

Edexcel International AS/A Level Business Online Part 1

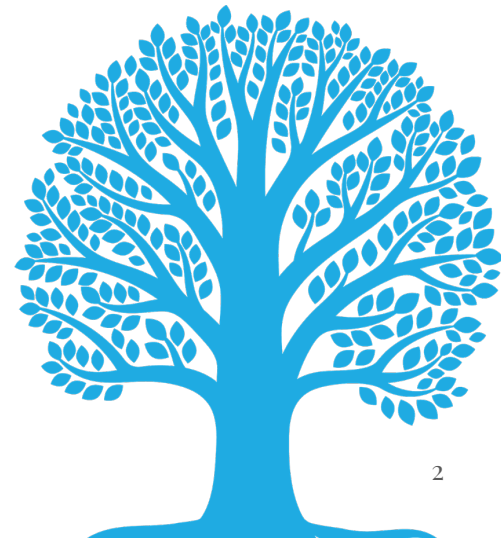
Event code: YBS11-20IF1
Understanding assessment and
improving delivery

First teaching in 2018, first assessment 2019



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

- Agenda & introductions
- Assessment Objectives
- 'Explain...' questions with two activities
- 'Analyse...' questions with activity
- Support



Polls



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):

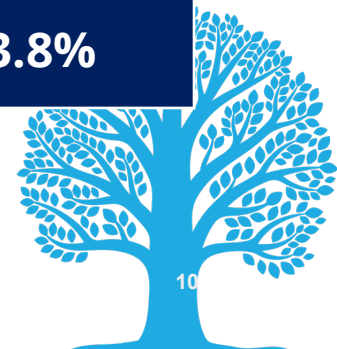
- Showing a critical awareness.
- Recognition of different viewpoints and providing 'balance'.
- Questioning quality of the evidence: validity and reliability.
- Questioning validity of underlying assumptions (e.g. does correlation imply causation?).
- Considering the size and timescale of any effects.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



Weighting of Assessment Objectives

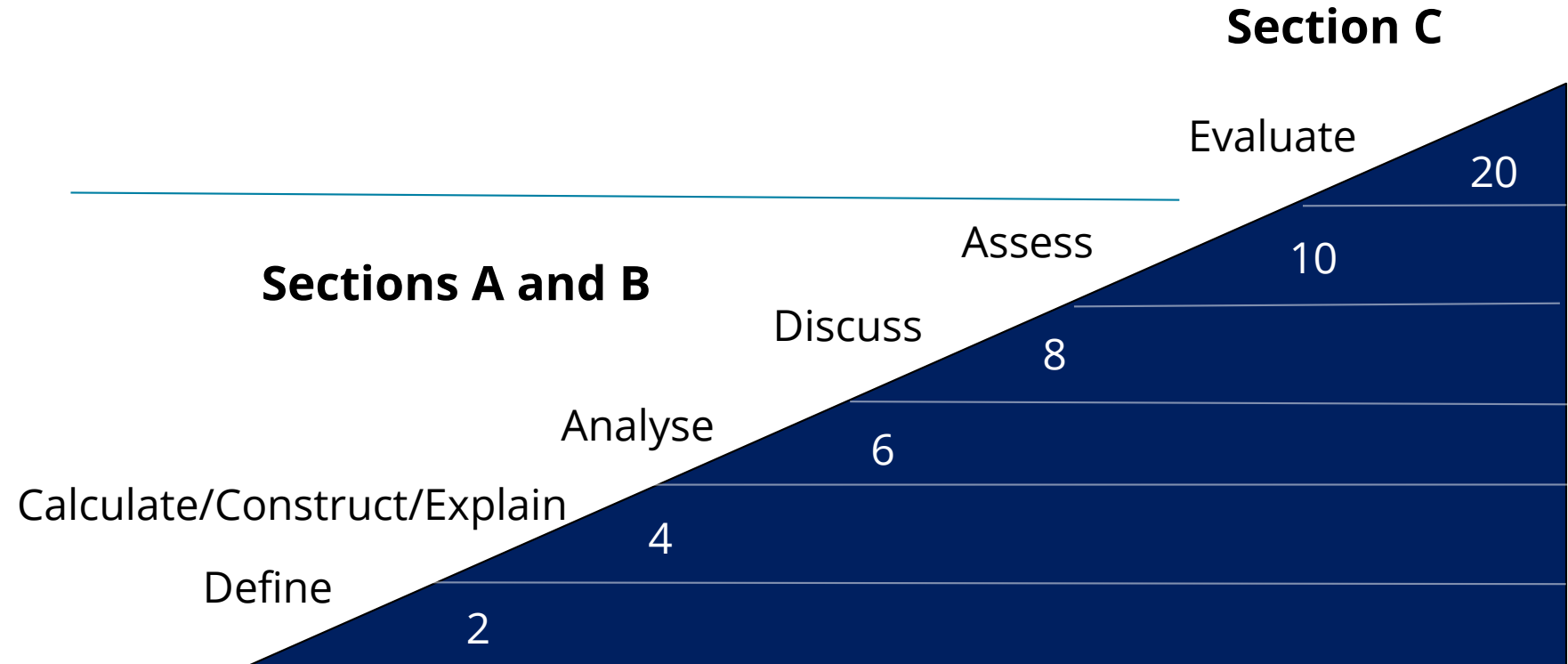
	AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation
Unit 1	13.75% (6.9%)*	12.5% (6.3%)*	13.75% (6.9%)*	10% (5%)*
Unit 2	13.75% (6.9%)*	12.5% (6.3%)*	13.75% (6.9%)*	10% (5%)*
IAS	27.5%	25%	27.5%	20%
Unit 3	5%	5.6%	7.5%	6.9%
Unit 4	5%	5.6%	7.5%	6.9%
IAL	23.8%	23.8%	28.8%	23.8%

