

Edexcel International GCSE to International A Level Business: Bridging the Gap

Event code: 4BS1-20IO2

First teaching in 2018, first assessment 2019



Aims and Objectives

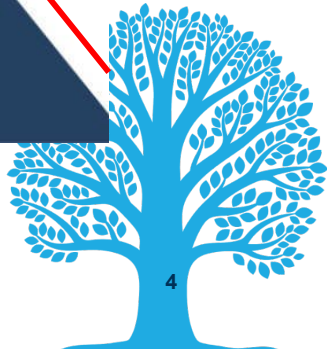
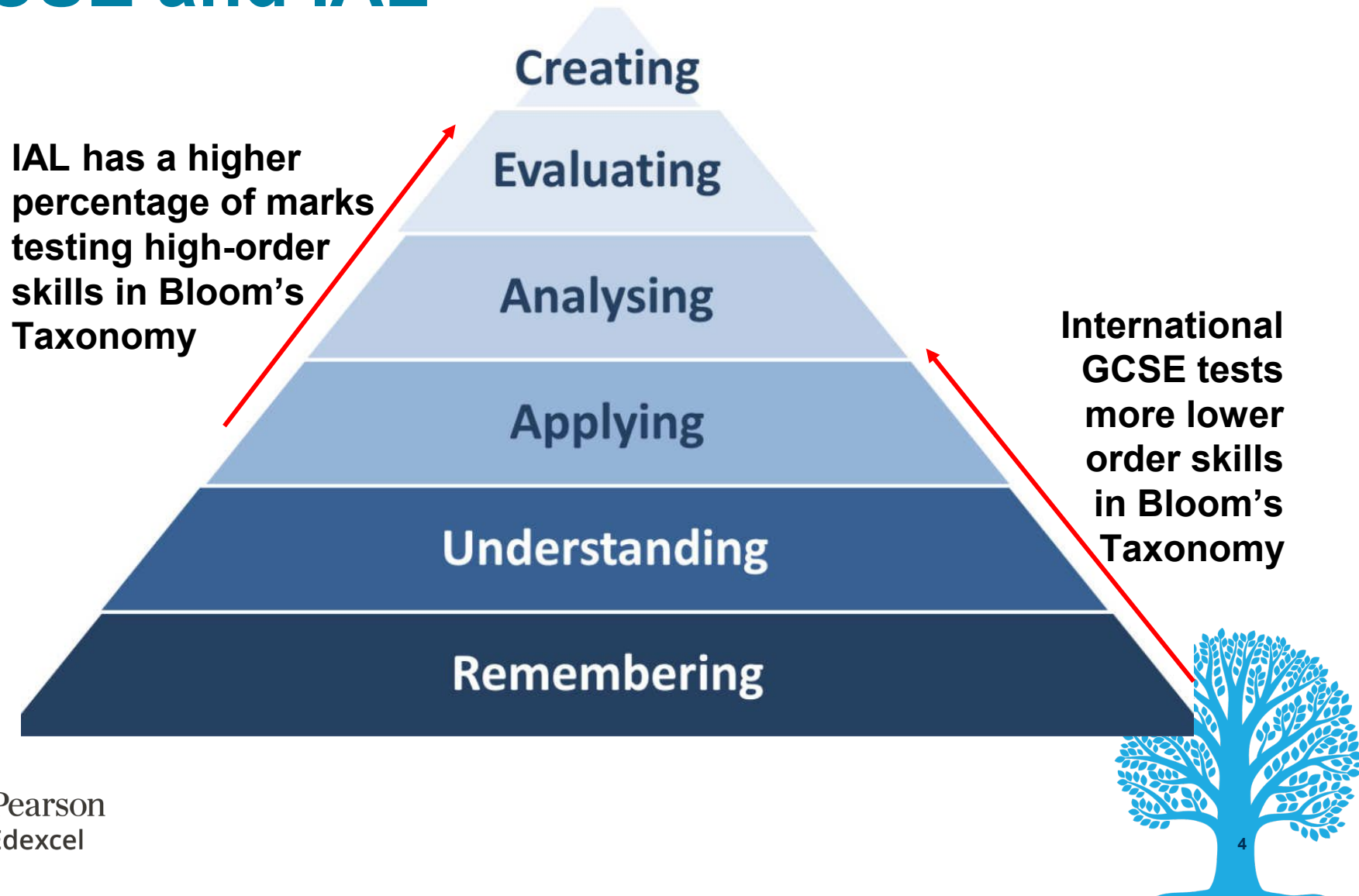
- Discuss the differences between International GCSE and Advanced level study, including level of difficulty, accessibility, learning styles and methods of assessment.
- Introduction to a range of activities to both enthuse and enable students who have just completed International GCSE assessments to make and sustain the necessary step up to the level of understanding and methods of working, including independent learning, required to succeed at International A level.
- Discuss and look at ways to address some of the common pitfalls experienced by students in taking this challenging step.



