



Most Able Grade 8 – 9 Resource Pack

This resource is aimed at students who are already working at a grade 7 and who are looking to move to a grade 8 or grade 9 in Business Studies.

There are many general revision resources and textbooks for this course, so this pack focuses on specific grade 8/9 content and skills, including:

- Extended answers, such as “explain” questions and essays
- More complex topics, such as the Cash Flow forecast, Breakeven analysis, Margin of Safety, Interest, types of profit, Legislation, External factors, Business Growth, Business and Globalisation, Distribution Channels, Managing Stock and Business Calculations for example Gross and Net Profit.

There are some general revision strategies for achieving the top grades, plus specific grade 8/9 practice on the main topic areas.

Top Grade Revision Strategies

Getting the top grade is about showing understanding of the whole specification and being able to apply that to new problems or situations. You are aiming for close to 100% on the paper.

Imagine briefly sitting a year 7 maths test now. Would you get 100%?

I would hope that the answer is yes!

Even if you didn't get 100% in tests in year 7, you may be able to get 100% if you took the test now, and the paper would seem easier than it did in year 7. Why? Because your knowledge, understanding and skills in maths have moved on far enough, and you have used the knowledge often enough, that the year 7 work now seems easy.

You can do the same thing for your GCSEs. If you are aiming for the top grades you need to know the material well enough and have gone far enough beyond it that the GCSE exam becomes easy, so that you can achieve close to 100%.

Part of getting close to 100% is using strategies to make sure that you maximise your marks on each question, including:

- Getting top band on essays
- Getting full marks on 1, 2, 3 mark questions
- Getting full marks on 6 and 9 mark questions where you need to either discuss or analyse questions.
- Avoiding "silly" mistakes on the 1 mark questions for either multiple choice or identify questions.

These are examples of *performance goals*, which focus on reaching measurable standards, such as top band in an essay, rather than *outcome goals* which are out of your control. Although getting a grade 9 sounds like a performance goal, it depends on the examiner, so you are not in full control of the outcome. However, you can make sure that you write in a style that maximises your chance of getting full marks on an essay, and this is within your control.

The Learning Checklist that follows, includes both performance goals and *process goals*. Process goals focus on the actions you need to take *during the exam* to meet your performance goals. For example, to meet a performance goal of "get top band in an essay", you might focus on the processes of "using technical terms" and "using the PEE structure".

If you want to achieve the top band, you need to think and write in a manner that shows you understand the subject. Focus on the actions and behaviours that help you to achieve this and show it to the examiner.

Types of exam question

In the specification, there will be a list of topics, key points and examples that you will need to know. The questions could ask you to state, identify, describe, explain, justify any specific example, or use several examples in an extended answer.

Knowledge

Your knowledge of the key terms will be tested using short (1-2 mark) questions. These require you to either state one or two of the examples from the specification or define a particular term.

Tips

- Make sure you know all the points on the specification because you don't know which ones will come up
- Remember that you cannot use the words in the term in your definition
- Use examples to help your definitions – even for one or two marks, you can write a little more to guarantee the marks

Practice

- Can you recall **all** the bullet points for each topic?
- Use mind maps, flash cards and mnemonics to practise recalling all the key examples – these will form the mark scheme in the exam

Understanding

Your understanding of the key points will be tested using longer questions (3, 6, 9 and 12 marks), with command words like “describe”, “explain”, “evaluate”, “justify”.

Getting a top grade means getting full marks on the long answers. To do this you need to be able to evaluate and justify each of the points in the specification using clear examples. It is essential that you use the extract to justify your response as you will be marked on the use of application.

Assessment Objectives

AO1a = knowledge & recall

AO1b = demonstrating understanding

AO2 = application and calculations

AO3a = analysis

AO3b = evaluation

Structure for exam questions 6, 9 and 12 markers

6 mark questions: - There are two types of 6 mark questions a Discuss and Analyse question.

Only **one** question and will only appear at the end of **section A**, so no application required!

State your answer (AO1b)

Then analyse it (AO3a)

*Need at least 2 **connectives**/links for 1/2 marks

*Need at least 5 **connectives**/links for 5/6 marks

- *2 connectives = 2 marks with good understanding
- *3 connectives = 3 marks with good understanding
- *4 connectives = 4 marks with good understanding
- *5 connectives = 5-6 marks with good understanding

Demonstrating understanding (AO1b) = 3 marks
Analysing (AO3a) = 3 marks

Discuss the likely benefit of having a decentralised organisational structure (6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Analyse question: 6 marks

Same technique as discuss BUT need to **APPLY!** This means they analyse questions will be in **sections B and C.**

State your answer (AO2)

Then analyse it (AO3a)

*Need at least 2 **connectives**/links for 1/2 marks

*Need at least 5 **connectives**/links for 5/6 marks

Applying knowledge and understanding (AO2) = 3 marks
Analysing (AO3a) = 3 marks

How to level a 6 mark question

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">Limited application of knowledge and understanding of business concepts and issues to the business context (AO2).Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a).
Level 2	3–4	<ul style="list-style-type: none">Sound application of knowledge and understanding of business concepts and issues to the business context although there may be some inconsistencies (AO2).Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a).
Level 3	5–6	<ul style="list-style-type: none">Detailed application of knowledge and understanding of business concepts and issues to the business context throughout (AO2).Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a).

