

Scheme of Work

Cambridge O Level Commerce 7100

For examination from 2021



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take as you know the nature of your institution and the level of ability of your learners. What follows is just one possible approach to teaching this syllabus and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities** and there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of teacher support, throughout the scheme of work. Timings for activities and feedback are left to your judgement, according to the level of your learners and the size of your class. The length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for the Cambridge O Level course. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below gives some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours / %)	Suggested teaching order
1. Production	It is recommended that this unit should take about 6 hours / 4% of the course.	1
2. Retail trade	It is recommended that this unit should take about 13 hours / 10% of the course.	2
3. Consumer credit	It is recommended that this unit should take about 7 hours / 6% of the course.	14
4. Wholesale trade	It is recommended that this unit should take about 6 hours / 4% of the course.	3
5. Documents of trade	It is recommended that this unit should take about 6 hours / 4% of the course.	4
6. International trade	It is recommended that this unit should take about 11 hours / 9% of the course.	5

Topic	Suggested teaching time (hours / %)	Suggested teaching order
7. Advertising	It is recommended that this unit should take about 10 hours / 8% of the course.	6
8. Communications	It is recommended that this unit should take about 6 hours / 4% of the course.	7
9. Transport	It is recommended that this unit should take about 10 hours / 8% of the course.	8
10. Warehousing	It is recommended that this unit should take about 6 hours / 4% of the course.	9
11. Insurance	It is recommended that this unit should take about 10 hours / 8% of the course.	10
12. Banking	It is recommended that this unit should take about 10 hours / 8% of the course.	11
13. The business unit	It is recommended that this unit should take about 11 hours / 8% of the course.	12
14. Finance	It is recommended that this unit should take about 10 hours / 8% of the course.	13
15. Changing environment of commerce	It is recommended that this unit should take about 8 hours / 7% of the course.	15

Resources

You can find the endorsed resources to support Cambridge O Level Commerce on the Published resources tab of the syllabus page on our public website here

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

[Tools to support remote teaching and learning](#) – to find out about and explore the various online tools available for teachers and learners.

Scheme of Work

School Support Hub

School Support Hub is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge O Level Commerce syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
13.3 Main forms of business	Describe and give reason for the rapid growth of the world's	<p>Divide the class into groups and provide each group with information about the main features of one form of business organisation. Each group could then decide which features are advantages and which are disadvantages for the business they are looking at.</p> <p>Learners examine why a business organisation may wish to change its structure, e.g. why a sole proprietor may form a partnership, or why a private limited company may become a public limited company. This could be done as a group activity.</p> <p>Extension activity: a more challenging activity would be for learners to research the information about the different forms of business themselves, then present their findings to the class using a table of advantages and disadvantages.</p> <p>Extension activity: learners investigate the various forms of business in their local area. As a group or class, learners could comment on the suitability of that form for each business. (I)</p> <p>http://commerceforbeginning.blogspot.co.uk/search/label/Types%20of%20Business%20Organization (types of business organisations)</p>

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past and specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Past papers, specimen papers and mark schemes are available for you on the School Support Hub at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

