

# *International GCSE* **Business**

(9225) Specification



**For teaching** from September 2020 onwards

**For exams** May/June 2022 onwards

**For teaching and examination** outside  
the United Kingdom

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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [oxfordaqa.com/business](https://www.oxfordaqa.com/business)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

## 1.1 Why choose OxfordAQA for International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They have been independently validated as being to the same standard as the qualifications accredited by the UK examinations regulator, Ofqual. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at [oxfordaqa.com](https://oxfordaqa.com)

## 1.2 Why choose our International GCSE Business?

We have worked closely with teachers to develop a relevant, engaging and up-to-date business specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

Our content is designed to engage students by providing opportunities for them to explore theories and concepts within a framework that reflects the different business cultures and structures that operate throughout the world. Students will be given opportunities to explore how businesses work, explore real business issues and consider the practical application of business concepts. Wherever possible, we use real life case studies to make it easier for students to relate to and apply the knowledge and skills developed throughout the course.

Our specification offers excellent preparation for International AS and A-level Business, as well as giving students a firm foundation of the knowledge and skills required for further study and future employment.

The variety of assessment styles used, including multiple choice, short answer, data response, extended answer and case studies, presented in a simple and straightforward structure, enables students to demonstrate their breadth of knowledge and understanding of the subject.

You can find out about all our International GCSE Business qualifications at [oxfordaqa.com/9225](https://oxfordaqa.com/9225)

## 1.3 Recognition

OxfordAQA meet the needs of international students. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK. Our qualifications have been independently benchmarked by UK ENIC, the UK national agency for providing expert opinion on qualifications worldwide. They have confirmed they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK'.

To read their report and see the latest list of universities who have stated they accept these international qualifications, visit [oxfordaqa.com/recognition](https://oxfordaqa.com/recognition)

## 1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



## 1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training courses to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- engaging worksheets and activities developed by teachers, for teachers
- command words with exemplars
- business vocabulary with definitions.

### Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

### Analyse your students' results with Enhanced Results Analysis (ERA)

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

### Help and support

Visit our website for information, guidance, support and resources at [oxfordaqa.com/9225](https://oxfordaqa.com/9225)

You can contact the subject team directly at [info@oxfordaqa.com](mailto:info@oxfordaqa.com) or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

**Please note: We aim to respond to all email enquiries within two working days.**

**Our UK office hours are Monday to Friday, 8am – 5pm.**

## 2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Business.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

### 2.1 Subject content

- 1 Business in the real world (page 10)
- 2 Influences on business (page 16)
- 3 Business operations (page 19)
- 4 Human resources (page 21)
- 5 Marketing (page 23)
- 6 Finance (page 26).

## 2.2 Assessments

<b>Paper 1: Influences of operations and human resources on business activity</b>	<b>Paper 2: Influences of marketing and finance on business activity</b>
<p><b>What's assessed</b></p> <p>Business in the real world.</p> <p>Influences on business.</p> <p>Business operations.</p> <p>Human resources.</p>	<p><b>What's assessed</b></p> <p>Business in the real world.</p> <p>Influences on business.</p> <p>Marketing.</p> <p>Finance.</p>
<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>90 marks</p> <p>50% of International GCSE</p>	<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>90 marks</p> <p>50% of International GCSE</p>
<p><b>Questions</b></p> <p><b>Section A</b> – 15 marks. This section has multiple choice and short answer questions.</p> <p><b>Section B</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><b>Section C</b> – 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><b>Questions</b></p> <p><b>Section A</b> – 15 marks. This section has multiple choice and short answer questions.</p> <p><b>Section B</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><b>Section C</b> – 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>



# 3 Subject content

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision-making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision-making
- how different business contexts affect business decisions
- the uses and limitations of quantitative and qualitative data in making business decisions.

Students should understand the integrated nature of business when they study the topics that are included in the subject content. Business behaviour usually impacts on many aspects of the organisation including: human resources, business operations, marketing and finance. Students should be willing to consider the wider issues raised within a business, rather than viewing topics in isolation.

Our specification requires students to draw on their knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem-solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

## 3.1 Business in the real world

In this section, students will explore some of the basic building blocks of business including: the purpose of business; the forms that businesses can take; the role of enterprise and entrepreneurship; stakeholders' interests and business planning and growth.