Differences between International GCSE and IAL Business



Bloom's Taxonomy: International GCSE and IAL



Changes in Assessment Objective weightings: International GCSE & IAL

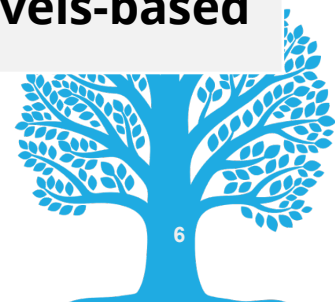
	AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation
International GCSE	27.4%	38.8%	22.6%	11.2%
IAS	27.5%	25%	27.5%	20%
IAL*	23.8%	23.8%	28.8%	23.8%
% Change	-13.1%	-38.7%	27.4%	112.5%

*Percentages are rounded.



Common command words in International GCSE/IAL

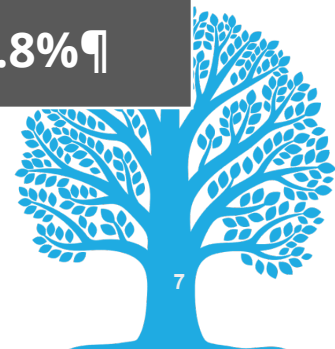
Command Word	AOs in IGCSE	AOs in IAL	Marks IGCSE	Marks IAL	Type of Mark Scheme IAL
Define	AO1	AO1	1	2	Points-based
Calculate	AO2	AO1, AO2, AO3	2	4	Points-based
Explain	AO1	AO1, AO2, AO3	3	4	Points-based
Analyse	AO2, AO3	AO1, AO2, AO3	6	6	Points-based
Evaluate	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	12	20	Levels-based



Weighting of Assessment Objectives (IAL)

	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, ¶ Percentages are rounded.



Which questions test which AOs?

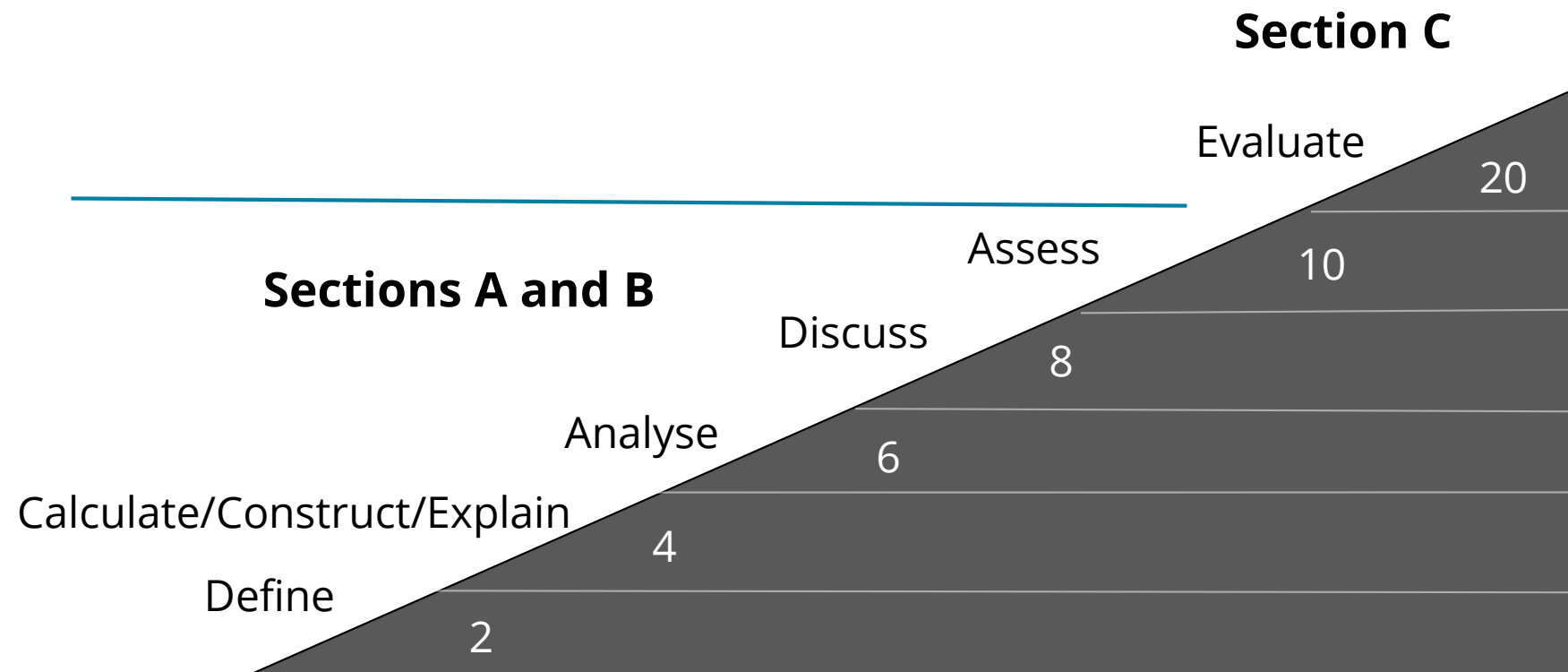
AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation	Mark Tariff	Type of Mark Scheme
Define*				2	Points-based
Calculate	Calculate	Calculate		4	Points-based
Construct	Construct	Construct		4	Points-based
Explain	Explain	Explain		4	Points-based
Analyse*	Analyse*	Analyse*		6	Points-based
Discuss	Discuss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

