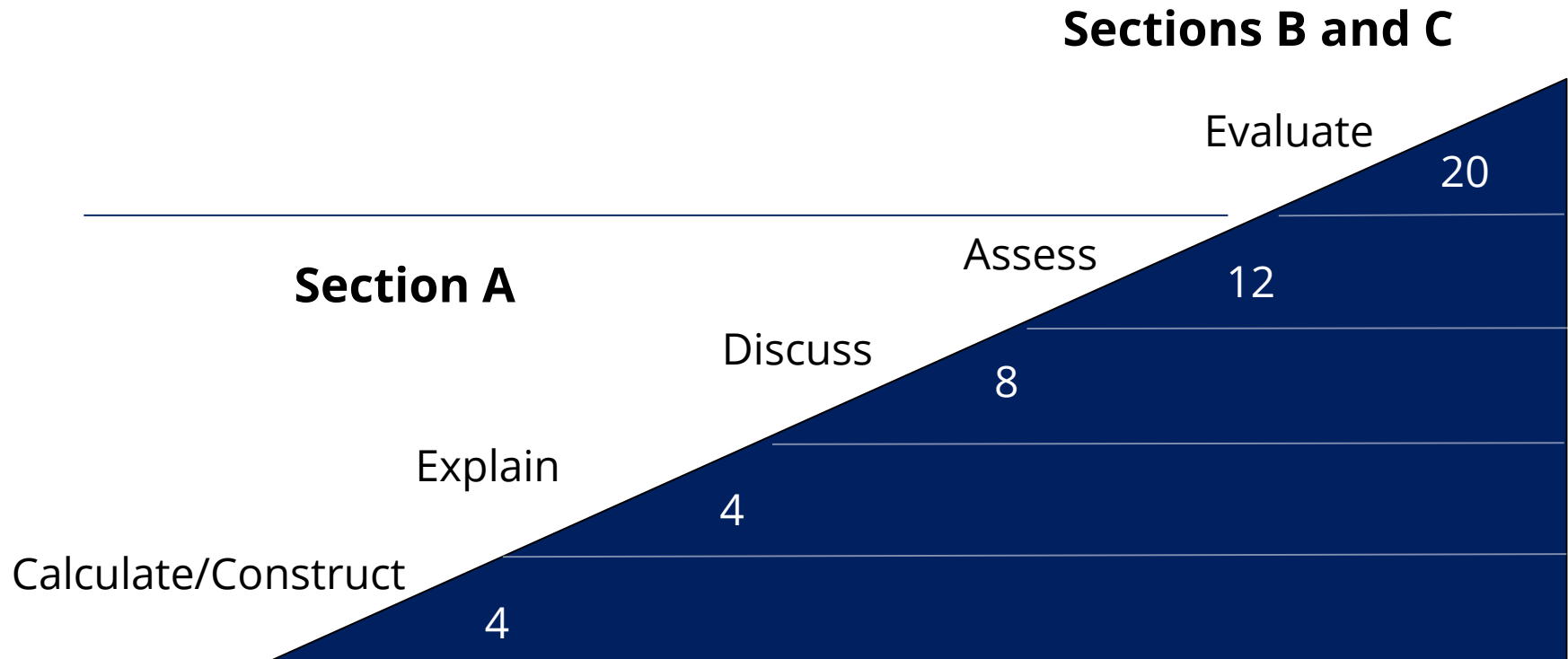
IAS command word taxonomy

Units 1 & 2 have an identical structure.



IA2 command word taxonomy

Units 3 & 4 have an identical structure.



Which questions test which AOs?

AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation	Mark Tariff	Type of Mark Scheme
Define*				2	Points-based
Calculate	Calculate	Calculate		4	Points-based
Construct	Construct	Construct		4	Points-based
Explain	Explain	Explain		4	Points-based
Analyse*	Analyse*	Analyse*		6	Points-based
Discuss	Discuss	Discuss	Discuss	8	Levels-based
Assess	Assess	Assess	Assess	10/12	Levels-based
Evaluate	Evaluate	Evaluate	Evaluate	20	Levels-based

Any questions?