### 3.1.1 The purpose and nature of businesses

Content	Additional information
<ul style="list-style-type: none"> <li>● Purpose of business.</li> <li>● Reasons for starting a business.</li> <li>● Basic functions and types of business.</li> <li>● Business enterprise and entrepreneurship.</li> <li>● Dynamic nature of business.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to others)</li> <li>● understand the difference between goods and services, needs and wants</li> <li>● understand the meaning of factors of production – land, labour, capital, enterprise</li> <li>● define opportunity cost</li> <li>● define the three sectors of primary, secondary and tertiary, give examples of types of business that operate in each sector and be able to explain the interdependence of these sectors</li> <li>● understand the term enterprise and what is meant by an entrepreneur</li> <li>● outline the typical characteristics of an entrepreneur, such as: hard-working, innovative, organised and willingness to take a risk</li> <li>● outline the possible objectives of an entrepreneur, including: to be their own boss, flexible working hours, to pursue an interest, earn more money, identify a gap in the market and dissatisfaction with current job</li> <li>● understand that businesses face a constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations.</li> </ul>

## 3.1.2 Business ownership

Content	Additional information
<ul style="list-style-type: none"><li>● Sole traders.</li><li>● Partnerships.</li><li>● Limited liability businesses.</li><li>● Not-for-profit organisations.</li><li>● Private and public sectors.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>● understand the different legal structures that businesses adopt including sole traders, partnerships, limited companies and multinational organisations</li><li>● analyse the benefits and drawbacks of each legal structure (including issues such as: management and control, sources of finance available, liability and distribution of profits)</li><li>● understand the concept of limited liability and how it benefits businesses</li><li>● evaluate which legal structure would be most appropriate for a variety of business examples, including new start-up businesses and larger more established businesses</li><li>● distinguish between private sector and public sector ownership in a mixed economy.</li></ul> <p>Students are not expected to have an understanding of the legal process of gaining limited liability status.</p>

### 3.1.3 Setting business aims and objectives

Content	Additional information
<ul style="list-style-type: none"> <li>● What are business aims and objectives?</li> <li>● Purpose of setting objectives.</li> <li>● Role of objectives in running a business.</li> <li>● Changing objectives.</li> <li>● Public sector objectives.</li> <li>● Use of objectives in judging success.</li> <li>● Governments' role in promoting enterprise.</li> <li>● Reasons why new businesses can fail.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand the main aims and objectives for businesses including: survival, profit maximisation, growth (domestic and international), market share, customer satisfaction, social and ethical objectives (including religious and cultural obligations) and shareholder value</li> <li>● understand the role of objectives in running a business and how that can benefit the business</li> <li>● understand how and why the objectives set will differ between businesses (reasons include the size of the business, level of competition faced and type of business (not-for-profit organisations))</li> <li>● understand how and why the objectives set may change as businesses evolve. Students should consider how the objectives of larger more established businesses might differ from smaller start-up businesses, eg becoming the dominant business in the market, international expansion, increasing shareholder value and ethical and environmental considerations</li> <li>● understand that the objectives of public sector organisations might differ from private sector businesses</li> <li>● understand the success of a business can be measured in other ways than profit</li> <li>● understand why governments might encourage enterprises and the forms that this can take eg providing finance and training</li> <li>● understand the reasons why a start-up business might fail.</li> </ul>

### 3.1.4 Stakeholders

Content	Additional information
<ul style="list-style-type: none"><li>● Main stakeholders of businesses.</li><li>● Objectives of stakeholders.</li><li>● Impact of business activity on stakeholders.</li><li>● Impact and influence stakeholders have on businesses.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>● understand what is meant by a stakeholder and who the main stakeholders of a business are, including: owners, employees, customers, local community, government and suppliers</li><li>● understand stakeholders' main objectives including: maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners</li><li>● understand the influence stakeholders have on businesses and to be able to analyse the conflict between stakeholders' interests.</li></ul>

### 3.1.5 Business location

Content	Additional information
Factors influencing the location decision of a business.	Students should be able to understand the factors that influence where a business is located, including: proximity to the market, availability of raw materials, labour, competition, costs and government influence.