***IAS only question style**



IAS command word taxonomy

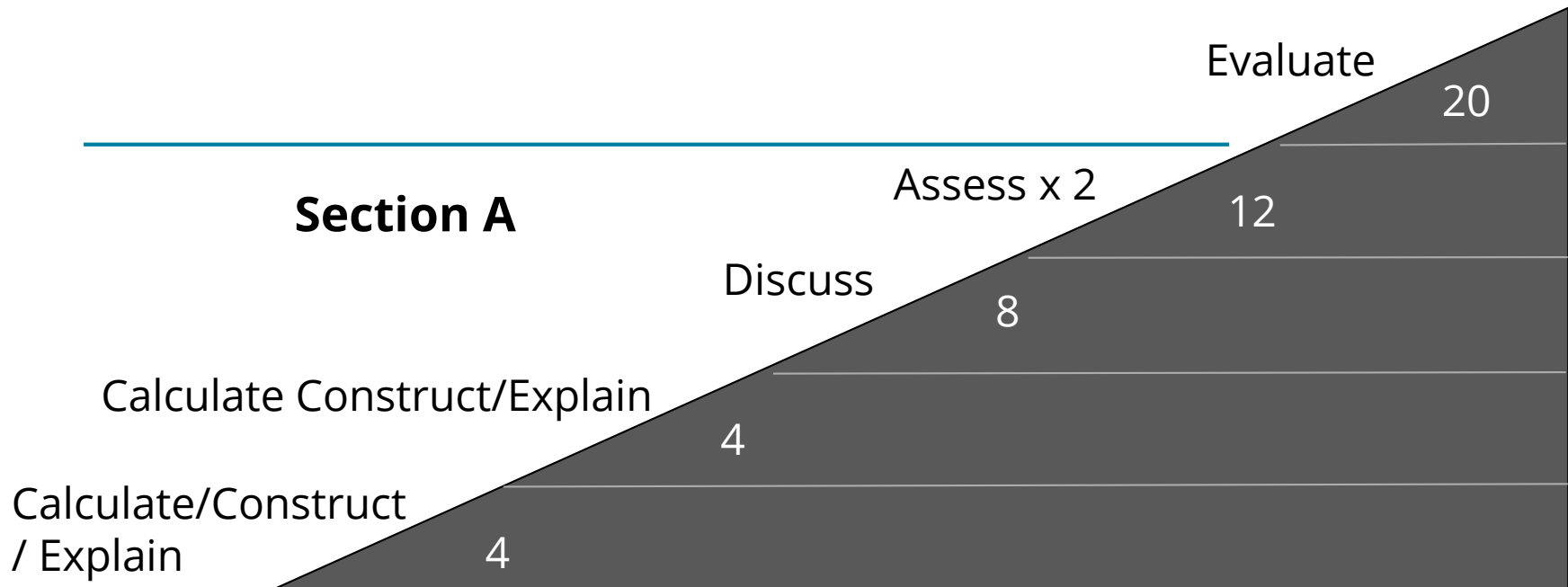
Units 1 & 2 have an identical structure.



IA2 command word taxonomy

Units 3 & 4 have an identical structure.

Sections B and C



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



Any questions?

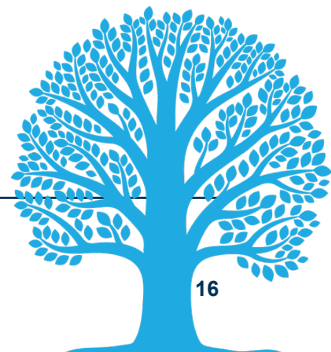


Differences in assessment (Common command words)



IAS ‘Define...’ questions:

- At IAS, always **worth 2 marks**.
- Designed to test **Knowledge** (AO1).
- **No marks** are given for examples.
- A **‘points-based’ mark scheme** is used.
- ‘Define...’ questions can appear in Papers 1 and 2 (IAS only).