Points-based questions: How to answer a 'Define...' question



‘Define...’ 2-mark questions

- Always worth 2 marks.
- They test **Knowledge** (2 marks).
- **Only** appear in Units 1 and 2.
- Always appear at the start of Sections A and B only.
- No marks are awarded for examples (because there are no application marks).
- Definitions are taken from terms that appear in the specification only.

‘Define...’ question: mark scheme

Question Number	Question	Marks
1(a)	<p style="text-align: center;">Knowledge 2</p> <p>Up to 2 marks for defining the term ‘qualitative research’, e.g.</p> <ul style="list-style-type: none">• Market research collected (1) relating to the opinions and beliefs of consumers (1).	(2)

‘Define...’ question: Exemplar 1

1 (a) Define the term ‘qualitative research’. (Extract A, line 7)

(2)

Qualitative research means gathering information about ~~people's~~ consumers' beliefs, wants and intentions. Qualitative research can be carried out using questionnaires, interviews and focus groups.

Points-based questions: How to answer a ‘Calculate...’ question



‘Calculate...’ 4-mark questions

- Always worth 4 marks.
- They test **Knowledge** (1 mark), **Application** (2 marks) and **Analysis** (1 mark).
- Will appear in Units 1, 2, 3 and 4.
- A ‘construct’ question **may** be replaced by a ‘calculate’ or ‘explain’ question.
- Only appears in Sections A and B in Units 1 and 2.
- Only appears in Section A in Units 3 and 4.
- Calculate questions should be given to 2 decimal places (2 d.p.) where appropriate.
- Answers must include units where appropriate to score full marks.
- A list of quantitative skills that can be tested is to be found in Appendix 7 on page 57 of the specification. Accounting ratios can be found in Appendix 9 on page 60 of the specification.

‘Calculate...’ question: mark scheme

Question Number	Question	Marks
1(b)	<p>Knowledge 1, Application 2, Analysis 1</p> <p>Quantitative skills assessed: QS2: calculate, use and understand percentages and percentage changes QS7: interpret values of price and income elasticity of demand.</p> <p>Knowledge 1 mark for identifying the formula for PED: <ul style="list-style-type: none"> • % change in quantity demanded / % change in price (1). </p> <p>Application Up to 2 marks for selecting the correct data: <ul style="list-style-type: none"> • $150,000 - 120,000 / 120,000 = 25\%$ (1) / -10% (1). </p> <p>Analysis 1 mark for calculating the price elasticity of demand: <ul style="list-style-type: none"> • -2.5 (1). </p> <p>NB: Award 4 marks for correct answer -2.5 Award 3 marks for 2.5</p>	(4)

‘Calculate...’ question: Exemplar 1

- (b) Calculate the price elasticity of demand (PED) for a *Superdry* t-shirt if the price decreases by 10% and sales increase from 120,000 to 150,000. You are advised to show your working.

(4)

Percentage of price change = 10 %.

Percentage of change in sales = ~~30~~ $\frac{150\,000 - 120\,000}{120\,000} \times 100\% = 25\%$.

$$\text{PED} = \frac{25}{10} = 2.5$$

Points-based questions: How to answer an ‘Explain one...’ question



‘Explain one reason...’ 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’.



‘Explain one...’ question: mark scheme

Question	Answer	Mark
2(b)	<p style="text-align: center;">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. <ul style="list-style-type: none"> The product/service needs to meet customer needs (1). </p> <p>Application Up to 2 marks for answer contextualised: <ul style="list-style-type: none"> Passengers are looking for luxurious cabins. (1). Customers expect quality inflight entertainment and food from <i>Emirates</i>. (1). </p> <p>Analysis Up to 1 mark for reasons/causes/consequences for <i>Emirates</i>, e.g. <ul style="list-style-type: none"> 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>	(4)

'Explain one reason...' questions

Exemplar 1 (Page 6 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 7 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 ~~then~~ gives them a

competitive advantage, **A01** ~~this~~ This will ~~have~~ potentially result in higher market share, revenues and profit margins. **A03**

Any questions?



