

Pearson Edexcel
**International A Level
Business**

Subheading / Presenter





Agenda

- Fundamental Documentation
- Qualification Content
- Assessment Objectives (AO's)
- Planning the course and further support
- What are the Assessment Objectives for International A Level Business
- Points-based questions: How to answer a '...' question (part 1)
- Level Based Mark Schemes
- Points-based questions: How to answer a '...' question (part 2)
- Support



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
- 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.
- Identify support available from Pearson.
- Networking and sharing ideas with other teachers.

World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives



Fundamental documentation



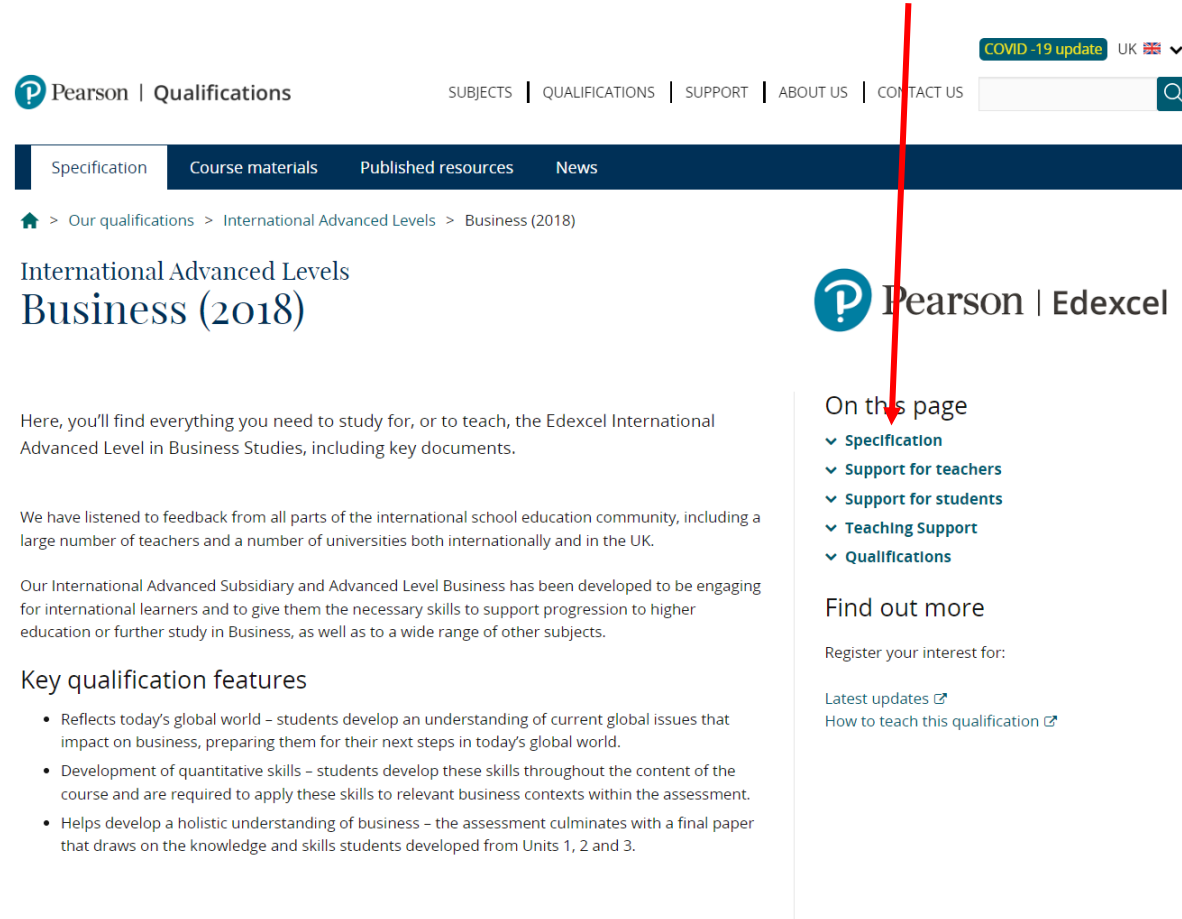
Fundamental documentation



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' link on the Edexcel website.



Pearson | Qualifications COVID-19 update UK  

SUBJECTS | QUALIFICATIONS | SUPPORT | ABOUT US | CONTACT US

Specification Course materials Published resources News

🏠 > Our qualifications > International Advanced Levels > Business (2018)

International Advanced Levels Business (2018)

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](#)
- ▼ [Support for students](#)
- ▼ [Teaching Support](#)
- ▼ [Qualifications](#)

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Edexcel International A Level Business: Specification

Specification



DOWNLOAD

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

Course materials

➤ **Specification and sample assessments (2)**

➤ **Exam materials (126)**

➤ **Teaching and learning materials (30)**



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>	

Edexcel International A Level Business: Specification

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.

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

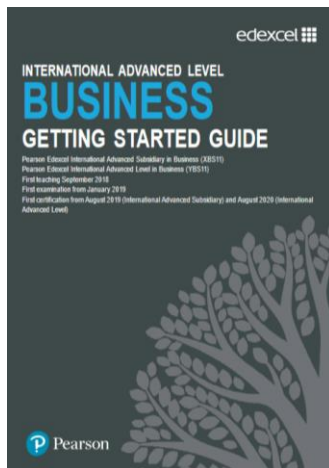
Edexcel International A Level Business: 'Getting Started Guide'

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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'Getting Started' guide:

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.

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

Downloading the live papers will show you that the IAS and IAL question papers have a rigid, consistent structure.