IAS 'Define...' questions: Mark scheme

Question Number	Question	Marks
2(a)	<p>Knowledge 2</p> <p>Up to 2 marks for defining the term 'online retailing' e.g. The sale of goods and service (1) using the internet (1).</p>	(2)

Assessment objective tested. Notice, this question tests 'AO1' or 'Knowledge'.

Taken from WBS11_01 June 2019 Question 2(a)



IAS 'Define...' questions: Exemplar 1

SECTION B

Read Extracts C and D in the Source Booklet before answering Question 2.

2 (a) Define the term 'online retailing'. (Extract C, line 1)

(2)

AO1

Online retailing is a business where customers order goods
online via the internet AO1

This candidate has demonstrated both strands of 'Knowledge' or 'AO1' required for a score of 2 marks.

Taken from WBS11_01 June 2019 Question 2(a)



IAS/IAL ‘Calculate...’ questions:

- Always **worth 4 marks**.
- Designed to test **Knowledge**, (AO1) **Application** (AO2) and **Analysis** (AO3).
- A **‘points-based’ mark scheme** is used.
- ‘Calculate...’ questions can appear in Units 1, 2, 3 and 4. (**inter-changeable with ‘Construct...’ and ‘Explain...’**).
- No formulae are given at the start of the examination paper – so a Knowledge (AO1) mark can be awarded for stating the formula even if the answer is incorrect.
- No answer line is given, so candidates have to give their answer in the correct units, with the correct sign and to the right number of decimal places.

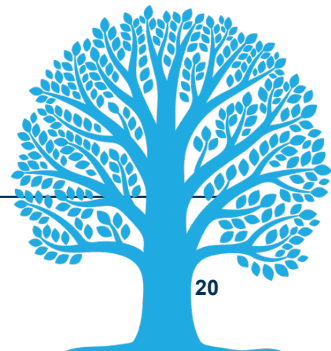
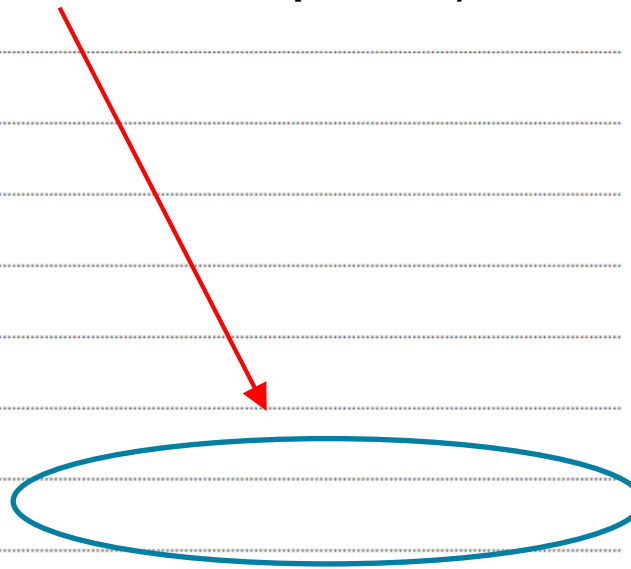


IAS/IAL 'Calculate...' Answer template

- (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)

There is no answer line so candidates are expected to provide units, the sign (+/-) and answer to the correct number of decimal places (dependent on the question).



IAS/IAL 'Calculate...' questions: 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>	<p>(4)</p>

Assessment Objectives tested. Note that these Assessment Objectives are the same as the ones for an 'Explain' and 'Construct' question.

Note how a mark is lost if the '-' sign is not included in the answer.



IAS/IAL 'Calculate...' questions: 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)

$$\text{Price elasticity of demand} = \frac{\text{Percentage change in quantity demanded}}{\text{Percentage change in price.}}$$

C PED.

$$\text{Percentage change in quantity demanded} = \frac{150\,000 - 120\,000}{120\,000} \times 100$$

$$= 25\%$$

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

$$\text{PED} = -2.5$$

The candidate gives the correct answer with the right sign '-' so automatically receives 4 marks. This candidate has set their workings out and has given the formula – so they are in a position to gain marks even if their answer was wrong.



IAS/IAL ‘Explain...’ questions

- Always **worth 4 marks**.
- Designed to test **Knowledge** (AO1), **Application** (AO2) and **Analysis** (AO3).
- A **‘points-based’ mark scheme** is used.
- ‘Explain...’ questions can appear in Units 1, 2, 3 and 4 (**interchangeable with ‘Calculate...’ and ‘Construct...’**).
- Candidates need to provide **three** linked strands following on from the identification of **one** impact/method/advantage/disadvantage/reason etc.
- **Two of the linked strands must include Application (AO2)**. This is normally taken from the accompanying extract or case study.