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

Question Number	Answer	Mark
2(c)	<p>Knowledge 2, Application 2, Analysis 2</p> <p>Knowledge 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 <i>Starbucks</i> a good reputation (1) <p>Application Up to 2 marks for answers contextualised to <i>Starbucks</i>, e.g.</p> <ul style="list-style-type: none"> <i>Starbucks</i> is focused on maintaining great tasting coffee (1) <i>Starbucks</i> is the 2nd largest coffee chain in the UK behind <i>Costa</i> (1) <p>Analysis 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) <i>Starbucks</i> may gain a positive reputation and increase market share, challenging <i>Costa</i> (1) 	(6)



Activity 1: Which response is the best?

- On pages 10-12 of the Delegate Booklet, there are three responses to a 6-mark 'Analyse two...' question.
- Mark these using the mark scheme on page 9 of the Delegate Booklet.
- The case-study is on page 8 of the Delegate Booklet.
- Use the Polls to rank the responses in terms of which one you think is best (1 = best, 3 = worst).
- In the chat box, state which response was the easiest to mark.



Activity 1: 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?



5-minute comfort break



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



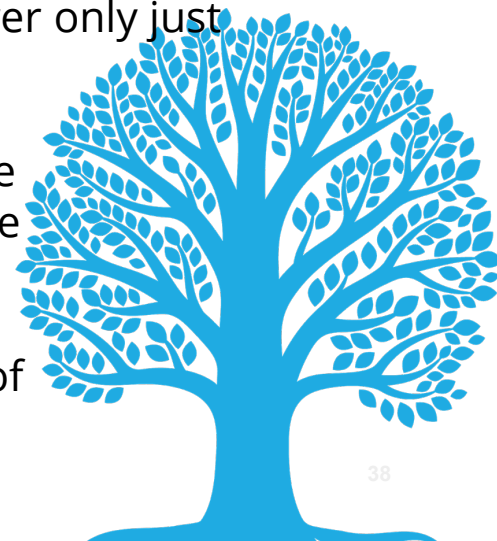
How to use a levels-based mark scheme

1. Finding the right level:

- The first stage is to decide into which level the answer should be placed 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 deciding on an initial level, 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.



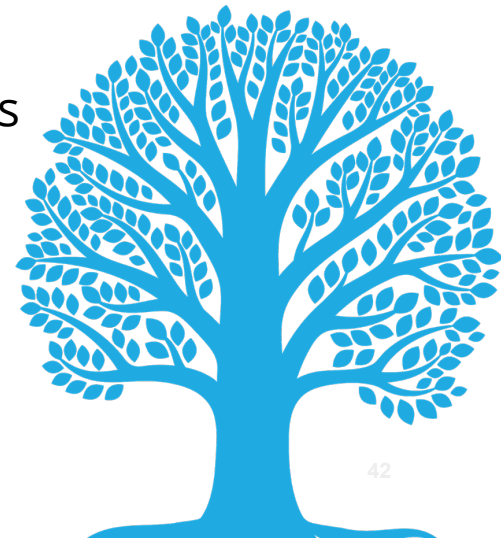
‘Discuss...’ question: mark scheme

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 AO4



Activity 2: Find the level

- On pages 16-17 of the Delegate Booklet, there are two responses to an 8-mark 'Discuss...' question.
- Mark these using the mark scheme on pages 14-15 of the Delegate Booklet.
- The case-study is on page 13 of the Delegate Booklet.
- Decide which level each answer should be placed in and the overall mark.
- Use the polls to submit your levels and marks.
- What mistakes were made by candidates in answering these questions? Use the chat box to share your thoughts with the other delegates.



Any questions?



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



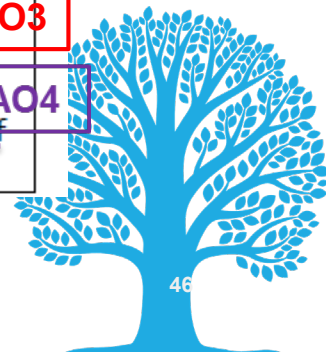
‘Assess...’ questions

- 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 – it is 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	<p><u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> AO1 AO2</p> <p><u>A coherent and logical chain of reasoning, showing cause(s) and/or effect(s).</u> AO3</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> AO4</p>



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	<p><u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> AO1</p> <p><u>Uses well-developed and logical, coherent chains of reasoning, showing a range of cause and/or effect(s).</u> AO2</p> <p><u>Arguments are fully developed.</u> AO3</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> AO4</p>



Any questions?



ALWAYS LEARNING