1. Production

Syllabus ref	Learning objectives	Suggested teaching activities
1.1 The chain of production	define the term production	<p>In groups, learners discuss what is meant by the term <i>production</i> and why production takes place. Through the discussion, make sure that learners do not view production as simply concerned with making goods. Create a production chart showing the two main branches of production: industry and services.</p> <p>It is useful at this stage to show the difference between <i>producers</i> and <i>consumers</i>: producers provide goods and services for consumers, while consumers are the final users of goods and services.</p> <p>Video: www.youtube.com/watch?v=DDR3tpjNKOs</p>
	show understanding of the production of goods and services to satisfy human wants and needs	<p>Explain how businesses produce goods and services to satisfy consumers' needs and wants.</p> <p>In groups, learners produce a list of their needs and wants. Alternatively, ask pairs of learners to draw up a two-column list of (a) goods and (b) services they have bought in the last two weeks. Allow 5 to 10 minutes then ask learners to mark those items which are wants with a 'W' and those which are needs with an 'N'.</p> <p>Extension activity: extend this activity to discuss what is likely to happen to the quantity of goods and services (such as food, clothing and computers) that people will need and want in the future and whether it will be possible to meet these needs/wants.</p> <p>Video: www.youtube.com/watch?v=9ZxpWI1rDTE (difference between needs and wants)</p>
1.2 Primary (extractive) industries, secondary (manufacturing and construction) industries, and tertiary activities (commercial services and direct services)	describe these types of industries and activities with examples	<p>By creating the production chart in 1.1, learners will have already identified the three types of industries: primary, secondary and tertiary. Ensure that learners have included these in their production charts.</p> <p>Learners can then categorise local businesses according to type, using businesses selected from a telephone directory or a list of businesses you have prepared in advance.</p> <p>Theory: www.bbc.co.uk/education/guides/zrvb9j6/revision (types of industries) Video: www.youtube.com/watch?v=8KDxAWfMwf4 (types of industries)</p>
	explain how people working in primary industries, secondary industries and tertiary activities are part of production	<p>Ask learners about the type of job that they would like to do when they leave school or college. A list of these jobs could be created and learners asked to classify them according to type of industry and how/where they fit into production. (F)</p> <p>A short discussion could then follow on why each of the jobs chosen is productive.</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	discuss the relative importance of each type of industry within a country	<p>Have a class investigation identifying and comparing the importance of each type of industry in different countries. Ask learners to produce graphs of the different types of industry in selected countries and compare them. (I)</p> <p>Learners explain how these three types change as a country develops. Ask learners to write a report or give a class presentation.</p>
1.3 Specialisation and division of labour	explain the terms <i>specialisation</i> and <i>division of labour</i>	<p>Introduce this topic by asking learners to consider the advantages and disadvantages of teachers specialising in particular subjects, or lawyers specialising in certain legal areas. This could be a whole-class or group discussion. Widen the discussion into a consideration of the benefits and disadvantages of specialisation in other occupations, such as those of doctors, car production workers or farm workers.</p> <p>Introduce the concept of division of labour. It would be useful at this point for learners to visit a factory, farm or office where workers specialise. If this is not possible, invite a person specialising in a particular activity in to talk to the class.</p> <p>Another starter activity would be for learners to work individually to make something (with a number of distinct stages) on their own and then to work in groups to make the same item using division of labour, or the class could be split into those working on their own and those working in groups. This could be, for example, assembling a construction toy, such as Lego, the final item being composed of a number of separate parts or components where each part/component could be constructed by a different person (a specialised task). They should make as many as they can of the same thing in a certain amount of time. The class could then discuss the merits and problems of each approach.</p> <p>An additional activity could be to research into local businesses (or online) to identify those that use specialisation and division of labour in their production processes. (I)</p> <p>Theory: www.tutor2u.net/economics/reference/specialisation (specialisation) Video: www.youtube.com/watch?v=Meo0s54s1sw (specialisation) Video: www.youtube.com/watch?v=CBol1EdKMKA (division of labour)</p>