International Advanced Levels
Business (2018)



Course materials

FILTERS

CATEGORIES

- ☐ Specification and sample assessments (2)
- ☒ Exam materials (126)
- ☐ Teaching and learning materials (30)

CONTENT TYPE

- ☒ All
- ☐ Examiner report (36)
- ☐ Mark scheme (44)
- ☐ Modified question paper (6)
- ☐ Question paper (40)

EXAM SERIES

- ☒ All
- ☐ January 2023 (12)
- ☐ October 2022 (12)
- ☐ June 2022 (13)
- ☐ January 2022 (13)
- [Show more](#)

UNIT

- ☒ All
- ☐ 2 (1)
- ☐ Unit 1 (42)

Exam materials (126)

SORT BY

[EXPAND ALL](#)

January 2023	▼
October 2022	▼
June 2022	▼
January 2022	▼
October 2021	▼
June 2021	▼
January 2021	▼
October 2020	▼
January 2020	▼
October 2019	▼
June 2019	▼
January 2019	▼

Edexcel International A Level Business: Live Exam Papers IAS Units 1 & 2

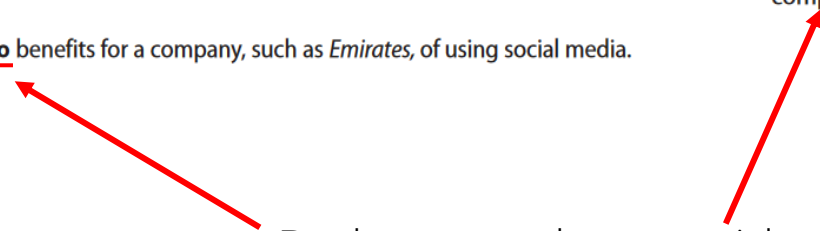
October 2019 Unit 1 Question 1:

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.

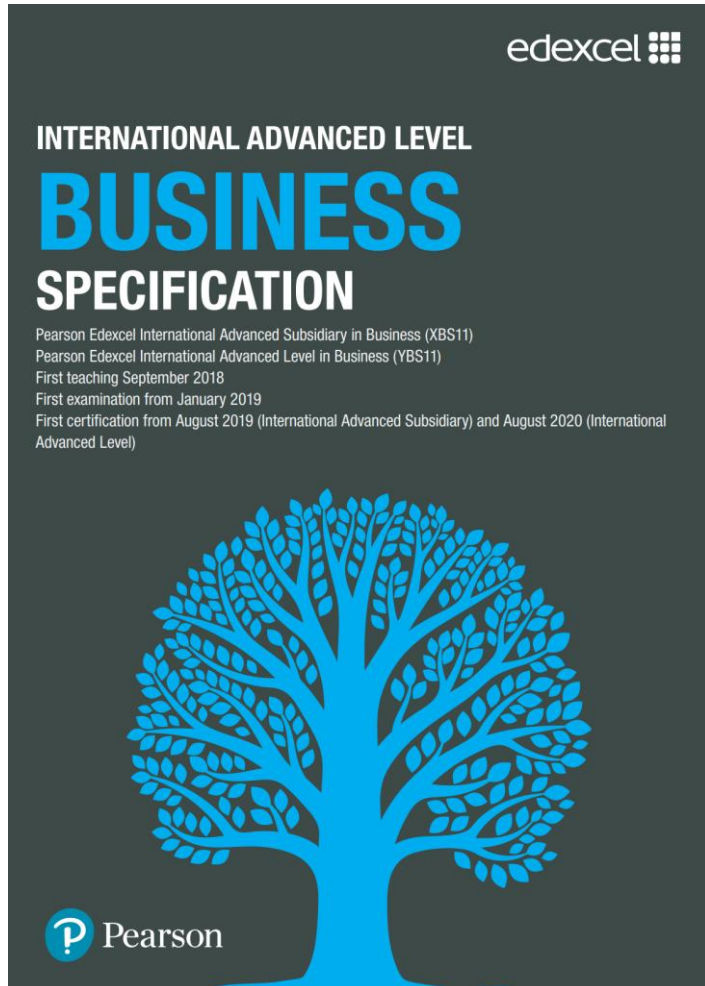
The same will be true of IAL Units 3 & 4.

