

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9BS0

Business Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- The format/structure of the assessments remains unchanged.
- This advance information notice details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 6 pages.

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General advice

- Students and teachers should consider how to focus their revision of other parts of the specification, for example to review whether other topics may provide knowledge which helps your understanding in relation to the areas being tested in 2022.
- Students should only refer to the advance information for components for which they intend to sit examinations, for example for specifications with optional papers.
- It is advised that teaching and learning should still cover the entire subject content in the specification. The government believes it is important that students cover the curriculum as fully as possible, so that they are as well prepared as possible for progression to the next stage of their education.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).

Advance Information

Subject specific section

- For our Pearson Edexcel A Level Business specification, for the component 01 and 02 examination papers, questions within these papers will sample content only from the areas specified in this notice.
- For component 03, students will not be disadvantaged if solely using the areas indicated in this document, however students' responses to individual questions, where relevant, may draw upon other areas of specification content not listed, and credit will be given for this where appropriate. Students should draw upon knowledge, skills and understanding from across the specification when responding to synoptic questions, and again credit will be given where this occurs beyond the content listed.
- Teachers may choose to focus their teaching and revision on the content set out in this document, but should aim where possible to do so only once the full content of the course has been delivered.
- The specification content is presented in numerical order as set out in the specification, and not reflecting the question order of the examination papers. Some questions may be answerable using more than one area of specified content. Any content listed may appear in the examination papers in any question style, from short response questions through to higher tariff extended response questions.
- Quantitative skills relevant to each component are included in this information.

Paper 1 (9BS0/01)

- 1.1 Meeting customer needs
 - 1.1.1 The market
 - 1.1.2 Market research
- 1.2 Market
 - 1.2.2 Supply
 - 1.2.3 Markets
- 1.3 Marketing mix and strategy
 - 1.3.4 Distribution
- 1.5 Entrepreneurs and leaders
 - 1.5.2 Entrepreneurial motives and characteristics
 - 1.5.4 Forms of business
- 4.1 Globalisation
 - 4.1.2 International trade and business growth
 - 4.1.3 Factors contributing to increased globalisation
 - 4.1.5 Trading blocs
- 4.2 Global markets and business expansion
 - 4.2.5 Global competitiveness
- 4.4 Global industries and companies (multinational corporations)
 - 4.4.1 The impact of MNCs

Appendix 3: Quantitative Skills

Quantitative skill number	Quantitative skill
QS 2	calculate, use and understand percentages and percentage change
QS 3	construct and interpret a range of standard graphical forms
QS 9	interpret, apply and analyse information in written, graphical and numerical forms

NB

Centres will find it useful to refer to the full course specification and 'Getting Started Guide' for further amplification of the guidance above.

Paper 2 (9BS0/02)

2.2 Financial planning

2.2.3 Break-even

2.2.4 Budgets

2.3 Managing finance

2.3.1 Profit

2.3.2 Liquidity

2.4 Resource management

2.4.2 Capacity utilisation

3.1 Business objectives and strategy

3.1.3 SWOT analysis

3.1.4 Impact of external influences

3.3 Decision-making techniques

3.3.1 Quantitative sales forecasting

3.5 Assessing competitiveness

3.5.2 Ratio analysis

Appendix 3: Quantitative Skills

Quantitative skill number	Quantitative skill
QS 1	calculate, use and understand ratios, averages and fractions
QS 3	construct and interpret a range of standard graphical forms
QS 5	calculate cost, revenue, profit and break-even
QS 9	interpret, apply and analyse information in written, graphical and numerical forms

NB

Centres will find it useful to refer to the full course specification and 'Getting Started Guide' for further amplification of the guidance above.

Paper 3 (9BS0/03)

- 1.3 Marketing mix and strategy
 - 1.3.3 Pricing strategies
- 1.4 Managing people
 - 1.4.2 Recruitment, selection and training
- 2.4 Resource management
 - 2.4.2 Capacity utilisation
- 2.5 External influences
 - 2.5.1 Economic influences
 - 2.5.2 Legislation
 - 2.5.3 The competitive environment
- 3.3 Decision-making techniques
 - 3.3.2 Investment appraisal
- 3.4 Influences on business decisions
 - 3.4.3 Shareholders versus stakeholders
- 4.1 Globalisation
 - 4.1.4 Protectionism
- 4.2 Global markets and business expansion
 - 4.2.3 Assessment of a country as a production location

Appendix 3: Quantitative Skills

Quantitative skill number	Quantitative skill
QS 6	calculate investment appraisal outcomes and interpret results
QS 8	use and interpret quantitative and non-quantitative information in order to make decisions
QS 9	interpret, apply and analyse information in written, graphical and numerical forms

NB

Centres will find it useful to refer to the full course specification and 'Getting Started Guide' for further amplification of the guidance above.

END OF ADVANCE INFORMATION