

# Switching Guide

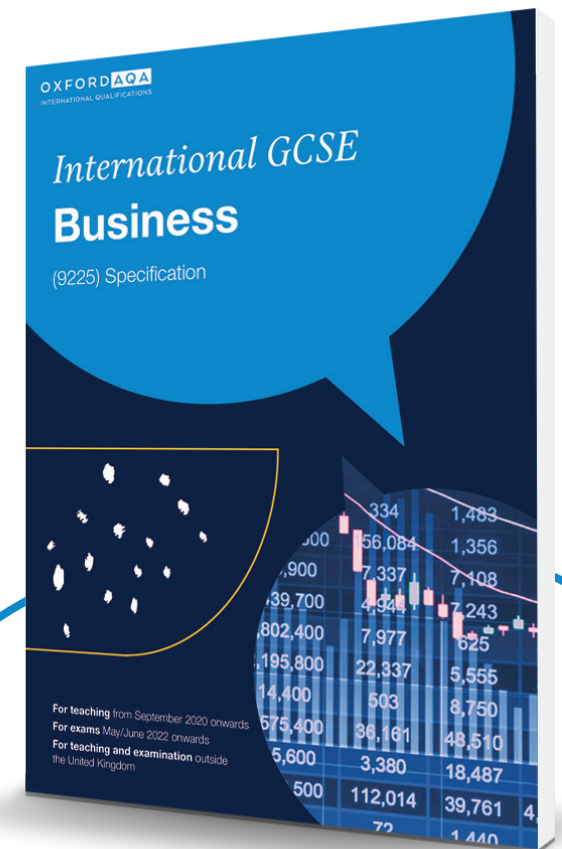
*International GCSE*

# Business

(9225)

**Switching from Pearson Edexcel or  
Cambridge International to  
OxfordAQA International Qualifications**

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*we put fairness first*

## Switching to OxfordAQA International GCSE Business (9225)

Designed for students outside of the UK, the **OxfordAQA International GCSE Business** specification teaches learners real-world business planning and operations skills using international case studies and terminology to ensure it is relevant and motivating.

Teachers will find the specification an ideal vehicle to make International GCSE Business enjoyable and provide the right level of challenge for students who want to study and excel in business at GCSE and beyond. It allows a freedom to teach business in a variety of ways and incorporates key themes and concepts throughout. It is the perfect platform from which to study at A-level.

### Key features:

- Coverage of the various aspects of business planning and the factors influencing them in the modern world, motivating students by giving them applicable real-world business skills.
- Globally relevant case studies, such as Toyota, and small regional exports, to ensure it is relevant to international students.
- Assessments are accessible for international students, including appropriate reading time and themed papers to aid revision.

The international exam board *that puts fairness first*



## Specification comparison

OxfordAQA specification (9225)	Pearson Edexcel International specification	Cambridge International specification
<b>Overall structure</b>		
<p><b>Six topics:</b></p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> <li>• Marketing</li> <li>• Finance</li> </ul>	<p><b>Five topics:</b></p> <ul style="list-style-type: none"> <li>• Business activity and the changing environment</li> <li>• Human resources</li> <li>• Accounting and finance</li> <li>• Marketing</li> <li>• Production</li> </ul>	<p><b>Six topics:</b></p> <ul style="list-style-type: none"> <li>• Understanding business activity</li> <li>• People in business</li> <li>• Marketing</li> <li>• Operations management</li> <li>• Financial information and decisions</li> <li>• External influences on business activity</li> </ul>
<b>Assessment</b>		
<p><b>There are two exams which are equally weighted.</b></p> <p>Each paper is worth 90 marks and each 2 hours in length. Students answer all questions.</p> <p>Paper 1 assesses:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul> <p>Paper 2 assesses:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>	<p><b>There is one exam.</b></p> <p>It is worth 100 marks and is 2 hours in length. Students answer all questions.</p>	<p><b>There are two exams which are equally weighted.</b></p> <p>Each paper is worth 80 marks and each 1 hour 30 minutes in length. Students answer all questions.</p> <p>All topics are assessed across each question paper.</p>