	describe the different forms of specialisation by: country, region, town, firm, factory, individual	<p>Introduce this topic by explaining that specialisation takes various different forms, then ask learners in groups, pairs, individually or for homework to research real-life examples of each of the different forms. (I)</p> <p>Learners could then give group presentations to share their examples.</p>
	discuss the advantages and disadvantages of division of	<p>Compare the productivity of when learners worked individually to make the item in 1.3 with the total productivity of when they worked in teams. Learners should conclude that the division of labour develops</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	labour to a manufacturer and a worker	<p>individual proficiency in completing a specialised task, which, when applied to an assembly line, increases production output.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • What made one more efficient than the other? • Did both working styles (individual and group) produce equally attractive end products? • What are three advantages and three disadvantages of division of labour? (F) <p>Show learners a video about an industry which features an assembly line or clear division of labour. Alternatively, read a story about an assembly line, preferably as seen through the eyes of an employee who performs the same task for eight hours each day. If possible, ask an assembly-line worker to speak to the class.</p> <p>Video: www.youtube.com/watch?v=PkCwsKGO-2o (division of labour on an assembly line)</p>
1.4 Commerce	define the terms <i>trade</i> and <i>commerce</i> showing the differences between them	<p>Make sure learners remember what production is, and then tell them that commerce and trade are part of production. Use a chart to illustrate this. The term <i>commerce</i> should be linked to the final consumer and defined as <i>trade</i> and <i>aids to trade</i>. <i>Trade</i> should be defined as the buying and selling of goods and services to make a profit. Without money there could be no trade.</p> <p>Ask the whole class to imagine what life might be like without money and to think of times where they have used barter instead of trade themselves.</p> <p>Theory: https://keydifferences.com/difference-between-trade-and-commerce.html (differences between trade and commerce)</p> <p>Video: www.youtube.com/watch?v=Efli79C18aE (what is trade)</p>
	discuss how distribution assists commercial activity	<p>Ask learners what <i>distribution</i> means and why it is important to commerce. Learners should recognise that if goods or services are not distributed to the right place, at the right time and at the right price, they cannot be bought or sold. (F)</p>
	explain the nature, purposes and importance of trade, both at home and overseas	<p>Use the production chart created at the start of this unit, preparing yours in advance to show learners the branches of trade, namely home and international trade, and their subdivisions of retail/wholesale and export/import respectively. Learners should update their production charts to include this.</p> <p>In groups, learners research the meaning and importance of each of these divisions and report back to the class in a presentation. (I)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	discuss how advertising, communications, transport, warehousing, insurance, banking and finance help trade to function	Look at the production chart with the class and add the six aids to trade. Learners update their production charts. Ask learners how each of these aids can help trade to function using different examples. For example, a furniture manufacturer might ask the bank for a loan for expansion or use transport to get the furniture to the shops.
	evaluate the extent to which businesses are involved in trade and/or commerce	The command word 'evaluate' indicates an important skill to be tested in the final assessment of this subject. With this in mind, divide learners into four groups and give each group one example of a business. Each group makes a written judgement saying how much their business is involved in trade and/or commerce. (I)
1.5 The relationship between industry, commerce and direct services	discuss ways in which industry, commerce and direct services are inter-related and interdependent	Give learners a table showing a list of occupations in the left-hand column and four headings, <i>primary</i> , <i>secondary</i> , <i>commercial service</i> and <i>direct service</i> , at the top of the other columns. Learners tick the appropriate heading for each occupation. (F) Using further business examples, such as a farm, learners identify how each business is dependent on each of the four headings in the table above. Theory: http://bellaskewl.blogspot.co.uk/2014/01/the-relationship-between-industry.html (relationship between industry, commerce and direct services)
Past and specimen papers		
7100 past examination papers: Nov 2019 Paper 21 Q1		7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