### 3.1.6 Business planning

Content	Additional information
<ul style="list-style-type: none"> <li>• The purpose of business planning.</li> <li>• The main sections within a business plan.</li> <li>• Basic financial terms.</li> <li>• Basic financial calculations.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• understand the reasons why businesses create plans, including: importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised</li> <li>• know and understand the main sections of a business plan</li> <li>• analyse the benefits and drawbacks of business planning</li> <li>• understand the difference between variable costs, fixed costs and total costs</li> <li>• understand the concept of revenue, costs, profit and loss.</li> </ul> <p>Students will not be expected to write a business plan.</p>

### 3.1.7 Expanding a business

Content	Additional information
<ul style="list-style-type: none"> <li>• Methods of expansion.</li> <li>• Benefits and drawbacks of expansion.</li> <li>• Economies of scale.</li> <li>• Diseconomies of scale.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• discuss the advantages and disadvantages of methods of growth</li> <li>• understand the methods used by businesses when expanding (organic growth through franchising, opening new stores and expanding through e-commerce, outsourcing and external growth through mergers and takeovers) and the arguments for/against each, given a particular scenario. Students are not expected to have a knowledge of merger/takeover legislation</li> <li>• understand the benefits/drawbacks of growth in terms of economies and diseconomies of scale</li> <li>• understand the meaning of purchasing and technical economies of scale</li> <li>• understand that with growth, businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and reduced staff motivation</li> <li>• calculate and interpret average unit costs.</li> </ul>

## 3.2 Influences on business

This section looks at the importance of external influences on business and how businesses change in response to these influences. Areas of study include the expansion of e-commerce and technology, environmental and ethical considerations, and economic and legal factors.

### 3.2.1 Technology

Content	Additional information
<ul style="list-style-type: none"> <li>● e-Commerce.</li> <li>● Digital communication.</li> </ul>	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>● the impact of the changing use of Information and Communication Technology (ICT) and how it influences business activity</li> <li>● how businesses use e-commerce to access wider markets</li> <li>● the use of digital communication in communicating with stakeholders. Students are expected to know relevant examples of digital communication, such as email and video conferencing.</li> </ul>

### 3.2.2 Ethical and environmental considerations

Content	Additional information
Ethical considerations.	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● identify and analyse cases where there may be a possible trade-off between ethics and profit</li> <li>● understand that ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest, including religious observance/charitable giving</li> <li>● know relevant examples of ways in which a business can behave ethically and the benefits and drawbacks of ethical behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>● Environmental considerations: <ul style="list-style-type: none"> <li>● impact on traffic congestion</li> <li>● recycling</li> <li>● disposing of waste</li> <li>● noise and air pollution.</li> </ul> </li> </ul>	<p>Students should be able to demonstrate knowledge and understanding of how society and consumers expect greater environmental responsibility in businesses' decision-making and the costs and benefits of businesses behaving this way.</p>
<ul style="list-style-type: none"> <li>● Sustainability: <ul style="list-style-type: none"> <li>● global warming</li> <li>● using scarce resources.</li> </ul> </li> </ul>	<p>Students should be able to identify and analyse where there may be a possible trade-off between sustainability and profit.</p>

### 3.2.3 The economic climate on business

Content	Additional information
<ul style="list-style-type: none"> <li>● Interest rates:                             <ul style="list-style-type: none"> <li>● how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance</li> <li>● how fluctuating interest rates can affect consumer and business spending.</li> </ul> </li> <li>● Level of employment.</li> <li>● Consumer spending.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● demonstrate and understand how businesses might be affected by changes in the rate of interest, including Sharia compliant alternatives</li> <li>● identify how and why businesses might be affected by changes in levels of employment</li> <li>● discuss how demand for products and services may change as incomes fluctuate.</li> </ul> <p>Students will not be expected to have knowledge of economic theory relating to how/why interest rates change.</p>

### 3.2.4 Globalisation

Content	Additional information
<ul style="list-style-type: none"> <li>● Forms of globalisation.</li> <li>● Benefits and drawbacks of globalisation.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● demonstrate knowledge and understanding of globalisation, including: specialisation by country, relative cost advantage, movement of labour, larger markets and international competition</li> <li>● understand the benefits and drawbacks that globalisation offers businesses in developed and developing countries and those countries' economies.</li> </ul>
<ul style="list-style-type: none"> <li>● Exchange rates.</li> <li>● How exchange rates influence businesses.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand the impact of exchange rates on the profit and sales of those businesses that import and/or export</li> <li>● understand the effects on business caused by severe fluctuations in exchange rates.</li> </ul> <p>Students will not be asked to calculate exchange rate conversions.</p>



