

Skills Exercises

AO1 Knowledge and understanding

Cambridge O Level Commerce 7100

For examination from 2026



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Introduction

Cambridge O Level Commerce attracts a variety of learners from many different backgrounds. For learners, the subject provides knowledge and understanding of the nature of commercial activities, how these changes are affected by the dynamic commercial environment and the impact they have on national and international consumers, producers, wholesalers and retailers. Candidates learn about innovations such as digital technologies and develop an appreciation of how commerce influences decision-making in real life.

Skills and why they are important?

Skills are the key to success. The performance of candidates in Cambridge O Level Commerce exams have shown a range of areas where improvement would be helpful. These areas of improvement tend to centre around the assessment objectives (AOs) of the course and we have addressed these AOs in a series of exercises and activities.

- AO1 Knowledge and Understanding
- AO2 Application
- AO3 Analysis and Evaluation

Skills Exercises make use of examination questions and data and include activities and worksheets to help skills development and incorporate suggested teaching approaches, such as group work, discussion, structured support and writing in sequence. They do not attempt to cover all possible aspects of the examinations, only those problem areas which have presented consistently over time.

How will these skills be developed?

Skills Exercises aim to help learners develop skills in:

- using knowledge to answer examination questions
- using commercial contexts given in the examination papers to make answers relevant
- developing skills in analysis and evaluation, including understanding analysis and making judgements.

Skills Exercises provide suggestions so you can have confidence that the materials you prepare and use in the classroom are building skills and resilience in your learners. This document should be used alongside the other teaching and learning resources provided on the [School Support Hub](#).

AO1 Knowledge and Understanding

To assess AO1 Knowledge and Understanding learners need to be able to demonstrate knowledge and understanding of terminology, concepts, processes and trends in relation to commerce.

The following table contains some command words that might indicate to learners that knowledge and understanding is required in the question.

Command word	
Define	Give precise meaning
Describe	State the points of a topic / give characteristics and main features
Give	Produce an answer from a given source or recall/memory
Identify	Name / select / recognise
State	Express in clear terms

Exercise 1: Key terms and definitions

Cambridge O Level Commerce has terminology that learners need to know and understand. This will help learners to recognise and interpret what is happening in the world of commerce. Learners need to select, organise, analyse and apply this knowledge as required in the examination.

Activity 1: Match the definition to the key term

It is important for learners to be able to accurately define key terms and understand what they mean.

Give learners a set of cards. Each card has a key term on the left-hand side and a definition of another key term on the right-hand side.

Learners match the definitions to the key terms to create a complete set of definitions. The definitions and key terms in **Worksheet 1: Match the definition to the key term** can be used as an example of this activity or replaced with other key terms from the syllabus. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 1: Match the definition to the key term answers** and ask learners to peer assess each other's work. Lead a feedback discussion, checking that learners have the correct definitions and understand the meaning of the key term.

Activity 2: What is the key term?

Give learners some key terms where the letters have been mixed up. Learners put the letters in the correct order to identify the key term and then write a definition of that key term.

Use the key terms in **Worksheet 2: What is the key term?** or create others using the syllabus. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 2: What is the key term? answers** and ask learners to peer assess each other's work. Lead a class discussion ensuring all learners are clear on the answers and identifying and correcting any misconceptions.

Activity 3: Missing key terms

Give learners some sentences where there is a missing key commerce term. Learners insert a missing word in the space provided.

Use the key terms in **Worksheet 3: Missing key commerce terms** or create others using the syllabus. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 3: Missing key commerce terms answers** and ask learners to peer assess each other's work. Lead a class discussion ensuring all learners are clear on the answers and identifying and correcting any misconceptions.

Exercise 2: Linking key concepts

An examination question can have a simple topic at its core but require a variety of different concepts to allow a full answer to be given.

Learners need to be able to link these concepts together so that they can choose the most important or most relevant ones to use in an examination answer.

Activity 1: Stating typology and examples for key concepts

Give learners a topic area from the syllabus.

Many of the key concepts in commerce and trade have a typology or multiple examples. In this activity, learners create a mind-map by identifying and stating different types and examples linked to the presented concept. The activity may be completed by learners either individually or in pairs.

For this activity, learners need to think of as many different types of retailers as they can. Go through the worksheet with learners to check they understand what is required of the task.

For this activity learners may work individually or in pairs. **Worksheet 4: Linking key concepts** can be used for this activity. Use **Worksheet 4 Linking key concepts answers** and ask learners to peer assess each other's work.

Activity 2: Categorise the concepts

Learners should know the difference between a variety of concepts in commerce and trade, and be able to categorise them.

Provide learners with the three partially completed tables and ask them to categorise different commerce concepts from the syllabus.

The concepts in **Worksheet 5: Categorise the concepts** can be used or replaced with different ones as required. Lead a group discussion about the differences between specific concepts.

Activity 3: Knowing facts, terms and concepts

Learners should know the meaning of commercial terms and concepts, even when presented with distracting information that may have similar meanings.

Provide learners with a range of multiple-choice questions where they need to identify the correct answer.

The questions in **Worksheet 6: Knowing facts, terms and concepts** can be used or replaced with different ones as required. Lead a group discussion about why each answer is the correct one.

Exercise 3: Key terms in digital commerce

Digital technology has enhanced and enlarged the terminology of trade and commerce in the past few decades and is continuing to do so. Learners must learn about and understand the meaning of these new terms related to digital commerce. Some examples include ecommerce, mcommerce and scommerce.

Activity 1: Digital commerce terms

Give learners some sentences where there is a missing key digital commerce term. Learners insert a missing word in the space provided.

Use the key terms in **Worksheet 7: Missing key digital commerce terms** or create others using the syllabus. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 7: Missing key digital commerce terms answers** and ask learners to peer assess each other's work. Lead a class discussion ensuring all learners are clear on the answers and identifying and correcting any misconceptions.

Activity 2: Fill in the gaps

The activities in **Worksheet 8: Digital commerce terms** will help learners to understand the context in which to use each key term. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 8: Digital commerce terms answers** and ask learners to peer assess each other's work.

Lead a class discussion to ensure learners are using the correct key words. Give guidance and correct any misconceptions about key words and definitions.

The subject matter for each paragraph can be changed for other topics from the syllabus.

Activity 3: What am I?

Give learners a wordsearch to complete. The hints to the wordsearch should be definitions/explanations of ten digital commerce terms.

Worksheet 9: What am I? can be used as an example of this activity. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 9: What am I? answers** and ask learners to peer assess each other's work. Lead a class discussion, making sure learners have the correct answers and understand the meaning of the key terms.

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