2. Retail trade

Syllabus ref	Learning objectives	Suggested teaching activities
2.1 The role of the retailer in the chain of distribution	<p>identify functions of the retailer as the middleman between manufacturer and consumer</p> <p>evaluate possible responses to changes in customer requirements and expectations</p>	<p>Begin by asking learners what shops/retailers do for them as consumers. Compile a list of functions. Add any functions not mentioned by learners. Repeat the activity, this time asking learners what shops/retailers do for wholesalers and manufacturers. Learners work in groups to research what changes have occurred in customer requirements and to find out how these requirements have been met by retailers. (I)</p> <p>Extension activity: learners suggest and explain ways that a high street retailer can respond to their customers buying goods online.</p> <p>Theory: www.preservearticles.com/education/what-are-the-functions-of-a-retailer/21443 (functions of a retailer)</p>
2.2 Types of retailer	<p>describe the characteristics of different types of retailer, including: large and small (hypermarkets, supermarkets, multiples, department stores, speciality shops, unit/independent retailers, street markets)</p> <p>discuss the advantages and disadvantages of each type of retailer</p>	<p>Plan a visit to a local shopping area. Learners draw a map of the shopping area and during the visit to identify the different types of retailers (department stores, speciality shops, markets, multiples, etc.). Learners should use different colours to show these different types on their maps.</p> <p>Learners should also make a note of the characteristics of each type of retailer: range of goods sold, prices charged, whether there is self-service or personal service, any customer facilities such as a café. Elicit feedback in the classroom. (F)</p> <p>There are many videos of street markets around the world; show two of these in order to demonstrate the similarities between markets, even in different parts of the world.</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/ (revision test questions) Video: www.youtube.com/watch?v=jC-xfDLFxSs (hypermarket) Video: www.youtube.com/watch?v=zhBV6d4YBXc (differences between department stores and multiple chain stores)</p>
2.3 Large-scale and small-scale retailing	<p>discuss the advantages and disadvantages of large-scale retailing</p> <p>discuss the effects of large-scale retailers on wholesalers, other retailers and consumers</p>	<p>Divide the class into two halves. Ask one half to discuss the advantages of large-scale retailing and the other half the disadvantages of large-scale retailing. Each half presents their findings to the other, responding to questions from you and the other learners.</p> <p>Learners should imagine that they are a small-scale retailer selling food. Ask them to suggest ways on how they could survive in competition with supermarkets. (F)</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/2010/08/advantages-and-disadvantage-of-large.html (large-scale retailing)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>explain why the small-scale retailer often survives, including: personal service, opening hours, additional services provided</p>	<p>Video: www.youtube.com/watch?v=xXooV7sPqYI (advantages of large-scale retailing)</p>
<p>2.4 Selling techniques and methods and the implications of e-commerce</p>	<p>discuss the importance, advantages and disadvantages of selling techniques, including: branding, own brands, logos, packaging, self-service, after-sales service, barcoding, Electronic Point of Sale (EPoS), direct mail, factory outlets, shopping centres and internet auctions</p> <p>describe the use of computers to aid retailing</p> <p>describe characteristics of mail order, telesales, television shopping, online shopping (e-tailing) and discuss the advantages and disadvantages to retailers and consumers of these methods of selling</p> <p>evaluate the likely implications for retail outlets and consumers of the growth of online shopping and e-commerce</p>	<p>Ask learners the following questions:</p> <ul style="list-style-type: none"> • What selling techniques do supermarkets use? • Why do they put certain goods, such as newspapers, in certain parts of the store? • Why do you think supermarkets have their own brand products? • Why are goods packaged? (F) <p>Distribute empty packets around the class and ask questions:</p> <ul style="list-style-type: none"> • What does the bar-code mean? • Why are the goods packaged the way they are? <p>Theory: https://bizfluent.com/about-5552663-importance-packaging-branding-marketing.html (importance of branding and packaging)</p> <p>Video: www.youtube.com/watch?v=mlrHQJVVnIA (packaging tips)</p> <p>The topic of computers aiding retailing can be linked with barcoding. Show the video on how the EPoS system works, and get learners to answer questions about it on a worksheet that you've prepared in advance.</p> <p>Video: www.youtube.com/watch?v=7VVktPge-zw</p> <p>Online shopping is a large and increasingly important commerce topic. Ask: Why do people like shopping for certain goods online?</p> <p>After discussing the advantages put learners in groups and ask them to consider the disadvantages of online shopping, exploring points such as cost, quality and the difficulty of returning goods. Then show the video and see how many correct points that learners have come up with.</p> <p>Theory: www.aeffelab.com/en/2017/04/21/e-commerce-advantages-and-disadvantages-of-online-selling/ (the advantages and disadvantages of shopping online shopping)</p> <p>Video: www.youtube.com/watch?v=96lYp_VmS_E (the advantages and disadvantages of shopping online)</p>
<p>2.5 Trends in retailing</p>	<p>describe trends in retailing, including: omnichannel</p>	<p>Learners will differ in their experiences of these trends. Some will be familiar with shopping by smartphone, while others will know about loyalty programmes. It is important to find out what learners know and</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	retailing, self-service check-outs, development of loyalty programmes, virtual retailing, mobile retailing (m-commerce), shopping anywhere/anytime	<p>understand with regard to retailing trends through a classroom discussion. Support them using video and explanations of each trend.</p> <p>Theory: www.paldesk.com/omnichannel-retailing-what-is-it-and-why-is-it-important/ (omnichannel retailing) Video: www.youtube.com/watch?v=ewyTGmAlGgo (trends in retailing) Theory: https://en.wikipedia.org/wiki/Self-checkout (self-service checkouts) Video: www.youtube.com/watch?v=SGnZ2GAjgXI (self-service checkouts) Theory: www.thebalanceeveryday.com/customer-loyalty-program-2892218 (loyalty rewards) Video: www.youtube.com/watch?v=-Rw2UMD1I4o (loyalty rewards)</p>
Past and specimen papers		
<p>7100 past examination papers: Nov 2019 Paper 21 Q2 Nov 2019 Paper 22 Q5 Jun 2019 Paper 22 Q1</p>	<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>	