### 3.2.5 Legislation

Content	Additional information
<ul style="list-style-type: none"><li>• Employment law.</li><li>• Health and safety law.</li><li>• Consumer law.</li></ul>	<p>Students should be:</p> <ul style="list-style-type: none"><li>• able to assess the impact of legislation on businesses, for example: cost, training needs, recruitment and the consequences of failure to follow legislation for the business</li><li>• aware of the benefits and drawbacks to businesses in countries that have laws requiring them to provide a safe working environment and having a national minimum wage</li><li>• aware of how consumer protection laws can impact on businesses.</li></ul>

### 3.2.6 Competitive environment

Content	Additional information
<ul style="list-style-type: none"><li>• Impact on businesses of operating in competitive markets.</li><li>• Uncertainty and risks businesses face.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• understand what is meant by a market and competition</li><li>• analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition</li><li>• understand the risks businesses face and the reasons why all businesses face uncertainty</li><li>• understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks</li><li>• understand ways by which developing countries compete with developed countries, such as through lower cost advantage.</li></ul>

## 3.3 Business operations

In this section of the content, students will look at factors to do with the production of goods and the provision of services. The concepts of quality and customer service will be considered for their impact on businesses.

### 3.3.1 Production processes

Content	Additional information
<ul style="list-style-type: none"> <li>● Methods of production:                             <ul style="list-style-type: none"> <li>● job</li> <li>● batch</li> <li>● flow</li> <li>● cell.</li> </ul> </li> </ul>	Students should be familiar with job, batch, flow and cell production methods and understand when each is appropriate.
<ul style="list-style-type: none"> <li>● Efficiency in production:                             <ul style="list-style-type: none"> <li>● increasing efficiency.</li> </ul> </li> </ul>	Students should consider how production might be made more efficient by the use of Just in time (JIT) stock control and continuous improvement (Kaizen) techniques.

### 3.3.2 The role of procurement

Content	Additional information
<ul style="list-style-type: none"> <li>● Managing stock:                             <ul style="list-style-type: none"> <li>● Just in time (JIT).</li> </ul> </li> </ul>	Students should: <ul style="list-style-type: none"> <li>● be able to evaluate the use of managing stock using JIT to a given business</li> <li>● recognise that the benefits of reduced costs must be balanced against the cost of more frequent deliveries and lost purchasing economies of scale</li> <li>● understand the benefits of having spare stock to satisfy demand balanced against the cost of holding buffer stock.</li> </ul> Students will not be asked to draw or interpret stock control charts.
Factors affecting choice of suppliers.	Students should be able to analyse the factors that affect the choice of supplier for a given business, which includes price, quality and reliability factors.

### 3.3.3 The concept of quality

Content	Additional information
Consequences of quality issues.	Students should have an understanding of: <ul style="list-style-type: none"> <li>customer expectations of appropriate quality for both the production of goods and the provision of services</li> <li>how businesses identify quality problems and how businesses might measure quality and the consequences of poor quality.</li> </ul>
Methods of maintaining consistent quality: Total quality management (TQM).	Students should be aware of the methods of maintaining consistent quality and be able to identify the advantages to a business of using TQM.
Costs and benefits of maintaining quality.	Students should be aware of the possible quality issues as businesses grow, particularly if outsourcing and franchising is used.

### 3.3.4 Good customer services

Content	Additional information
<ul style="list-style-type: none"> <li>Methods of good service: <ul style="list-style-type: none"> <li>product knowledge</li> <li>customer engagement (creating a positive experience for the customer)</li> <li>post-sales services (eg user training, help lines, servicing).</li> </ul> </li> <li>Benefits of good customer service and dangers of poor customer service to businesses.</li> </ul>	Students should be able to understand: <ul style="list-style-type: none"> <li>the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service</li> <li>the benefits of good customer service, such as an increase in customer satisfaction and customer loyalty</li> <li>the costs of poor customer service, such as dissatisfied customers and a poor reputation.</li> </ul>
<ul style="list-style-type: none"> <li>The ways in which ICT has allowed customer services to develop: <ul style="list-style-type: none"> <li>websites</li> <li>e-commerce</li> <li>social media.</li> </ul> </li> </ul>	Students should understand the role of websites, e-commerce and social media in customer services.