* % weighting for IAL



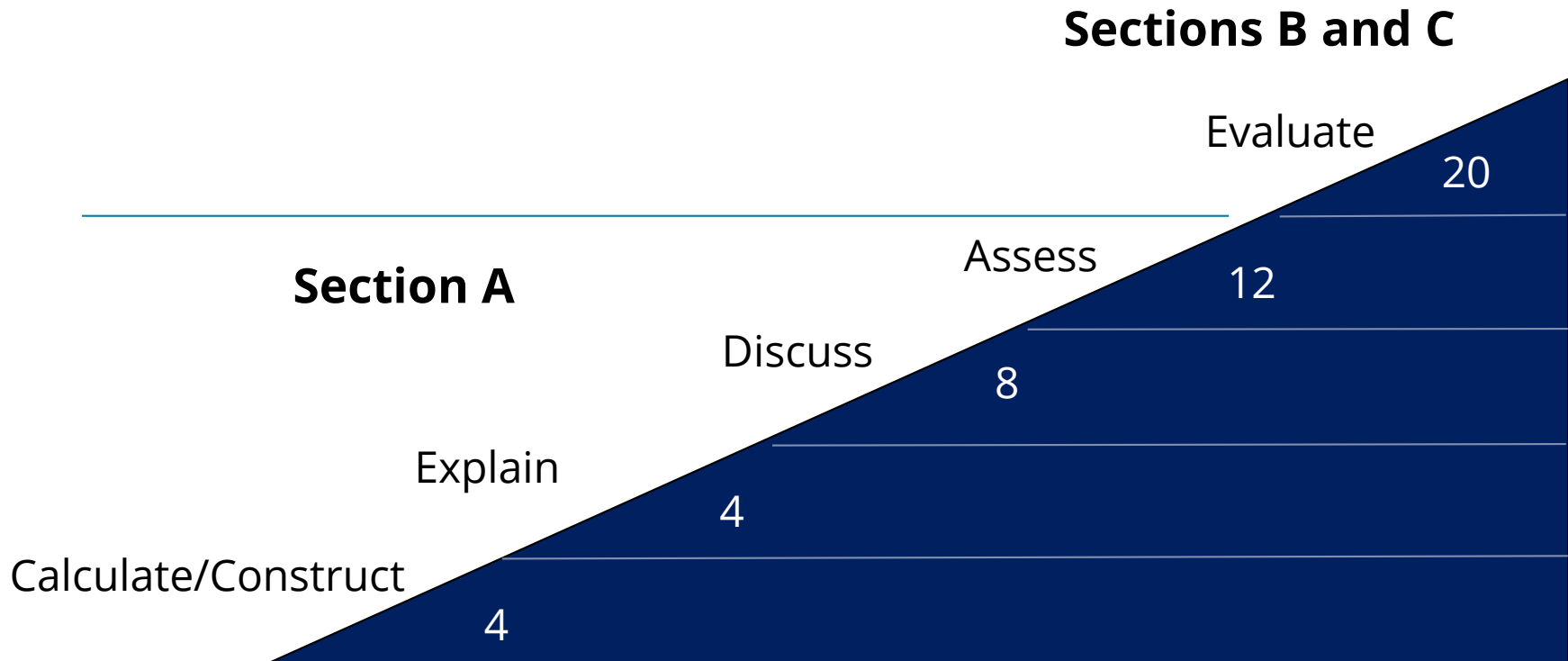
IAS command word taxonomy

Units 1 & 2 have an identical structure.



IA2 command word taxonomy

Units 3 & 4 have an identical structure.



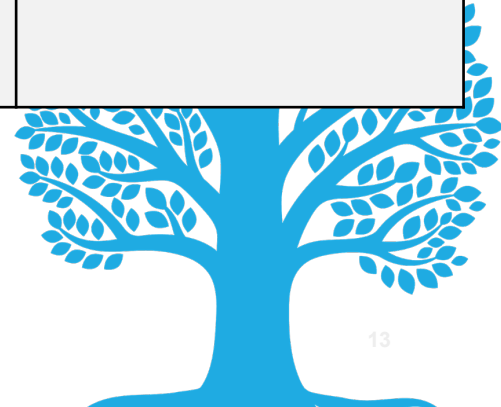
Activity 1: Which AOs?

Place these command words in the correct column/chat window. Some command words may appear in more than one column.

Command words used in IAL Business:

‘Analyse’, ‘Assess’, ‘Calculate’, ‘Construct’, ‘Define’, ‘Discuss’, ‘Explain’, ‘Evaluate’.

AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation



Activity 1: Which AOs?

A01 Knowledge	A02 Application	A03 Analysis	A04 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.



Create an answer