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



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

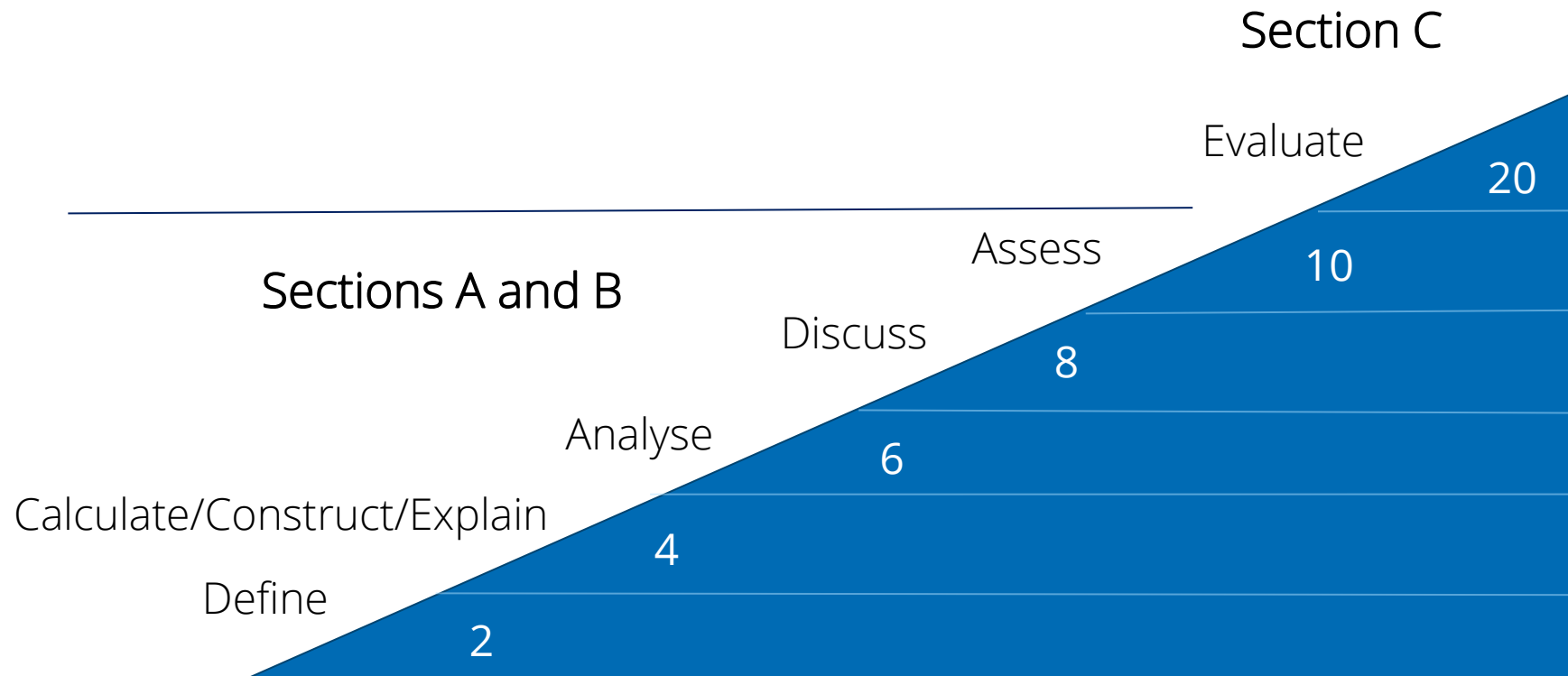
are assessed in:

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

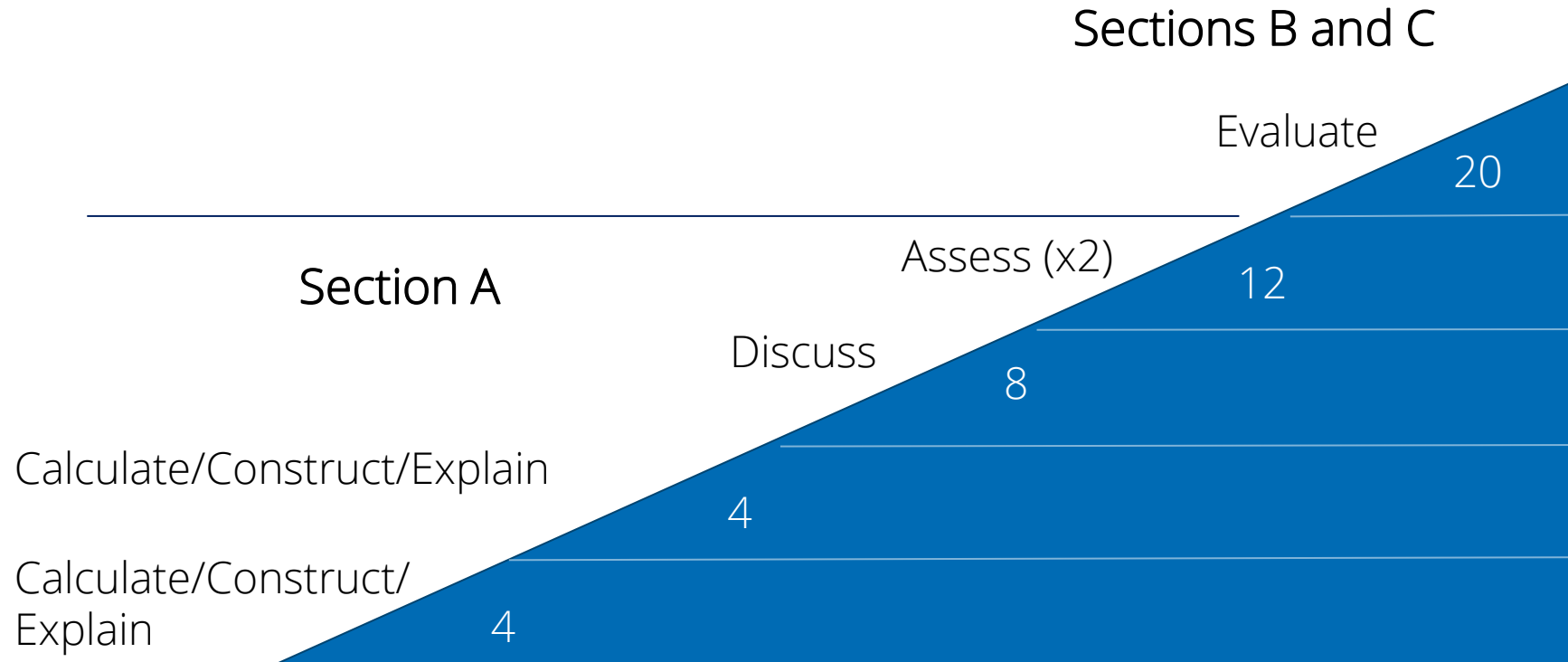
IAS command word taxonomy

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)



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.