3. Consumer credit

Syllabus ref	Learning objectives	Suggested teaching activities
3.1 Use of credit	<p>outline the concept of credit</p> <p>analyse reasons for the increased use of credit</p> <p>discuss the advantages and disadvantages of credit to the buyer and the seller</p>	<p>Ask learners how they can buy goods without using money. Suggestions are likely to include credit cards, store cards and hire purchase. It is important to point out that credit is different from sources of finance such as a loan or an overdraft, as the latter are not directly linked to buying goods and services from a retailer.</p> <p>Show an image of how much credit is used in a country for buying goods and services, with a breakdown of the types of credit available.</p> <p>Theory: www.dekopay.com/blog/2018-10-why-is-there-demand-for-consumer-credit/ (reasons for credit) Video: www.youtube.com/watch?v=KuyZmbjs9T0 (video on the advantages and disadvantages of credit)</p>
3.2 Types of credit	<p>3.2.1 Hire purchase</p> <p>identify main features</p> <p>discuss advantages and disadvantages to consumers and retailers</p> <p>explain how the finance of hire purchase operates compared with extended credit</p> <p>3.2.2 Extended credit (deferred payments)</p> <p>3.2.3 Store cards</p> <p>3.2.4 Credit cards</p> <p>3.2.5 Informal credit</p> <p>identify main features</p> <p>discuss advantages and disadvantages to consumers and retailers</p>	<p>Display a chart showing the five different types of credit in this specification. Divide the class into five groups, with each group researching one type of credit, its features, and its advantages and disadvantages to both consumers and retailers.</p> <p>Collect leaflets and newspaper cuttings on all the different types of credit for learners to use as part of their research; this will help them to see at first-hand the differences in interest rates charged and conditions given.</p> <p>Each group reports back with a presentation. Assess their work with questions and a written assignment. (F)</p> <p>Hire purchase: Theory: www.rac.co.uk/loans/what-is-hire-purchase Video: www.youtube.com/watch?v=7JPPSrs</p> <p>Store cards: Theory: www.moneyadvice.service.org.uk/en/articles/store-cards-explained Video: www.youtube.com/watch?v=P6brIM25V8Y</p> <p>Credit cards: Theory: www.360financialliteracy.org/Topics/Credit-and-Debt/Credit-Cards/Advantages-and-Disadvantages-of-Credit-Cards Video: www.youtube.com/watch?v=1dYeTntpWUA</p>

Syllabus ref	Learning objectives	Suggested teaching activities
3.3 Suitability of different types of credit	evaluate the suitability of different methods of credit in given situations (including calculations of the cost associated with different methods of credit)	<p>Learners work out the cost of buying a good or service using the different methods of credit they have looked at, and decide which is the most suitable in different situations. This can initially be a class exercise followed up by paired work exercises and examples.</p> <p>Theory: www.finder.com/uk/loans-for-laptops (comparing the cost of credit for a laptop) Video: www.youtube.com/watch?v=M1C1pY053Yc (the cost of credit)</p>
Past and specimen papers		
7100 past examination papers: Jun 2020 Paper 22 Q3 Nov 2019 Paper 21 Q2 Nov 2019 Paper 22 Q2		7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

4. Wholesale trade

Syllabus ref	Learning objectives	Suggested teaching activities
4.1 The role of the wholesaler in the chain of distribution	<p>explain different patterns of distribution and evaluate their use in given situations</p> <p>analyse trends in wholesaling: forces making for the elimination and the survival of the independent wholesaler</p>	<p>Ask learners what a wholesaler and a channel of distribution are. (F) Learners should be keeping a glossary of commercial terms in their files.</p> <p>Using the terms <i>manufacturer/producer, wholesaler, agent, retailer</i> and <i>consumer</i>, learners could work in groups to decide how to display four channels of distribution for different products, e.g. tools, sweets, fruit and imported cars.</p> <p>Theory: https://tourismteacher.com/the-chain-of-distribution/ (what is a distribution channel) Video: www.youtube.com/watch?v=aOT4Wnuv3E8 (video on channels of distribution)</p> <p>Learners watch a video on the future role of the wholesaler www.youtube.com/watch?v=BuVEXcXegGc.</p> <p>Extension activity: in groups, learners suggest reasons for the decline of the wholesaler and to decide what actions wholesalers need to take to survive. Learners report back in a presentation.</p>
4.2 Functions and services of the wholesaler	<p>describe functions and services provided by the wholesaler</p> <p>evaluate the importance of the wholesaler to the manufacturer and retailer</p>	<p>Try to arrange a visit to a wholesaler, and provide learners with a worksheet of questions covering the goods for sale, the wholesaler's main customers, where they obtain their supplies, what method of selling they use and their main services.</p> <p>During the visit, learners make a sketch of the layout of the wholesaler's warehouse. If you cannot visit a wholesaler, learners could design a questionnaire and, after looking through their local trade directory, write to or telephone a wholesaler to obtain answers.</p> <p>Hold a class debate between those arguing for the continued existence of the wholesaler and those who want wholesale eliminated.</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/2010/08/wholesale-trade.html (the functions of wholesalers) Video: www.youtube.com/watch?v=JzLoo8cFJBI (the role of the wholesaler in the chain of distribution)</p>
4.3 Intermediaries	<p>evaluate the role of agents (including brokers and factors) and export merchants in international trade</p>	<p>Learners need to explain the work of overseas agents, namely brokers and factors and also export merchants.</p> <p>Learners find the differences between brokers and factors.</p> <p>As the command word 'evaluate' is used in this section of the syllabus, it is important that learners are encouraged to make judgements on the role of overseas agents. For example, learners should include</p>