Differences between International GCSE and IAS/IAL 'Explain...' questions

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

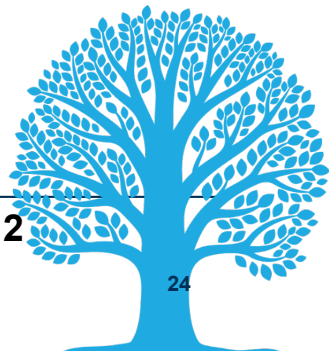
At IGCSE, 'Explain...' questions are generic so can be answered using just 'Knowledge and 'Understanding' or 'AO1'

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

(4)

At IAL, 'Explain...' questions contain the name of a specific business. This is italicised to help it stand out. This highlights the needs for the candidate to demonstrate 'Application' or 'AO2'.

Taken from 4BS01 May 2019 Question 1 and WBS11_01 October 2019 Question 2



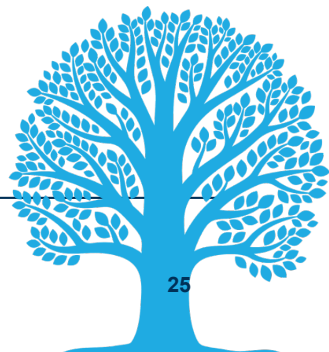
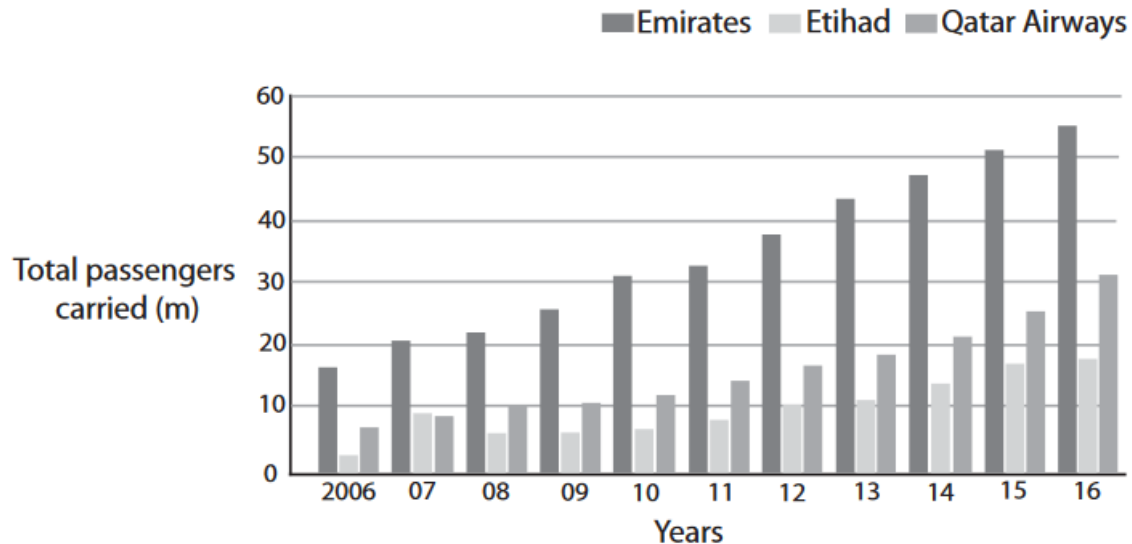
IAS/IAL 'Explain...' questions: Extract

Extract C

Airline Companies in the Middle East

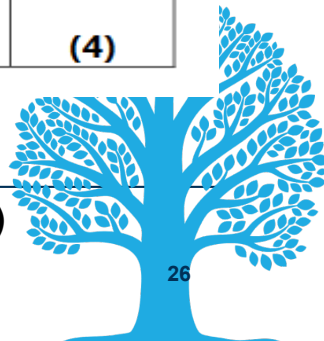
Over the past 10 years airline companies based in the Middle East have significantly increased the number of passengers they carry each year. Competitors, *Emirates*, *Etihad Airways* and *Qatar Airways* have attracted travellers with competitive pricing, superior service and luxurious premium cabins. Whilst passenger numbers are increasing, these airlines are facing competition from low-cost airlines, such as *Norwegian Air Shuttle* and Singapore-based *Scot*. These airlines are attracting customers with low-priced fares on some of the same routes.

This extract should be used to add 'application' or 'AO2' into an 'Explain...' question response.



IAS/IAL ‘Explain...’ questions: Mark scheme

Question	Answer	Mark
2(b)	<p>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)



IAS/IAL 'Explain...' questions: Exemplar 1

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

(4)

Product design is when the business focuses on the production process which has function, aesthetics and cost. A reason why ~~product~~ the product may be considered the most important ~~the~~ element is because it represents the brand image of ~~the~~ the company and what brings profit.