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"> • Characteristics • market size and market share • <u>brands</u>. b) Dynamic markets: <ul style="list-style-type: none"> • online retailing • how markets change • innovation and market growth • <u>adapting</u> to change. c) How competition affects the market. d) The difference between risk and uncertainty.	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#axzz2zv5KAbrb • HMV – www.retail-week.com/technology/hmv-kick-starts-digital-strategy-with-launch-of-innovative-app/5053996.article • Waterstones – 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 wants • quantify likely demand • <u>gain</u> insight into consumer behaviour. b) Methods of primary market research: <ul style="list-style-type: none"> • surveys/questionnaires • focus groups/consumer panels • face-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

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.

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

Define the term 'added value'.

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

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

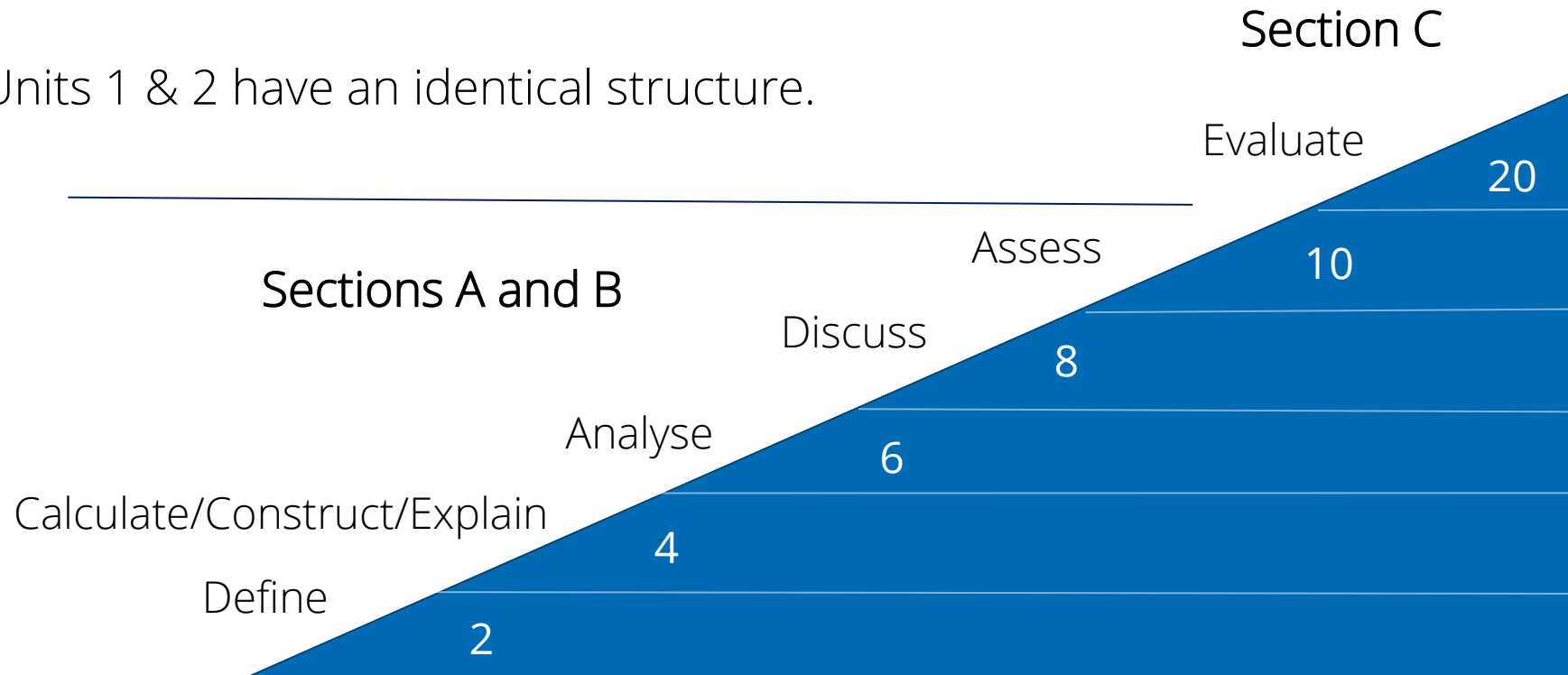
	AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation
Unit 1	13.75% (6.9%)*	12.5% (6.3%)*	13.75% (6.9%)*	10% (5%)*
Unit 2	13.75% (6.9%)*	12.5% (6.3%)*	13.75% (6.9%)*	10% (5%)*
IAS	27.5%	25%	27.5%	20%
Unit 3	5%	5.6%	7.5%	6.9%
Unit 4	5%	5.6%	7.5%	6.9%
IAL	23.8%¶	23.8%¶	28.8%¶	23.8%¶