<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
<p>Each paper follows the same structure:</p> <p>Section A – 15 marks. This section has multiple choice and short answer questions.</p> <p>Section B – approximately 40 marks. This section has one case study/data response stimuli and contains a mixture of 6-8 compulsory short answer and extended response questions.</p> <p>Section C – approximately 35 marks. This section has one case study/data response stimuli and contains a mixture of 6-8 compulsory short answer and extended response questions.</p>	<p>The paper has the following structure:</p> <p>Section A: Compulsory short answer, structured, data response and open ended questions based on a business related context and mainly or exclusively targeted at AO1 and AO2.</p> <p>Section B: Compulsory short answer, structured, data response and open ended questions based on a related context to section A, and mainly or exclusively targeted at AO3 and AO4.</p>	<p>The papers have the following structure:</p> <p>Paper 1 – Four questions requiring a mixture of short answer and structured data response.</p> <p>Paper 2 – Four questions based on a case study, provide as an insert with the paper.</p>
<b>Assessment Objectives</b>		
<p>AO1: Demonstrate knowledge and understanding of business concepts, issues and terminology.</p> <p>AO2: Apply knowledge and understanding of concepts and issues to business contexts and to interpret business information.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of the impact of these on business activity, to make reasoned judgements and justified business decisions.</p>	<p>AO1: Recall, select, use and communicate their knowledge and understanding of concepts, issues and terminology used in business in an effective manner.</p> <p>AO2: Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively in specific contexts.</p> <p>AO3: Select, organise and interpret data from a variety of sources to investigate and analyse issues and problems.</p> <p>AO4: Analyse and evaluate evidence, make reasoned judgments and present appropriate conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories and techniques commonly applied to or used as part of business behaviour.</p> <p>AO2: Apply their knowledge and understanding of facts, concepts, conventions, theories and techniques.</p> <p>AO3: Distinguish between evidence and opinion in a business context and order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.</p> <p>AO4: Present reasoned explanations, develop arguments, understand implications and draw inferences and make judgements, recommendations and decisions.</p>
<p>The exams are not tiered and cover grades 9–1, with 9 being the highest.</p>	<p>The exams are not tiered and cover grades A*-G, with A* being the highest.</p>	<p>The exams are not tiered and cover grades A*-G, with A* being the highest.</p>

OxfordAQA specification (9225)	Pearson Edexcel International specification	Cambridge International specification
Topic by topic		
Content	Coverage	Coverage
<b>3.1 Business in the real world</b>		
3.1.1 The purpose and nature of businesses	<p>These topics are not explicitly stated in the Edexcel specification, but the main areas are implied in the content of section 1.</p> <p>The concepts of labour and capital intensive activities (section 1.3) as well as division of labour and job specialisation are included in the Edexcel specification but not the OxfordAQA specification.</p>	<p>The Cambridge International specification includes an understanding of the concept of added value (section 1.1.1) which is not included in the OxfordAQA specification.</p> <p>Reasons for the changing importance of primary, secondary and tertiary sectors is included in the Cambridge International specification (Section 1.2.1) but is not found in the OxfordAQA specification.</p>
3.1.2 Business ownership	<p>The Edexcel specification (section 1.2) does not include the requirement to study not-for-profit organisations, which is a feature of the OxfordAQA specification.</p>	<p>Cambridge International has a section on the characteristics of successful entrepreneurs and government support for start-ups (section 1.3.1) which do not appear in the OxfordAQA specification.</p> <p>The Cambridge International specification includes private and public limited companies (section 1.4.1) while the OxfordAQA specification refers to the concept of limited liability only.</p> <p>Similarly, Cambridge International refers to public corporations (section 1.4.1) while this type of organisation is not included in the OxfordAQA specification.</p>