IAS/IAL 'Explain...' questions: Exemplar 1 (Marking logic)

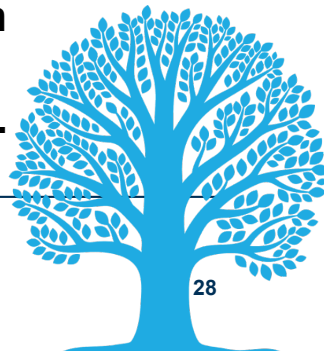
(b) Explain **one** reason why product may be considered the most important element of the marketing mix for *Emirates*.

(4)

Product design is when the business focuses on the production process which has a function, aesthetics and cost. A reason why ~~product~~ the product may be considered the most important ~~the~~ element is because it represents the brand image of ~~the~~ the company and what brings profit

AO1

After starting to answer a different question on the 'design mix', the candidate finally starts to answer the question. The candidate gives one reason why the 'product' may be important. There is no development with application.



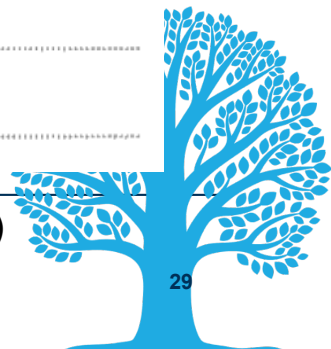
IAS/IAL 'Explain...' questions: Exemplar 2

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



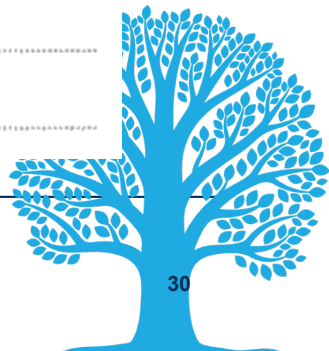
IAS/IAL 'Explain...' questions: Exemplar 2 (Marking logic)

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

(4)

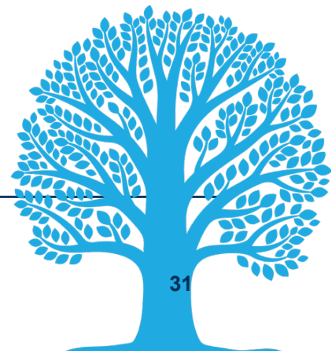
Product is a part of the marketing mix and is about the function of the product.

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 AO2 This is how Emirates differentiates itself from its competitors and ~~this~~ gives them a competitive advantage AO1 This will ~~have~~ potentially result in higher market share, revenues and profit margins AO3



IAS ‘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 (**in International GCSE a levels-based mark scheme is used**).
- They are marked as if they were 2 separate 3 mark questions.
- Will appear in Units 1 and 2 (IAS only).

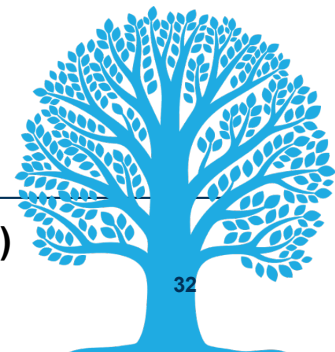


IAS 'Analyse...' question mark scheme

Question Number	Answer	Mark
1(c)	<p>Knowledge 2, Application 2, Analysis 2</p> <p>Knowledge Up to 2 marks for defining a competitive market e.g.</p> <ul style="list-style-type: none"> A large number of producers compete with one another (1) to meet the needs and wants of consumers (1) <p>OR</p> <p>For giving 2 ways, e.g.</p> <ul style="list-style-type: none"> Focus on a niche (1) Provide excellent customer service (1) <p>Application Up to 2 marks for answers contextualised to small businesses in India, e.g.</p> <ul style="list-style-type: none"> Individually designed jewellery made by small jewellers in India (1) Part of the customer service is meeting with clients when designing unique jewellery (1) <p>Analysis Up to 2 marks for a reason/cause/consequence for small Indian businesses, e.g.</p> <ul style="list-style-type: none"> Consumers may be more attracted to jewellery they know is not going to be sold in the mass market (1) Consumers are more likely to buy expensive products like gems and diamonds if they are given a high level of personal service because they know the piece will be unique (1) 	(6)

'Knowledge' can be shown by either defining the key term in the question – in this case 'competitive market' or by giving 2 ways.

Assuming a candidate can answer the question, it is more efficient to give '2 ways'.



IAS 'Analyse...' questions: Exemplar 1 (Part 1)

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

(6)

One way a small ^{Indian} business could compete in a competitive export market is by having a personalised product. This being possible as many small Indian business' are labour intensive and allow for a "highly personal service". This gives Indian products a unique selling point over the mass market products coming from the export market, and therefore a competitive advantage.