* % weighting for IAL

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

IAS command word taxonomy

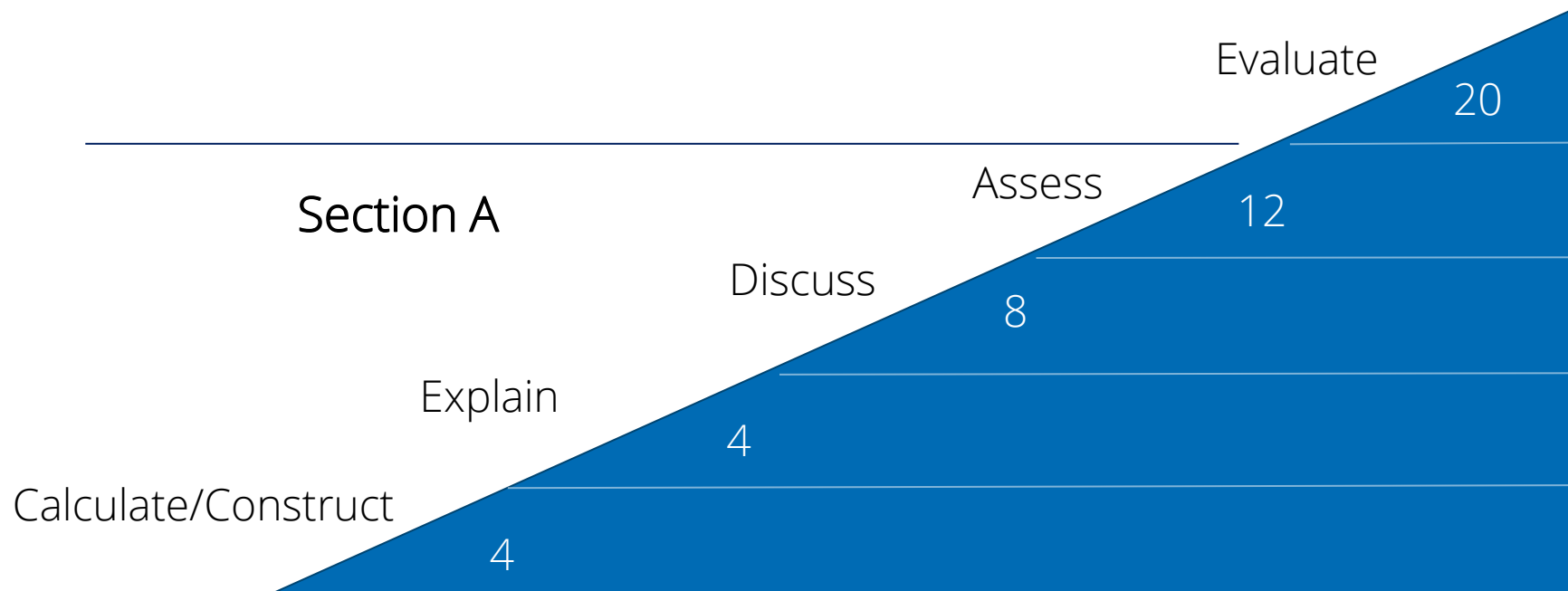
Units 1 & 2 have an identical structure.



IA2 command word taxonomy

Units 3 & 4 have an identical structure.

Sections B and C



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

*IAS only question style

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

Activity 1: 'Define...' 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:

Activity 2: 'Calculate...' 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)

$$\begin{aligned}\text{Percentage of price change} &= 10\% \\ \text{Percentage of change in sales} &= \frac{150\,000 - 120\,000}{120\,000} \times 100\% = 25\%\end{aligned}$$

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

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. • 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

Activity 3: 'Explain one reason...' Exemplar 1

(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

Activity 3: 'Explain one reason...' 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. 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

AO
1

AO
2

AO
3

'Explain one reason...' questions

Activity 3: 'Explain one reason...' Exemplar 2

(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 ~~there~~ gives them a competitive advantage, ~~this~~ This will ~~have~~ potentially result in higher market share, revenues and profit margins.

'Explain one reason...' questions

Activity 3: 'Explain one reason...' 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.

AO2 This is how Emirates differentiates itself from its competitors and ~~then~~ gives them a

competitive advantage, **AO1** This will ~~have~~

potentially result in higher market share, revenues and profit margins. **AO3**

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</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 <i>Starbucks</i> a good reputation (1) <p>Application</p> <p>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</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)• <i>Starbucks</i> may gain a positive reputation and increase market share, challenging <i>Costa</i> (1)	(6)

Activity 4: 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.
- Which one you think is best, rank 1-3(1 = best, 3 = worst).
- And think about which one was the easiest to mark.

Activity 4: 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

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> <u>Weak or no relevant application to business examples.</u> <u>Generic assertions may be presented.</u>	A01 A02 A03
Level 2	3–5	<u>Accurate knowledge and understanding.</u> <u>Applied accurately to the business and its context.</u> <u>Chains of reasoning are presented, showing cause(s) and/or effect(s) but may be assertions or incomplete.</u> <u>An attempt at an assessment is presented that is unbalanced, and unlikely to show the significance of competing arguments.</u>	A01 A02 A03 A04
Level 3	6–8	<u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> <u>Logical chains of reasoning, showing cause(s) and/or effect(s).</u> <u>Assessment is balanced, well contextualised, using quantitative and/or qualitative information and shows an awareness of competing arguments/factors.</u>	A01 A02 A03 A04



Activity 5: 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.
- What level and what mark did you give?
- What mistakes were made by candidates in answering these 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>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context. AO1</p> <p><u>A coherent and logical chain of reasoning, showing cause(s) and/or effect(s).</u> AO2</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> AO3 AO4</p>

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> A01</p> <p><u>Uses well-developed and logical, coherent chains of reasoning, showing a range of cause and/or effect(s).</u> A02</p> <p><u>Arguments are fully developed.</u> A03</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> A04</p>



