

Skills Exercises

AO2 Application

Cambridge International AS & A Level Business 9609

For examination from 2023



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Introduction

Cambridge International AS & A Level Business attracts a variety of learners from many different backgrounds. For some learners Business is a new subject and an opportunity to explore an area of study that interests them, while developing a set of transferable skills. Other learners have previously studied Business and are looking to continue developing their knowledge of the subject. Either way, the study of Business allows learners to experience the diverse and dynamic world within which businesses exist and gain the knowledge needed to understand how businesses operate within real contexts, analyse alternative courses of action and develop the ability to make justified recommendations.

Skills and why they are important?

Skills are the key to success. The performance of candidates in Cambridge International AS & A Level Business 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 AO4 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 and numerical data to answer examination questions
- using the context given in the examination to make answers relevant
- developing skills of analysis – including understanding analysis, spotting analysis and developing analysis skills
- building evaluation skills – including making judgements, what the judgement depends upon and early evaluation in a response.

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](#).

AO2 Application

Paper 1 – Business Concepts 1

For Paper 1 – Business Concepts 1, learners apply their answers to given business contexts without any extra data or a case study. These contexts are ones that learners are likely to be familiar with and may have encountered during their study. The ability to apply knowledge and understanding to these business contexts is essential to be able to access AO2 Application marks and to produce good quality analysis and evaluation.

Exercise 1: Using business contexts

Activity 1: Business contexts

Learners need to understand that different business contexts require different responses.

Give learners a business context. **Worksheet 1: Business contexts** can be used or replaced with other contexts.

For each context learners decide if the statements are true or false. 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: Business contexts answers** and ask learners to peer assess each other's work. Lead a class discussion to ensure understanding, explaining that whether a statement is true or false might depend on other information. Where this is the case, discuss as a class how both options could be correct. Ensure any misconceptions are addressed.

Activity 2: Different business contexts

The reason a general context is given, is so that a response can be specific and not generic. Learners need to understand how different contexts can lead to different types of responses.

Give learners two general business contexts which have significant differences. The general contexts in **Worksheet 2: Different business contexts** can be used or replaced with other general contexts.

Learners identify the differences between each of the contexts. 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: Different business contexts answers** and ask learners to peer assess each other's work. Lead a class discussion about the different contexts and how they can lead to different types of responses. Ensure any misconceptions are addressed.

Activity 3: Research contexts

The more exposure learners have to different general contexts, the more adaptable they are likely to be when applying their Business knowledge and understanding in an examination.

Each learner researches a different general context. Any local, national or international business could be used. Business contexts that are known to the learners are likely to provide the best examples. Learners research the context and the specific nature of that context.

Learners present their findings to the rest of the group, including examples of real businesses that exist within that context in your country. After each presentation, learners give two positive points and one point for improvement.

Paper 2 – Business Concepts 2

For Paper 2 – Business Concepts 2, learners need to apply their answers to specific data about a business. This data is given in the examination and is focussed on the questions given. The ability to apply knowledge and understanding to this specific data is essential to access the marks for AO2 Application and to produce good analysis and evaluation.

Exercise 2: Using data contexts

Activity 1: Making appropriate choices

Learners should understand how a data context can make some choices appropriate for that business and other choices inappropriate.

Give learners an outline / description of a business. The business outlines in **Worksheet 3: Making appropriate choices** can be used or replaced with other businesses.

For each outline learners rank the choices based on which are the most appropriate and explain why. 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: Making appropriate choices answers** and ask learners to peer assess each other's work. Lead a class discussion to ensure understanding. Ensure any misconceptions are addressed.

Activity 2: Explain in context

Learners should understand how context is essential to make an answer specific to the given business.

Give learners a piece of data about a business. The outlines in **Worksheet 4: Explain in context** can be used or replaced with another business. For each question learners pick the best answer which would be most in context. 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 4: Explain in context answers** and ask learners to peer assess each other's work. Lead a class discussion to ensure understanding. Ensure any misconceptions are addressed.

Extension activity: learners add another potential, contextual answer.

Paper 3 – Business Decision-Making and Paper 4 – Business Strategy

For Paper 3 – Business Decision-Making and Paper 4 – Business Strategy, learners need to apply their answers to a detailed case study. The case study needs to be read and understood before attempting the questions. The ability to apply knowledge and understanding to these case studies is essential to access AO2 Application marks and produce good analysis and evaluation.

Exercise 3: Using case study contexts

Activity 1: Understanding a case study

Learners should be able to quickly read and understand the most important points from a case study.

Give learners a case study. The case study from 9609 Business Specimen Paper 3 can be used with **Worksheet 5: Understanding a case study** or replaced with another case study. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners should work individually.

Give learners 10–15 minutes to read and understand the case study.

Learners put the case study away and answer the quiz.

Alternatively, display the worksheet on the board and complete as a class.

Use **Worksheet 5: Understanding a case study answers** and ask learners to peer assess each other's work. Lead a class discussion to ensure understanding. Ensure any misconceptions are addressed.

Activity 2: Highlighting relevant information

One of the most useful ways to get to know a case study is to use a highlighting pen to pick out the most important aspects. This can be particularly useful when a learner needs to refer back to the case study and pick out data to answer a question.

For this activity each learner should have access to three different colours of highlighting pen (coloured pencils can also be used).

Give learners a case study. The case study in Specimen Paper 3 or Specimen Paper 4 can be used.

Learners read the entire case study as quickly as possible, so that they have a good idea of the basic context of the business.

Give learners three questions from the relevant question paper. Each question should be assigned a different colour highlighter.

Learners highlight each part of the case study that refers to the appropriate question. By doing this, learners should be able to quickly refer to that section of the case study when answering that question.

By practising this technique, learners can quickly and effectively highlight a case study before attempting to answer the questions.

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