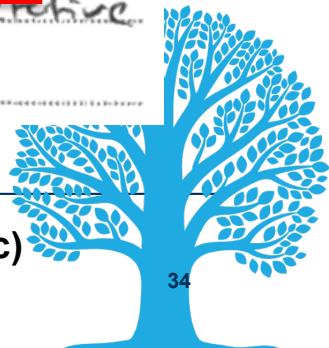
IAS 'Analyse...' questions: Exemplar 1 (Part 1)

(Marking logic)

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

(6)

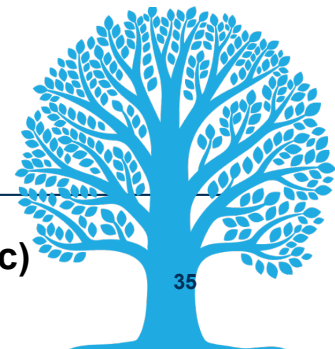
One way a small ^{Indian} business could compete in a competitive export market is by having a personalised product. AO1 This being possible as many small Indian business' are labour intensive and allows for a "highly personal service". This gives Indian products a unique selling point over the mass market products coming from the export market, and therefore a competitive AO3 advantage. AO2



IAS 'Analyse...' questions: Exemplar 1 (Part 2)

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

Another way a small business could compete in a competitive export market is by cutting prices, compared to those in the exporting country markets. This likely increasing sales to the export market. However, this is a very short-term solution as in a competitive market, competitors will likely react quickly to the change in price, that won't be sustainable for a small business.

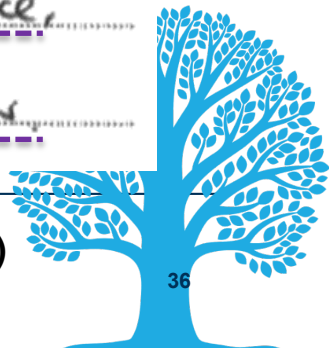


IAS 'Analyse...' questions: Exemplar 1 (Part 2)

(Marking logic)

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

Another way a small business could compete in a competitive export market is by cutting prices, compared to those in the exporting country markets. AO1 This likely increasing sales to the export market. AO3 However, this is a very short-term solution as in a competitive market, competitors will likely react quickly to the change in price, that won't be sustainable for a small business.



IAS/IAL ‘Evaluate...’ 20-mark questions

- Always worth 20 marks.
- Designed to test **Knowledge** (AO1), **Application** (AO2), **Analysis** (AO3) and **Evaluation** (AO4).
- A levels-based mark scheme is used (**which is different from the one used at International GCSE**).
- In Units 1 and 2 the ‘Evaluate...’ question appears in Section C only.
- In Units 3 and 4 the ‘Evaluate...’ question appears in both Sections B and C.



IAS/IAL 'Evaluate...' question mark scheme

After reading the whole response you are looking to identify the most appropriate level – then go to the middle of that level. Start from Level 0 and work up to Level 4.

Note how each level up places a greater emphasis on Analysis (AO3) and Evaluation (AO4).

Level	Mark	Descriptor	AO1
	0	No rewardable material.	
Level 1	1–4	<u>Isolated elements of knowledge and understanding.</u> <u>Weak or no relevant application of business examples.</u> <u>An argument may be attempted, but will be generic and fail to connect causes and/or consequences.</u>	AO2
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	<u>Accurate and thorough knowledge and understanding, supported throughout by relevant and effective use of the business behaviour/context.</u> <u>Uses well-developed and logical, coherent chains of reasoning, showing a range of cause and/or effect(s).</u> <u>Arguments are fully developed.</u> <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>	AO2

AO3

AO1

AO3

AO4

Any questions?



Common pitfalls at IAL Business



Common pitfall 1: Lack of knowledge

2 (a) Define the term 'productivity'. (Extract D, line 9)

(2)

productivity is the amount of output manufactured
by a business within a given time

This candidate has defined
'production' not 'productivity'.

Taken from WBS12_01 October 2019 Question 2(a)



Common pitfall 2: Lack of practice

The income elasticity of demand (YED) in a country for Coca-Cola is 0.5.
The average income in the country increases by 5%.

- (b) Calculate the percentage change in quantity demanded of Coca-Cola.
You are advised to show your working.

Quantity demanded (4)

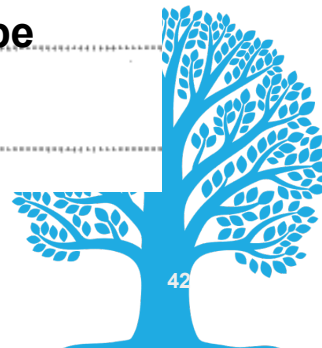
$$YED = \frac{\% \text{ change in } \cancel{\text{Quantity Supplied}}}{\% \text{ change in } \cancel{\text{Price}} \text{ income}}$$

$$5 = \frac{QD}{5\%}$$

$$5 \times 5\% = QD$$

$$QD = 0.25\%$$

The candidate has made a copying error. This should be '0.5' not '5'.