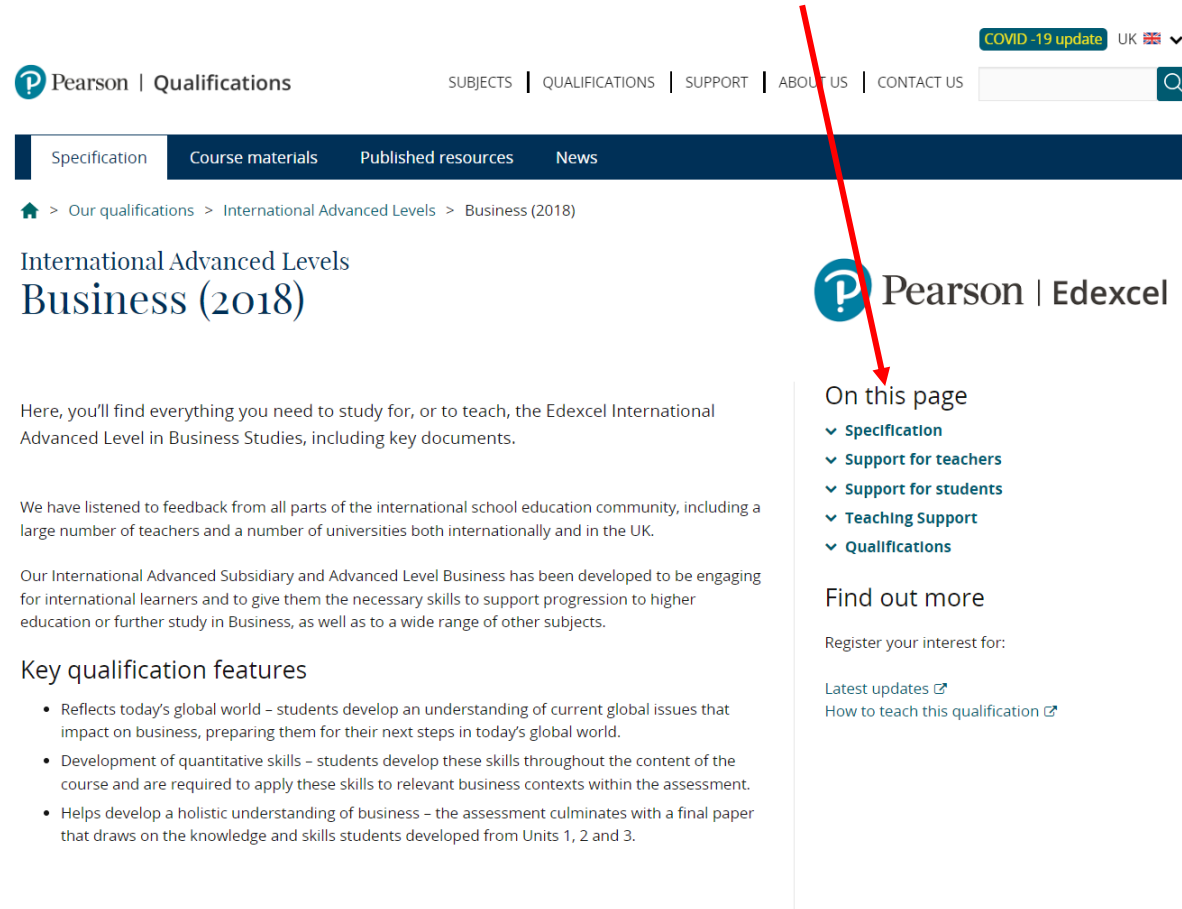
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Guide

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The 'Getting Started Guide' and 'Scheme of Work' are key documents.

Guide



Getting Started Guide

| PDF 1.4 MB | 05 Sep 2018

The 'Getting Started Guide' provides more detail as to the specification coverage.

Scheme of work



Editable Scheme of Work

| DOCX 542.8 KB | 05 Sep 2018

The 'Scheme of Work' gives an indication of what resources can be used to teach the course.

International A Level Business 'Getting Started Guide'

3. Promotion and branding

- a. Types of promotion include personal selling, direct marketing, advertising, public relations, sponsorship, sales promotions (such as buy one get one free, price discounts, money-off coupons, samples/giveaways, special events and point of sale) and digital communications (online advertising, mobile communications, advergames, social media, consumer-generated content and viral strategies). Students should explore the advantages and disadvantages of each type to businesses.
- b. Types of branding include manufacturer/corporate branding such as Nestlé, product branding such as KitKat and own brand product (usually supermarket) such as ASDA chocolate. Students should consider the advantages and disadvantages of each type of branding to the producer and consumer. Students should also explore rebranding – a marketing strategy in which a new name, term, symbol, design or combination is created for an established brand with the intention of developing a new, differentiated identity in the minds of consumers, investors, and/or competitors.

The 'Getting Started Guide' gives more detail on the quantity of material that needs to be taught in each part of the specification. It should be used with the specification.