<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
3.1.3 Setting business aims and objectives	<p>Section 1.1 of the Edexcel specification refers to the importance of setting clear objectives but lacks the detail of that found in the OxfordAQA specification. This specification does not specifically refer to how objectives change as an enterprise develops. The content on measuring the success of a business appears in section 1.8 of the Edexcel specification.</p> <p>Government influence is covered in section 1.6 of the Edexcel specification.</p>	<p>The Cambridge International specification includes the reasons for business failure (section 1.3.4) in far more depth than the OxfordAQA specification.</p> <p>There is no reference to the objectives of public sector enterprises in the OxfordAQA specification, but this topic appears in the Cambridge International specification (section 1.5.3).</p> <p>Religious and cultural obligations appear as an ethical objective in OxfordAQA specification but this is only implied in the Cambridge International specification (section 1.5.1).</p>
3.1.4 Stakeholders	<p>Stakeholders are mentioned in section 1.2 of this specification but specific knowledge is not detailed. The OxfordAQA specification required students to understand the objectives of the different stakeholders and how their interests can conflict with each other.</p> <p>Students are expected to understand the difference between the private and public sectors in a mixed economy with OxfordAQA, which is not included in the Edexcel specification.</p>	<p>The content of both specifications on this topic are broadly similar (Cambridge International section 1.5.2).</p>
3.1.5 Business location	<p>The content of the two specifications on this topic are broadly similar (Edexcel section 1.5).</p>	<p>This is covered in section 4.4.1 of the Cambridge International specification, which requires more consideration on location in other countries and legal influences than the OxfordAQA specification.</p>
3.1.6 Business planning	<p>There is no direct reference to business planning in the Edexcel specification. The OxfordAQA specification requires knowledge of the main sections of a business plan and includes basic financial terms and calculations. Section 3 of the Edexcel specification does, however, cover these financial terms.</p>	<p>A single reference to business planning can be found in section 1.3.1 of the Cambridge International specification. The OxfordAQA specification requires knowledge of the main sections of a business plan and includes basic financial terms and calculations.</p>

<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
3.1.7 Expanding a business	There is no requirement in the Edexcel specification to study the different ways in which an established business might expand. The concepts of economies and diseconomies of scale can be found in Section 5.1 of the Edexcel specification, where more detailed knowledge of these concepts is required than in the OxfordAQA specification.	The topics of measuring business size and why some organisations expand while others do not (sections 1.3.2 and 1.3.3) do not appear in the OxfordAQA specification. Similarly, the Cambridge International specification includes section 1.3.4 on why some businesses fail, which is not covered directly in the OxfordAQA specification, but suggested in section 3.2.6 of that specification.
<b>3.2 Influences on business</b>		
3.2.1 Technology	Much of this topic is covered in section 1.7 of the Edexcel specification, where the content is broadly similar.	There are references to technology in the Cambridge International specification (eg sections 2.4.1 and 4.1.3) from the point of view of communications and production, something which does not appear directly in the OxfordAQA specification.
3.2.2 Ethical and environmental considerations	This area of study is only obliquely mentioned in the Edexcel specification in section 1.7. OxfordAQA specification requires students to consider how acting in ethical and sustainable ways can have an impact on profit.	Ethical and environmental issues are covered in section 6.2.1 of the Cambridge International specification. This includes far more detail than the OxfordAQA specification. The terms externalities and external costs/benefits are included and there is an expectation that areas such as global warming are studied.
3.2.3 The economic climate on business	There is no requirement in the Edexcel specification to study how the economic factors of interest rate changes, employment levels and changing incomes can affect businesses. Section 1.6 of the Edexcel specification, however, requires students to consider how inflation, taxation, import controls and competition policy which is not a requirement of the OxfordAQA specification.	Students are expected to have a greater understanding of economics (section 6.1.1) than the OxfordAQA specification. The principal government objectives are included as well as stages in business cycles, fiscal and monetary policies. These are not included in the OxfordAQA specification.  Interest rates and exchange rates are covered in more or less the same way in both Cambridge International and OxfordAQA specifications.