## 3.4 Human resources

The purpose of human resources, its role within business and how it influences business activity will be explored in this section. Topics for study include how businesses organise and structure their employees, methods to recruit the best employees and to keep them trained and motivated.

### 3.4.1 Organisational structures

Content	Additional information
<ul style="list-style-type: none"><li>● Organisational structures.</li><li>● Appropriateness of organisational structures.</li><li>● Centralisation and decentralisation.</li></ul>	<p>Students should be able to understand:</p> <ul style="list-style-type: none"><li>● internal organisational structures, span of control, chain of command, delayering and delegation</li><li>● why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business</li><li>● the impact that having a tall or flat organisational structure has on how a business is managed</li><li>● how organisational structure may affect the different ways of communication.</li></ul>

### 3.4.2 Recruitment and selection of employees

Content	Additional information
<ul style="list-style-type: none"><li>● The need for recruitment.</li><li>● Methods of recruitment and selection of employees.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>● understand the difference between internal and external recruitment and the benefits and drawbacks of each approach</li><li>● understand the different stages in the recruitment and selection process</li><li>● analyse the benefits of having an effective recruitment and selection process for a business, including: high productivity, high quality output or customer service and staff retention.</li></ul>

### 3.4.3 Motivating employees

Content	Additional information
<ul style="list-style-type: none"><li>● Importance of motivation in the workforce.</li><li>● Methods to motivate staff.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>● understand the benefits of a motivated workforce, such as staff retention and high productivity</li><li>● understand the use of financial methods of motivation, including: an understanding of the main methods of payment including salary, wage, commission and profit sharing</li><li>● understand the use of non-financial methods of motivation, including: styles of management, importance of training and greater responsibility, fringe benefits.</li></ul> <p>Specific motivational theories (such as Maslow) will not be examined.</p>

### 3.4.4 Training

Content	Additional information
<ul style="list-style-type: none"><li>● Importance of training the workforce.</li><li>● Types of training undertaken by businesses.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>● explain the benefits of training employees for a business, including: increased productivity, ability to deal with changes in technology, increased motivation, staff retention, production of high-quality goods and good customer service</li><li>● understand the methods of training undertaken by businesses, including: induction training, on the job training and off the job training, and explain the benefits of each</li><li>● analyse the benefits and costs of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses.</li></ul>

## 3.5 Marketing

The marketing section will consider the purpose of marketing and its role within business. Marketing strategies will be studied with respect to market research and the 4Ps of marketing and how it influences business activity.

### 3.5.1 Identifying and understanding customers

Content	Additional information
The importance of identifying and satisfying customer needs.	Students should understand the importance of identifying and satisfying customer needs, including local, national and international markets, in order to provide a product or service that customers will buy.

### 3.5.2 Market segmentation

Content	Additional information
Types of segmentation.	Students should be able to: <ul style="list-style-type: none"><li>● understand how and why different businesses use segmentation to target customers, including: by gender, age, location and income</li><li>● recommend the most appropriate marketing methods for given situations.</li></ul>

### 3.5.3 The purpose and methods of market research

Content	Additional information
Purpose of market research.	Students should understand why businesses conduct market research, such as: to identify market opportunities and to get a better insight into their customers and competitors.
Methods of market research.	Students should be able to: <ul style="list-style-type: none"> <li>● understand the difference between qualitative and quantitative and primary and secondary market research</li> <li>● identify the benefits and drawbacks for various market research techniques (including e-commerce) and select the best method for a given business.</li> </ul>
Use of market research: information that may help decision making.	Students should be able to: <ul style="list-style-type: none"> <li>● interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business</li> <li>● manipulate and interpret data from tables and charts</li> <li>● understand reasons why market research might produce inaccurate results that misinform businesses.</li> </ul>