Subject Advisor

Colin Leith

Email: teachingbusiness@pearson.com

Twitter: @PearsonEconBus

Phone: +44 (0) 344 463 2535



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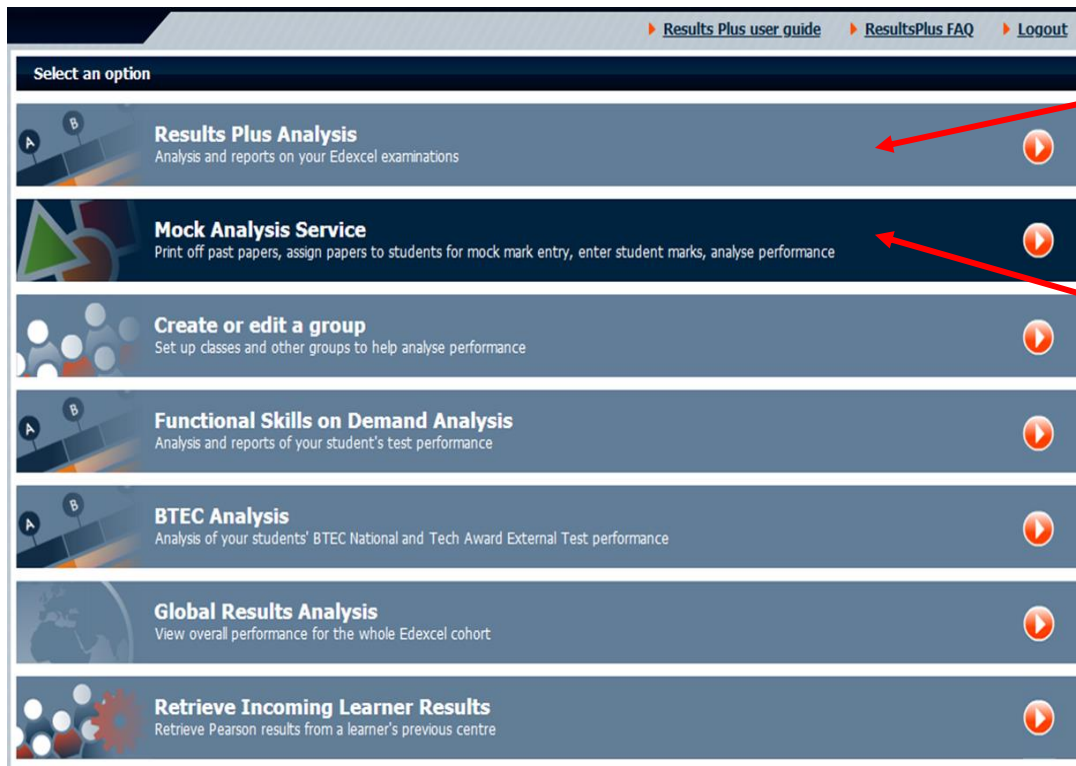
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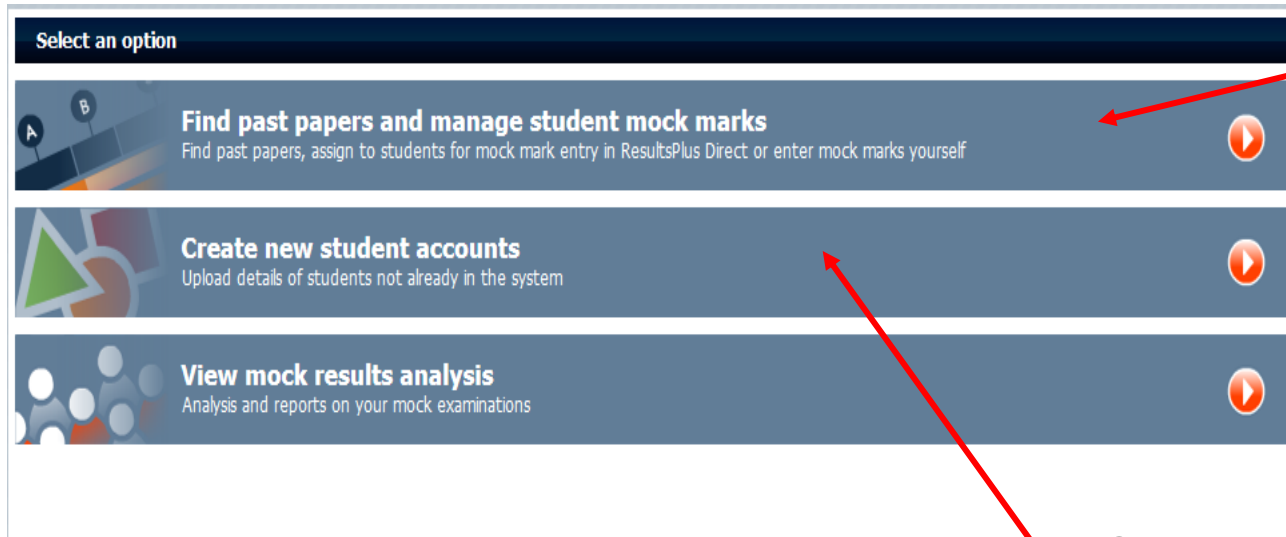
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International comparisons



Question	Score	Performance	Mark distribution	Edexcel Ave: ALL <small>Edit</small>
Q01a	4/4			2.7/4
Q01b	2.88/4			2.79/4
Q01c	3.38/4			1.79/4
Q01d	3.63/6			2.97/6
Q01e	3.75/8			4.37/8
Q01f	5.31/10			4.86/10
Q01g	7.94/12			5.63/12
Q01h	7.13/12			5.6/12
Q02	9.13/20			10.08/20
Q03	10.5/20			9.45/20

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Allows comparisons to be made with all of the other schools that sat the qualification

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How changes in fashion, tastes or preferences affect demand 4 mins 4 marks WBS11/01, June 2019	<input type="button" value="Viewing"/> <input type="button" value="Add"/>

Click here to name your paper...

Total : 📁 0 questions ⌚ 0 minutes ✅ 0 marks

How changes in fashion, tastes or preferences affect demand

Question | Mark Scheme | Examiner's Report | Resources

Using the data from Extract D, explain **one** way changes in fashions, tastes or preferences have affected demand for Ocado.

(4)

.....

(Total for question = 4 marks)

Review which questions you want to include in homework assignments and tests.