<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
3.2.4 Globalisation	There is no direct reference to globalisation in the Edexcel specification. The OxfordAQA specification considers the impact of globalisation on both developed and developing nation.	Globalisation (section 6.3.1) in the Cambridge International specification covers topics not included in the OxfordAQA specification, including tariffs and quotas. A greater understanding of the role of multinational companies (NMCs) is expected with Cambridge International.
3.2.5 Legislation	Edexcel section 1.6 suggests that students should encounter forms of legislation without being specific about the forms these might take. There is a reference, however, to equal opportunities legislation in the context of recruitment (see 3.4.2 below). The OxfordAQA specification considers possible employment, health and safety and consumer protections laws that countries might have adopted and the effect these have on business.	An understanding of laws relating to employment (section 2.3.4) are broadly similar for both specifications.
3.2.6 Competitive environment	The OxfordAQA specification requires an understanding of the meaning of competitive markets and how the degree of competition influences a business. The risks facing business are also included. These areas are not explicitly covered in the Edexcel specification.	The OxfordAQA specification requires an understanding of the meaning of competitive markets and how the degree of competition influences a business. The risks facing business are also included. These areas are not explicitly covered in the Cambridge International specification.
<b>3.3 Business operations</b>		
3.3.1 Production processes	Cell production is found in the OxfordAQA specification but not in the Edexcel specification (see Section 5.2). JIT (Just In Time) stock control appears in both specifications but Edexcel's includes it as one of other forms of lean production (Section 5.3). Edexcel specification includes an understanding of the following areas of technology in the production process, while these do not appear in the OxfordAQA specification: EPOS, EFTPOS, CAD, CAM and CIM (Section 5.3).	The Cambridge International specification includes a requirement to study the concepts of production and productivity (Section 4.1.1). The OxfordAQA specification includes cell production which is not part of the Cambridge International specification (Section 3.3.1).



<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
3.3.2 The role of procurement	The term procurement is not used in the Edexcel specification, but knowledge of JIT (see 3.3.1 above) is needed. OxfordAQA specification requires students to consider the points both for and against JIT. In addition, students need to analyse the factors that influence the choice of suppliers, which is not the case with Edexcel.	The term procurement is not used in the Cambridge International specification, but knowledge of JIT (Section 4.1.1) is needed. OxfordAQA specification requires students to consider the points both for and against JIT as an example of lean production. In addition, students need to analyse the factors that influence the choice of suppliers, which is not the case with Cambridge International.
3.3.3 The concept of quality	The OxfordAQA specification requires a study of the concept of appropriate quality and how quality can be measured, which is not the case with Edexcel. Section 5.4 of the Edexcel specification includes the consideration of poor quality and quality control on the production process.	The OxfordAQA specification requires a study of the concept of appropriate quality and how quality can be measured, which is not the case with Cambridge International. Section 4.3.1 of the Cambridge International specification includes the concepts of quality control and quality assurance.
3.3.4 Good customer services	This aspect of quality is not included in the Edexcel specification (but see 3.3.3 above). OxfordAQA specification requires a study of the benefits and costs of good customer service and how ICT can be used to provide this service.	There is no comparable section in the Cambridge International specification but there are references to satisfying customer needs in Section 3.1.2.
<b>3.4 Human resources</b>		
3.4.1 Organisational structures	The Edexcel specification requires an understanding of the functions of key departments within a business and the ability to analyse their interdependence (Section 2.1). This specification also includes terms linked to organisational structures (again Section 2.1). The OxfordAQA specification is broadly similar but does not include an understanding of the key departments. This specification requires knowledge of both tall and flat organisation structures and their impact on the business. The issues of communication are included as a separate item with Edexcel (Section 2.2) but this is not necessarily specific to organisational structures.	The two specifications are similar in outlining the requirement to understand organisation charts (see Section 2.2.1), but the Cambridge International specification includes in Sections 2.2.2 to 2.2.4 the study of the role of management, leadership styles and trade unions within the umbrella of organisation and management. The OxfordAQA specification's treatment of leadership styles is less detailed and linked to motivation (see 3.4.3 below). Trade unions are not part of the OxfordAQA specification.  The OxfordAQA specification includes centralisation/ decentralisation which is not part of the Cambridge International specification.