Common pitfall 3: Lack of focus on the question

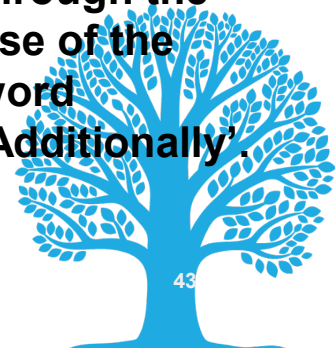
(b) Explain **one** reason why there may have been a decline in India's labour-intensive industries.

(4)

Labour-intensive is when firms are focused on and use more employee workers as opposed to capital (e.g. machinery). This could be because of the advancement in technology and it is more efficient to have machinery as there is a faster and larger level of output. Additionally, this could be caused by the overall fall in exports within India's small labour-intensive industries. Since demand is decreasing, employees become of no use and are therefore made redundant, causing a decline in India's labour-intensive industries.

This candidate should focus on '**one**' reason. This is why the word '**one**' is emboldened.

The candidate has drifted into a second reason through the use of the word '**Additionally**'.



Common pitfall 4: Lack of application

(c) Analyse **two** benefits of strong branding for Coca-Cola. ^{loyalty → premium prices}

(6)

one benefit of strong branding for Coca-Cola is that they gain many loyal customers. Since Coca-Cola has high level of brand loyalty, which is because of the large amount of money spent on branding their products. This would lead them to gain more loyal customers, thus allowing them to charge premium pricing and raise their profits.

Another benefit of ~~the~~ strong branding for Coca-Cola is that more consumers are aware of their products. Because of their strong branding, Coca-Cola is a well-known and recognised brand globally. This thus attracts the attention of many consumers all around the world. More people would therefore purchase their products, thus increasing their market share and revenues.

The response is generic. The candidate has not demonstrated 'Application' or 'AO2' in their response at all.



Common pitfall 5: Unnecessary writing

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

(6)

Using social media to build a brand is one of the social trends that businesses use these days.

Emirates could benefit by the use of social media because nowadays is where a high percentage of the consumers are at and it's what is most used, compared to other mediums

AO1

such as TV, magazines and radio, this can help ~~then~~ Emirates reach a larger number of people and specialise and gain competitive advantage, as it has done becoming the first airline with over one million followers on Instagram.

secondly, a benefit for Emirates of ~~the~~ use of social media could be that advertising can be done very easily, rapidly and even by itself if something goes viral, this ~~is~~ could save up huge costs for Emirates, leading to higher profitability.

AO1

Not sure why this sentence is here. It is not defining anything – **18 words wasted.**

Unnecessary sentences before the 'benefit' is stated. A further **24 words wasted.**



Common pitfall 6: Lack of evaluation

The command word 'Assess' means that 'AO4' will be tested, so a one-sided answer will not allow the candidate to reach the top of the mark scheme.

(e) Assess the advantages for a company, such as Coca-Cola, of using face-to-face surveys when collecting market data.

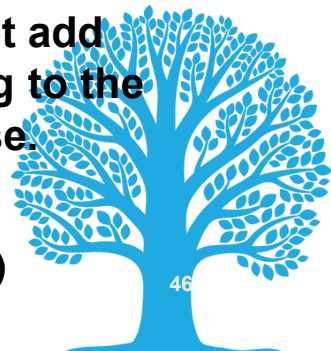
(10)

face to face surveys is a method of primary market research which is a method of research carried directly by a business. Coca-Cola used face to face surveys to find ideas and views on the new packaging and flavours as it says in extract B. There are many advantages on why face to face survey one of them is that it can be more specific info because is ~~take~~ looking for like customer views on the flavours. By using face to face they are getting information that no other business has such as information on their tastes. The data face to face is good as is reliable information. However it is very costly and time consuming and it could be better to use secondary market research information which is not costly and not time consuming.

In conclusion there are more advantages on why Coca-Cola should use face to face surveys ~~like~~ and it will be better insight on what their ~~is~~

'Assess' before the word 'advantages' should tell the candidate that they will have to consider the drawbacks of each advantage considered.

This conclusion does not add anything to the response.



Marking activity:

Find the mark/level:

- In your delegate pack there are a further five exemplars covering the range of questions with a common 'command word' to that of International GCSE. These can be found on Pages 20-34 of the Delegate Booklet.
- The samples are from a range of different Unit 1 and 2 Papers from 2019.
- Use the mark scheme to decide upon **the overall mark/level** for each response.
- Use the polls to enter the mark/level after reading/marking each response.



Any questions?



ALWAYS LEARNING