

Skills Exercises

AO3 Analysis and Evaluation

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 they 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](#).

AO3 Analysis and Evaluation

Analysis is a skill which starts to unlock the higher marks in examinations. Learners who can effectively analyse will be able to build arguments within their responses and this will often make it easier to evaluate.

Evaluation is about being able to make a decision based upon prior analysis. Learners should be able to make a justified decision, explain why they made that decision and why they did not make a different decision. They may want to explain how their decision would be different in other contexts.

The following are some command words that might indicate to learners that analysis and evaluation is required in the question.

Command word	What it means
Analyse	Examine in detail to show meaning, identify arguments and the relationship between them
Assess	Make an informed judgement
Compare	Identify/comment on similarities and/or differences
Consider	Review and respond to given information
Discuss	Write about an issue(s) or topic(s) in depth in a structured way
Evaluate	Judge or calculate the quality, importance, amount, or value of something
Explain	Set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Identify	Name/select/recognise
Justify	Support a case with evidence/argument

To access AO3 Analysis and Evaluation marks learners need to:

- select, analyse and interpret commercial information in written, visual and numerical forms, using appropriate techniques.
- present reasoned explanations and use them to draw conclusions.
- make reasoned judgements and recommendations.

Exercise 1: What is analysis?

Learners need to be able to understand what analysis actually looks like. Often, learners think that analysis involves providing descriptions or making lots of points, whereas this is not the case. Analysis is about:

- effects
- consequences
- reactions.

Activity 1: Match the definition to the key term

It is common for learners to state points, rather than explain them. The use of connectives is necessary for learners to be able to develop their points into analysis.

For this activity, learners need to think of as many different connectives 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 1: How to analyse can be used for this activity.

Use **Worksheet 1: How to analyse answers** and ask learners to peer assess each other's work. Lead a class discussion to develop learners' understanding, ensuring any misconceptions are addressed.

Activity 2: Analysis or not?

Give learners a series of sentences where one sentence involves analysis and the other does not. The sentences in **Worksheet 2: Analysis or not?** can be used or replaced with other sentences.

For each sentence, learners decide which is the analytical one.

Use **Worksheet 2: Analysis or not? 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: Identifying analysis in simple sentences

Show learners one or two sentences containing analysis, that is explanations of causal connections. These can be everyday examples or commerce related. Choose examples suitable for the topic being studied. For example:

- Goods are often returned to online retailers because they have been damaged by post or by courier.
- The small-scale retailer has immediate access to a cash-and-carry warehouse and therefore, does not have to wait for deliveries.

Learners identify the decisions made and the reasons given for those decisions in each statement. Introduce the idea of connecting words including, 'because', 'this means', 'so', 'therefore'.

In groups learners consider other possible connecting words. Remind them that not all connecting words such as 'and' are relevant for developing analysis.

Extend this by asking further questions such as, 'Why does this develop the statement?' or 'How will this help explain the point being made?'

Learners make notes on their discussion before sharing ideas with the class. These could be used later as part of a poster display about connecting words.

Use **Worksheet 3: Identifying analysis in simple sentences** to encourage learners to practise spotting analysis and adding development.

Exercise 2: Focus of analysis

Analysis must be focused on a business or a person or commerce concept. It is essential that learners focus their analysis in the right way. An examination question will always have a clear focus for the analysis.

Activity 1: What is the focus?

Give learners a series of possible or past examination questions. The questions on **Worksheet 4: What is the focus?** can be used or changed with other analytical or evaluative questions. For each sentence, learners underline the focus of the analysis. Discuss how the focus of each question could be misinterpreted.

Activity 2: Analysis links

Analysis can be limited or developed. Limited analysis does not go far enough. For example, it may identify an impact, effect or reaction, but does not continue and demonstrate how it will really affect the business or person.

Developed analysis is about creating a chain of analysis. This means that there is a clear link between the initial impact, effect or reaction and how this might develop to really affect the business or person.

Give learners the start of chains of analysis. Learners identify possible impacts which may result and link the concepts together. There may be different routes given.

The starts of the chains of analysis in **Worksheet 5: Analysis links** can be used or replaced as appropriate. Lead a group discussion about the different ways in which each chain could be developed.

Activity 3: Two-sided argument

Give learners possible decisions that a commercial enterprise may need to make. Learners identify advantages and disadvantages of each decision.

They should analyse the impact of each advantage and disadvantage on the commercial enterprise.

The decisions in **Worksheet 6: Two-sided argument** can be used or replaced as appropriate. Lead a group discussion about the impact of each advantage and disadvantage on the commercial enterprise.

Exercise 3: Writing evaluation

Evaluation is usually considered to be the hardest assessment objective and the one that is essential for a top grade in Cambridge O Level Commerce. At its heart, evaluation is about answering the question by making decisions and forming conclusions.

Learners should explain why they have made particular decisions, and why they did not make a different decision.

Activity 1: How to answer the question

When a learner sees an evaluative question, it should be clear what the judgement will be about.

Knowing what the judgement is about helps learners structure their answer because all of the analytical points will create arguments to back up that judgement.

Give learners a series of evaluative questions from either past or specimen papers. The questions on **Worksheet 7: How to answer the question** can be used or any other evaluative questions. Learners could work in groups or in pairs. For each question, learners decide what the first sentence of the conclusion should be. Lead a group discussion about the conclusions given by each group/pair.

Activity 2: Find the conclusion

Although evaluation can come at any part of a 6 or 8-mark commerce question, a good conclusion is an essential part of a response to a question.

Give learners a copy of **Worksheet 8: Find the conclusion** and ask them to decide which of the two conclusions best answers the question. Learners could work in groups or in pairs. Lead a group discussion about the decisions given by each group/pair.

Activity 3: Making judgements

Give learners different questions that require evaluation.

Provide them with different options that the enterprise could use. Learners identify relevant advantages and disadvantages of each option.

Based upon their analysis they should then create an evaluation, identifying which option they would pick, why they would pick it and why they would not pick the other option.

The evaluation questions in **Worksheet 9: Making judgements** can be used or replaced as appropriate. Learners could work in groups or in pairs. Lead a group discussion about the decisions given by each group/pair.

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