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3.4.2 Recruitment and selection of employees	The Edexcel specification includes equal opportunity legislation within the topic (Section 2.3) which is not included in the OxfordAQA specification.	There is no reference to labour laws in the OxfordAQA specification, which can be found in the Cambridge International specification (Section 2.3.4).
3.4.3 Motivating employees	An understanding of motivational theories of Maslow and Herzberg is required with the Edexcel specification (Section 2.5) which is not the case with the OxfordAQA specification. Otherwise, the content of the two specifications is broadly the same.	Students are required in Section 2.1.1, to have an understanding of the work on motivation undertaken by Maslow, Taylor and Herzberg. OxfordAQA specification does not require this level of understanding.
3.4.4 Training	The two specifications have similar content on the topic of training. (See Edexcel Section 2.4).	The two specifications have similar content on the topic of training. (See Cambridge International Section 2.3). The Cambridge International specification, however, does include a study of downsizing (Section 2.3.3).
<b>3.5 Marketing</b>		
3.5.1 Identifying and understanding customers	The Edexcel specification includes an understanding of market and product orientation (Section 4.1) which is not covered with the OxfordAQA specification.	There are many similarities but the Cambridge International includes niche and mass marketing (Section 3.1.3) and there is more on the reasons why consumer tastes might change (Section 3.1.2).
3.5.2 Market segmentation	Market segmentation is referred to in the Edexcel specification (Section 4.1) but its content is not expanded upon. The OxfordAQA specification requires an understanding of the reasons for segmenting a market and being able to link this with the marketing mix.	The content on market segmentation (Cambridge International Section 3.1.4) is similar for both specifications.
3.5.3 The purpose and methods of market research	Much of the content is similar but OxfordAQA includes quantitative and qualitative research, interpreting data from tables and charts and having an understanding why market research can be inaccurate. (Edexcel Section 4.3).	Both specifications are similar on this topic. (Cambridge International Section 3.2.1 – 3.2.2). The OxfordAQA specification does, however, include the terms qualitative and quantitative research, not present in the Cambridge International specification, and using e-commerce to undertake market research.

<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
<p>3.5.4 The elements of the marketing mix: price, product, promotion and place (4Ps)</p>	<p>Edexcel includes supply and demand pricing and promotional pricing as strategies (section 4.2) which are not covered in the OxfordAQA specification. Cost plus pricing is not included with Edexcel but can be found in the OxfordAQA specification. Students are expected to be able to justify the choice of pricing strategy with OxfordAQA, but only knowledge of them is required for Edexcel (Section 4.2).</p> <p>Packaging and the product mix – including the Boston Matrix – are in the Edexcel specification (Section 4.2) but not in that of OxfordAQA. The terms USP and product portfolio are found in the OxfordAQA specification but not in Edexcel's specification.</p> <p>Below the line promotion and public relations are covered by Edexcel but not OxfordAQA. (Section 4.2).</p> <p>Place as a marketing concept is similar in both specifications.</p> <p>The OxfordAQA specification considers the growing importance of e-commerce which is not directly included with Edexcel. Students are also expected with OxfordAQA to be able to explain why the marketing mix might need to change over time.</p>	<p>The Cambridge International specification includes promotional pricing (Section 3.3.2) in addition to those pricing strategies listed by the OxfordAQA specification. An understanding of price elasticity is included in Cambridge International specification, but not the OxfordAQA specification. Packaging is also included in the Cambridge International specification (Section 3.3.1) but not in OxfordAQA.</p> <p>The product life cycle is covered similarly in both specifications (Cambridge International Section 3.3.1), as are other aspects of 'Product'.</p> <p>Promotion is broadly the same in both specifications (Cambridge International Section 3.3.4).</p> <p>Both specifications include e-commerce, including the use of social networks as aspects of marketing (Cambridge International Section 3.3.5).</p> <p>Cambridge International includes marketing budgets (Section 3.3.4) while this feature of marketing is not in the OxfordAQA specification.</p> <p>The OxfordAQA specification refers to the USP of a business but this term is not present in the Cambridge International specification.</p> <p>Place as a marketing concept is similar in both specifications.</p> <p>Students are also expected with OxfordAQA to be able to explain why the marketing mix might need to change over time which is not explicitly stated in the Cambridge International specification.</p> <p>The Cambridge International specification (Section 3.4.2) addresses the issue of legal controls to do with marketing, which is not part of the OxfordAQA specification.</p>