### 3.5.4 The elements of the marketing mix: price, product, promotion and place (4Ps)

Content	Additional information
Pricing methods.	Students should: <ul style="list-style-type: none"> <li>● have an understanding of the main features of pricing methods and the impact they will have on a business</li> <li>● be aware of the meaning and suitability of these pricing strategies: skimming, penetration, competitive, loss-leader and cost-plus.</li> </ul>
The factors that influence pricing decisions.	Students should be able to: <ul style="list-style-type: none"> <li>● recognise the factors, such as production costs, degree of competition and the stage the product is in the product life cycle, which might influence the pricing decision, particularly as businesses expand</li> <li>● evaluate the factors and use them to assess the suitability of pricing methods for a given business.</li> </ul>
<ul style="list-style-type: none"> <li>● Product.</li> <li>● Developing new products.</li> </ul>	Students should understand: <ul style="list-style-type: none"> <li>● the benefits and risks of developing new products or adapting existing ones</li> <li>● the importance of product design, image/brand and the needs of the target market when designing new products.</li> </ul>

Content	Additional information
Product differentiation.	Students should appreciate the significance of having a unique selling point (USP) in a competitive market and the importance of a good brand image.
The product life cycle.	Students should: <ul style="list-style-type: none"> <li>● have an understanding of the product life cycle and demonstrate how demand for a product or service might change over time</li> <li>● be able to evaluate the effectiveness of extension strategies and when they would be suitable.</li> </ul>
Product portfolio.	Students should understand how and why businesses might broaden and balance their product.
<ul style="list-style-type: none"> <li>● Promotional methods.</li> <li>● Factors influencing the selection of the promotional mix.</li> </ul>	Students should: <ul style="list-style-type: none"> <li>● be familiar with suitable promotional methods which are likely to be used by a given business, given the nature of the target market, the marketing budget and the activities of competitors</li> <li>● appreciate the benefits and drawbacks of promotional methods used by businesses</li> <li>● be able to analyse factors influencing the selection of the promotion mix to assess their suitability for a given business.</li> </ul>
<ul style="list-style-type: none"> <li>● Place:                             <ul style="list-style-type: none"> <li>● the different channels of distribution used by businesses.</li> </ul> </li> </ul>	Students should: <ul style="list-style-type: none"> <li>● be familiar with the different channels of distribution used by businesses to gain access to potential customers</li> <li>● understand the different intermediaries in the channel of distribution including the roles of retailers, wholesalers, vending machines, telesales, e-commerce and direct selling</li> <li>● be able to analyse the appropriateness of each distribution method for a given scenario.</li> </ul>
e-Commerce.	Students should be able: <ul style="list-style-type: none"> <li>● to analyse the growing importance of e-commerce and how it can extend the reach of businesses to include international markets</li> <li>● to identify the benefits and drawbacks of a business using e-commerce via computer and mobile/cell-phone commerce.</li> </ul>



Content	Additional information
<ul style="list-style-type: none"><li>● Integrated nature of the marketing mix.</li><li>● Using the marketing mix to inform and implement business decisions.</li></ul>	<p>Students should be:</p> <ul style="list-style-type: none"><li>● aware of the importance of the four elements of the marketing mix and how they work together</li><li>● able to recommend appropriate marketing activities for a given business</li><li>● able to recognise how a suitable marketing mix might change over time and evaluate how businesses may react to this.</li></ul>

## 3.6 Finance

This final section explores the finance function of businesses. Students will need to consider the suitability of a range of funding sources, recognise how cash flow can affect a business's operations and have some knowledge of business accounts, so that they are able to make sense of simplified financial documents and scenarios.

### 3.6.1 Sources of finance

Content	Additional information
<ul style="list-style-type: none"><li>● Methods businesses use to raise finance.</li><li>● Appropriateness of sources of finance.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>● understand the main internal and external sources of finance available, including: family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, crowdfunding and government and charitable grants/loans</li><li>● analyse the advantages and disadvantages of each method for a given situation</li><li>● evaluate the suitability of sources of finance for new and established businesses.</li></ul>

### 3.6.2 Cash flow

Content	Additional information
<ul style="list-style-type: none"> <li>● Importance of cash to businesses.</li> <li>● Interpreting cash flow forecasts.</li> <li>● Difference between cash and profit.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand the consequences of cash flow problems and the effect of positive cash flow</li> <li>● understand how and why cash flow forecasts are constructed</li> <li>● complete and interpret sections of a cash flow forecast, which includes: an understanding of cash inflows and outflows, net cash flow and the opening and closing balance. Students are not expected to be able to construct an entire cash flow forecast</li> <li>● evaluate possible solutions to cash flow problems, including               <ul style="list-style-type: none"> <li>● re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance.</li> </ul> </li> </ul>