- You could use any of the questions created in the previous activity, or get students to create their own questions to 'create an answer'
- You could use **four** different coloured paper chains.
- 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.



Create an answer

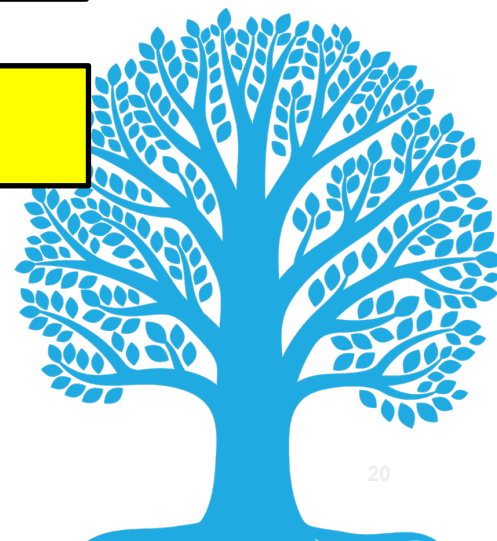
Use the following coloured paper chains to create your answers:

Knowledge (AO1)

Application (AO2)

Analysis (AO3)

Linking word or connective



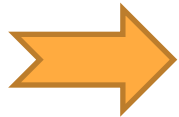
Activity 2b: Create an answer

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

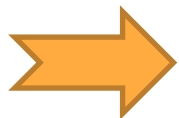
It makes demand more price inelastic.



Therefore,



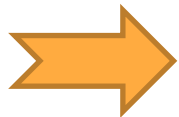
Emirates can raise prices above **airlines** such as **Norwegian**.



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*.