OxfordAQA specification (9225)	Pearson Edexcel International specification	Cambridge International specification
<b>3.6 Finance</b>		
3.6.1 Sources of finance	Edexcel distinguishes more between short and long term capital sources (Section 3.1). Much of the rest is similar.	Cambridge International distinguishes more between short and long term capital sources (Section 5.1.1). Much of the rest is similar.  There is no reference to micro-finance in the OxfordAQA specification.
3.6.2 Cash flow	The OxfordAQA specification contains details on what aspects of cash flow needs to be covered and students are expected to be able to interpret cash flow tables. Edexcel's specification covers cash flow alongside budgeting (Section 3.2) but the content is less detailed. Budgeting is not part of the OxfordAQA specification.	The content of both specifications are similar for the topic of cash flow. The Cambridge International specification does, however, refer to working capital (Section 5.2.2), a term that does not appear in the OxfordAQA specification.
3.6.3 Financial terms and calculations	OxfordAQA includes payback period calculations as a way of assessing investment projects. OxfordAQA also requires the study of break even. Neither of these two is included in the Edexcel specification.	OxfordAQA includes payback period calculations as a way of assessing investment projects which is not included in the Cambridge International spec. Both specifications require the study of break-even analysis (Cambridge International Section 4.2.3) but Cambridge International does not require the drawing of a break-even diagram, just its interpretation.

<b>OxfordAQA specification (9225)</b>	<b>Pearson Edexcel International specification</b>	<b>Cambridge International specification</b>
3.6.4 Analysing the financial performance of a business	<p>An understanding of income statements and statements of financial position are included in both specifications (Edexcel Section 3.4). The OxfordAQA specification uses the International Accounting Standards (IAS) terminology for these accounts.</p> <p>The Edexcel specification requires students to be able to calculate the following financial ratios: gross and net profit ratios, ROCE, the current ratio and the acid test ratio (Section 3.5). OxfordAQA calculations are limited to net and gross profit margins. In both specifications, however, there is a requirement to be able to interpret the financial ratios.</p>	<p>An understanding of income statements and statements of financial position are included in both specifications (Cambridge International Section 5.3.2). The OxfordAQA specification uses the International Accounting Standards (IAS) terminology for these accounts while Cambridge International uses a mixture of the terms.</p> <p>The Cambridge International specification requires students to be able to calculate the following financial ratios: gross and net profit ratios, ROCE, the current ratio and the acid test ratio (Section 5.5.1). OxfordAQA calculations are limited to net and gross profit margins. In both specifications, however, there is a requirement to be able to interpret the financial ratios.</p>

## **At OxfordAQA** *we put fairness first*

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OxfordAQA International Qualifications  
Great Clarendon Street  
Oxford OX2 6DP  
United Kingdom