Analyse the impact on Gregg's of allowing customers to order their food online in advance (6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

AO2 level 3 – detailed application of knowledge and understanding of business concepts and issues to the business context throughout = 3 marks
AO3a analysis – at least 5 chains/links = 3 marks

Structure for a 9 mark question = Justify

Two 9 mark questions in your exam paper. **One** at the end of **section B**, and **one** in **section C**
You will be given a choice of 2 options and have to decide which is the best for the business given and WHY

- 1. State **your** choice, cross out the other option and explain WHY using 5 linked strands with context in every sentence
- 2. Explain the disadvantage of **your** choice using 3 linked strands and context in every sentence
- 3. Justify WHY your option is better and what it **DEPENDS ON**

*Need at least 3-4 **connectives**/links for L2
*Need at least 5 **connectives**/links for L3

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited application of knowledge and understanding of business concepts and issues to the business context (AO2). Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a). Makes a judgement, providing a simple justification based on limited evaluation of business information and issues relevant to the choice made (AO3b).
Level 2	4-6	<ul style="list-style-type: none"> Sound application of knowledge and understanding of business concepts and issues to the business context although there may be some inconsistencies (AO2). Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a). Makes a judgement, providing a justification based on sound evaluation of business information and issues relevant to the choice made (AO3b).
Level 3	7-9	<ul style="list-style-type: none"> Detailed application of knowledge and understanding of business concepts and issues to the business context throughout (AO2). Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a). Makes a judgement, providing a clear justification based on a thorough evaluation of business information and issues relevant to the choice made (AO3b).

Choose one option and then do above. Doing a pro of option A and a con of option B does not constitute balance. Students do not have to consider both options in this question. Ensure your conclusion/evaluation is a consideration of that option and, perhaps, the circumstances which might strengthen or weaken the case for choosing that particular option. E.g. reason for rejection of other option and include depends on



SECTION C
Answer ALL questions.

Look at Figures 4, 5 and 6, read the following extract carefully, then answer Question 7.

Write your answers in the spaces provided.

Sally is a fitness instructor at a local sports centre (Figure 4). She is now considering setting up her own business as a personal trainer (Figure 5). Sally's research shows that people are more interested in health and fitness. Although there are a number of gyms in her local area, there are not many personal trainers.

Sally has conducted some research into who her main competitors will be. A summary of the research is shown in Figure 6.

	Price per hour session	Strength	Weakness
Competitor 1: 'Vitality' personal instructor	£22	Experienced personal trainer with good local reputation	Operates in only a small geographical area
Competitor 2: 'Bootcamp' personal trainer	£220 for an 11-session block	Ex-soldier using military training methods	Limited number of training methods used

Figure 6

Sally will charge £25 per hour. She is flexible in terms of the location of her customers and will travel within a 10-mile radius. She hopes to attract a younger market segment by using social media and online promotion. She aims to differentiate her service in a number of ways:

- Using social media to communicate directly with her customers, offering daily motivational reminders.
- Filming parts of the customer's training session and posting it online for them to evaluate their performance on their own device.

Sally is currently well paid and has saved up enough money to start up on her own. She is considering buying a franchise. There are a number of national franchise operators that she could use. However, she is concerned about the current economic climate. She has seen reports that unemployment is rising and that consumer incomes are falling.

Sally is considering whether or not to buy a franchise to start up on her own.

Justify whether or not Sally should buy a franchise 9marks.

Plan your answer

.....

.....

.....



12 Mark question = Evaluate:

There is **only one** 12 mark question and this will only appear at the end of **section C**, the **FINAL** question! You will be tested on **ALL** of the assessment objectives, you are expected to have the **same written structure** as the justify questions **BUT** this question must be open ended (no choices given)

1. **Define** the key term (AO1b)
2. **State** your reason and **explain WHY** using 5 linked strands
3. Explain the **disadvantage** of your reason – **HOWEVER.....** using 5 linked strands
4. **Evaluate WHY** your reason is suitable and what it **DEPENDS ON** e.g: *competition, the state of the economy, finance, objectives*

*Need at least **3/4 connectives/link**s for L2

*Need at least **5 connectives/link**s for L3

How to level a 12 mark question

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • Demonstrates elements of knowledge and understanding of business concepts and issues, with limited business terminology used (AO1b). • Limited application of knowledge and understanding of business concepts and issues to the business context (AO2). • Attempts to deconstruct business information and/or issues, finding limited connections between points (AO3a). • Draws a conclusion, supported by generic assertions from limited evaluation of business information and issues (AO3b).
Level 2	5-8	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of business concepts and issues, including appropriate use of business terminology in places (AO1b). • Sound application of knowledge and understanding of business concepts and issues to the business context although there may be some inconsistencies (AO2). • Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies (AO3a). • Draws a conclusion based on sound evaluation of business information and issues (AO3b).
Level 3	9-12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of business concepts and issues throughout, including appropriate use of business terminology (AO1b). • Detailed application of knowledge and understanding of business concepts and issues to the business context throughout (AO2). • Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning (AO3a). • Draws a valid and well-reasoned conclusion based on a thorough evaluation of business information and issues (AO3b).

Evaluate whether Sally’s business idea is likely to be a success. You should use the information provided as well as your knowledge of business (12 marks)

.....

.....

.....

.....

.....