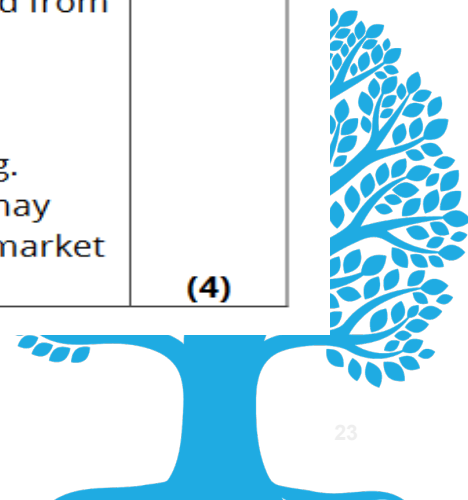
(4)



‘Explain one reason...’ questions

Mark scheme (page 10 Delegate Booklet):

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. • 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 <i>Emirates</i>. (1).</p> <p>Analysis 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>	(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 ~~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>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 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	3rd	3rd (170 words)	8.5 words per minute
Exemplar 2	6 marks	1st	1st (77 words)	15.4 words per minute
Exemplar 3	6 marks	2nd	2nd (139 words)	18.8 words per minute



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.

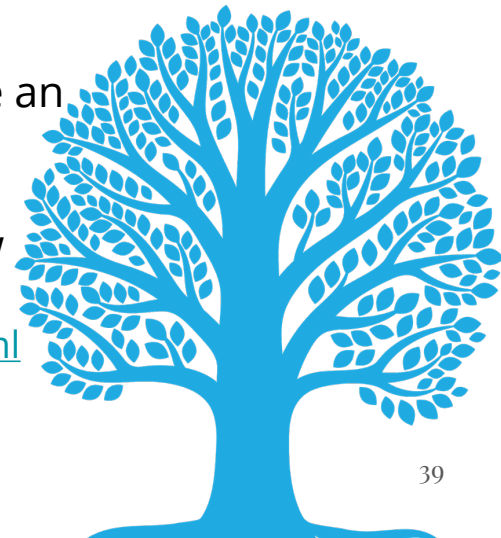
3 Progress to university:

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

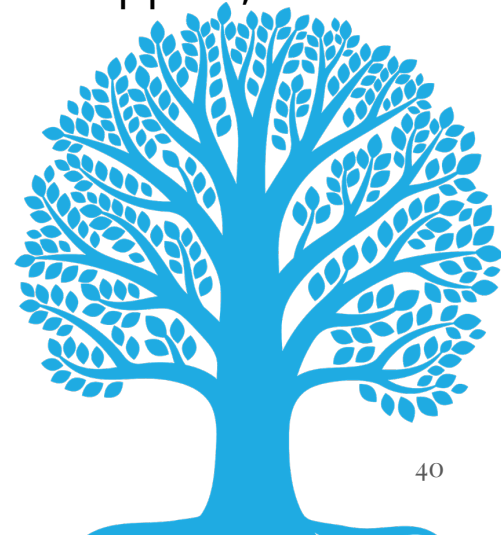


- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Edexcel exams.
- Identify topics and questions where the student could benefit from further learning.
- Use this knowledge to inform teaching strategies and approaches.
- Provides a comparison 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**

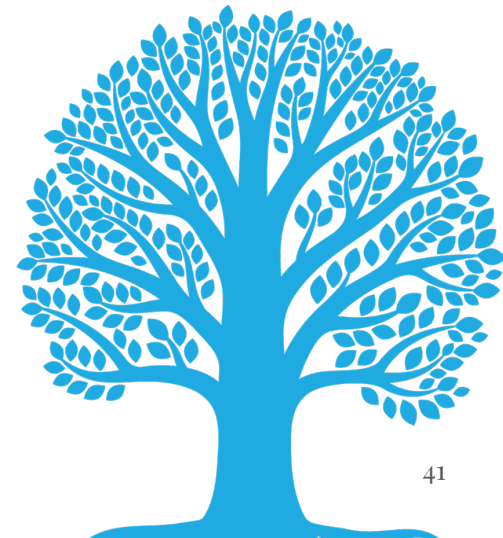
Phone: **+44 (0)20 7010 2182**

Twitter: **@PearsonEconBus**

TeachingBusiness@pearson.com



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



Any questions?



ALWAYS LEARNING