### 3.6.3 Financial terms and calculations

Content	Additional information
<ul style="list-style-type: none"> <li>● Basic financial terms.</li> <li>● Basic financial calculations.</li> <li>● Break-even.</li> <li>● Payback period.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand the difference between variable costs, fixed costs and total costs</li> <li>● understand the concept of revenue, costs, profit and loss</li> <li>● understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate the payback period for these projects</li> <li>● understand the meaning of the term break-even output and interpret break-even charts</li> <li>● identify the break-even level of output and margin of safety from a break-even chart</li> <li>● evaluate the value of using break-even analysis to a business.</li> </ul> <p>Students will not be expected to draw break-even charts or use the break-even formula.</p>

### 3.6.4 Analysing the financial performance of a business

Content	Additional information
<ul style="list-style-type: none"> <li>● Purpose of financial statements.</li> <li>● Components of financial statements.</li> <li>● Interpretation of data given on financial statements.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand the importance of financial statements for assessing business performance and helping make business decisions</li> <li>● identify the main components of the income statement and the statement of financial position</li> <li>● understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time</li> <li>● make judgements on the performance of a business through the interpretation of the information contained in income statements</li> <li>● consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders</li> <li>● calculate gross profit margin and net profit margin to help assess financial performance.</li> </ul> <p>Students will not be given formulae in an exam.</p> <p>International Accounting Standards Board (IASB) (2009) terms will be used in question papers. However, when deemed appropriate an alternative term will be given in brackets, for example: Statement of Financial Position (Balance Sheet).</p> <p>A list of IASB terms used with this specification can be found within the teacher support material.</p>

## 4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/business](https://oxfordaqa.com/business)

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our International GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June and November for the life of the specification.

All materials are available in English only.

Our International GCSE Business includes questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

### 4.1 Aims and learning outcomes

Our International GCSE Business should encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It should encourage students to develop their curiosity about the world, enable students to engage with business in their everyday lives in order to make informed choices about further study in business and related disciplines.

Our International GCSE Business should enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply this knowledge and understanding to make sense of the world of business in an international setting
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- investigate and analyse real business opportunities and issues and, by so doing construct well-argued, well-evidenced, balanced and structured arguments, demonstrating depth and breadth and understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data
- develop the ability to analyse critically business behaviour and to be able to make judgements on the appropriateness of proposed courses of action.

## 4.2 Assessment Objectives

The exams will measure how students have achieved the following Assessment Objectives:

- AO1: Demonstrate knowledge and understanding of business concepts, issues and terminology.
- AO2: Apply knowledge and understanding of concepts and issues to business contexts and to interpret business information.
- 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.

### 4.2.1 Assessment Objective weightings

Assessment Objectives (AOs)	Component weightings (%)		Overall weighting of AOs (%)
	Paper 1	Paper 2	
AO1	12.5–15	12.5–15	25–30
AO2	17.5–20	17.5–20	35–40
AO3	17.5–20	17.5–20	35–40
Overall weighting of units (%)	50	50	100

## 4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	90	x 1	90
Paper 2	90	x 1	90
Total scaled mark:			180

## 5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at [oxfordaqa.com/exams-administration](https://oxfordaqa.com/exams-administration)

For any immediate enquiries please contact [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

**Please note: We aim to respond to all email enquiries within two working days.**

**Our UK office hours are Monday to Friday, 8am – 5pm local time.**

### 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Business	9225

Please check the current version of the Entry Codes book and the latest information about making entries on [oxfordaqa.com/exams-administration](https://oxfordaqa.com/exams-administration)

Exams will be available May/June and in November.

### 5.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE in Business (8132).

### 5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at [oxfordaqa.com](https://oxfordaqa.com)

### 5.4 Resits

Candidates can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

## 5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

## 5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at [oxfordaqa.com/centreapprovals](https://www.oxfordaqa.com/centreapprovals)

## 5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA.

If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.

## Fairness *first*

Thank you for choosing OxfordAQA,  
the international exam board that puts  
fairness first.

Benchmarked to UK standards, our  
exams only ever test subject ability, not  
language skills or cultural knowledge.

This gives every student the best  
possible chance to show what they can  
do and get the results they deserve.



## Get in touch

You can contact us at  
[oxfordaqa.com/contact-us](https://oxfordaqa.com/contact-us)

or email [info@oxfordaqa.com](mailto:info@oxfordaqa.com)