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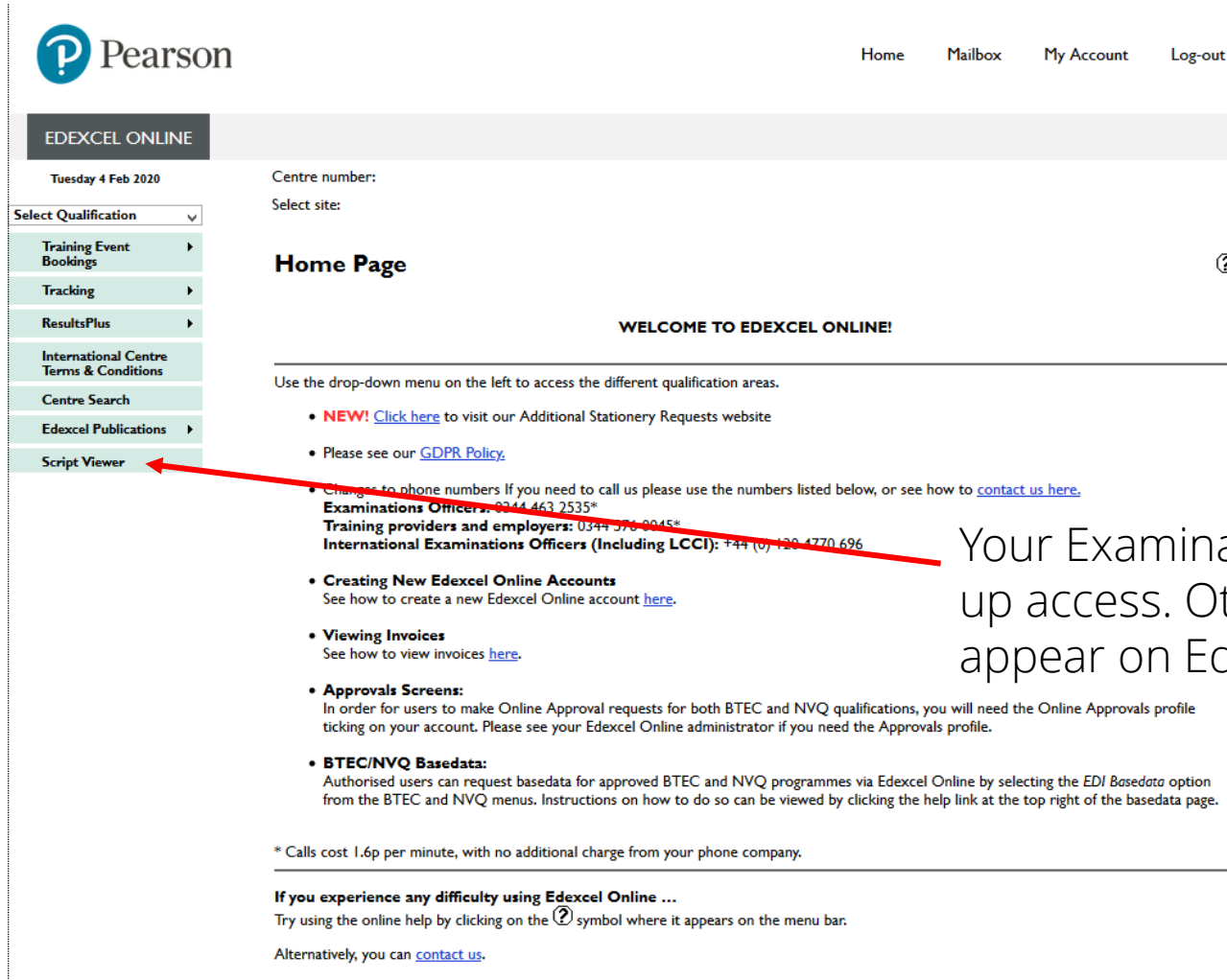


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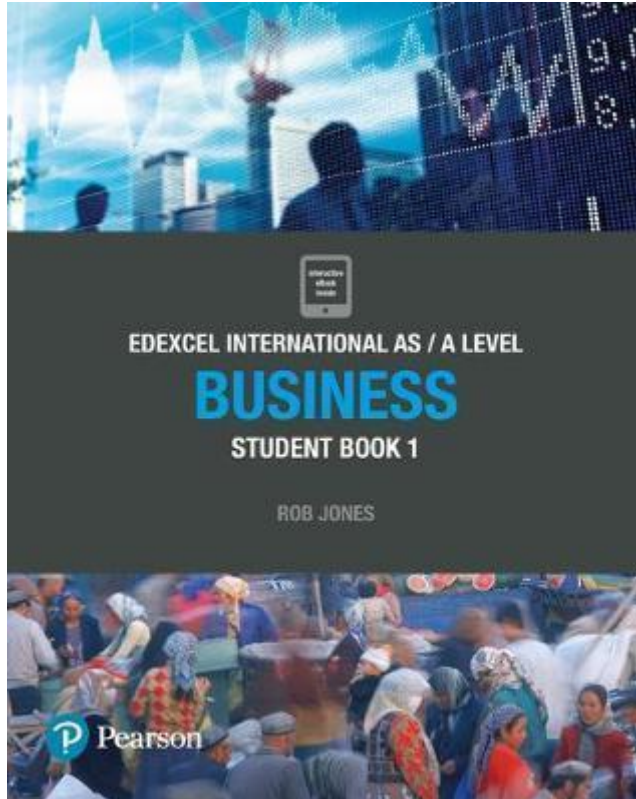
(b) Using the data from Extract D, explain **one** way changes in fashions, tastes or preferences have affected demand for Ocado.

(4) 4

Changes in fashions, tastes and preferences have increased the demand for Ocado. This is ~~because~~ because of consumer spending habits. Shopping habits has also changed which led to an increase in demand. This has led to an increase in revenue for Ocado.

A PDF will then open, showing you the exam paper of the selected student with marks.

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