Syllabus ref	Learning objectives	Suggested teaching activities
		<p>statements such as 'since they are specialists in international trade, it is far better to leave the importing and exporting of goods to experts than try to do it yourself'. It is useful to review examples of evaluations that are included in the published mark schemes for all the 6- and 8-mark questions in past examination questions.</p> <p>Theory: www.bizmove.com/export/m7e.htm (types of intermediaries) Video: www.youtube.com/watch?v=xSgDZCLD5-I (on the work of import agents)</p>
Past and specimen papers		
<p>7100 past examination papers: Jun 2020 Paper 22 Q4 Nov 2019 Paper 22 Q4 Jun 2019 Paper 22 Q5</p>	<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>	

5. Documents of trade

Syllabus ref	Learning objectives	Suggested teaching activities
5.1 Documents of home trade	<p>identify and interpret key information and explain the purposes of documents used in home trade, including: enquiry, quotation, price list, order, invoice, advice note, delivery note, credit note, statement of account, receipt</p>	<p>Give learners an activity using home trade documents. Ask learners to work in groups placing each set of numbered home trade documents in the correct order. Follow this up by drawing a diagram to show the correct sequence.</p> <p>In groups learners design their own documents for a new business, creating a wall chart to display and share their ideas.</p> <p>Theory: www.advance-africa.com/documents-used-in-home-trade-1.html (home trade documents) Video: www.youtube.com/watch?v=490Vi7dMRt0 (home trade documents)</p>
5.2 Terms of payment	<p>define the terms cash discount, trade discount and mark-up</p> <p>calculate cash discount, trade discount and mark-up and evaluate their use in given situations (including calculations)</p>	<p>Show learners an invoice and explain the terms <i>trade discount</i> and <i>cash discount</i>. This should be reinforced with calculation practice exercises, as the syllabus clearly states the need for learners to calculate (whether on the written paper or on the multiple-choice paper).</p> <p>Theory: http://keydifferences.com/difference-between-trade-discount-and-cash-discount.html (cash and trade discount) Video: www.youtube.com/watch?v=flgdWEq7Erc (trade and cash discount)</p> <p>Learners watch a video on how to calculate mark-up. Theory: http://smallbusiness.chron.com/calculate-markup-cost-1666.html (calculating mark-up) Video: www.youtube.com/watch?v=obQ-0kBKbX8</p> <p>Provide learners with the formula for mark-up and work through an initial exercise as a whole class before giving learners individual exercises to complete. (I)</p>
Past and specimen papers		
7100 past examination papers: Nov 2019 Paper 22 Q4 Jun 2019 Paper 22 Q5 Jun 2019 Paper 23 Q3		7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

6. International trade

Syllabus ref	Learning objectives	Suggested teaching activities
6.1 The importance of international trade	<p>define the term <i>global market</i></p> <p>explain the benefits of international trade to a country</p> <p>define imports, exports, visible and invisible trade</p> <p>apply these terms to given products or services</p> <p>examine the interdependence of countries within the global market</p>	<p>Introduce learners to the meanings of the term <i>global market</i> and the other key terms. Make cards showing these international terms and their definitions, as well as some examples of visible and invisible trade items. Learners in groups then match the appropriate terms, definitions and examples.</p> <p>Learners can play the international trade game www.economicsnetwork.ac.uk/showcase/sloman_game. The game needs no computing facilities and uses only very basic equipment, such as scissors, pencils, rulers and paper; preparing the materials for the game usually takes about 20–30 minutes and, except for paper, all the materials can be reused. Follow the instructions provided in the resource and debrief the activity focusing on the benefits of international trade and the interdependence of countries in a global world. Make sure that spend 20 minutes de-briefing the outcomes of the game. (F)</p> <p>Theory: http://benefitof.net/benefits-of-international-trade/ (the benefits of international trade) Video: www.youtube.com/watch?v=HfN8BnRJryQ (the importance of international trade)</p>
6.2 Balance of Trade and Balance of Payments	<p>differentiate between Balance of Trade and Balance of Payments</p> <p>calculate and interpret statistics relating to international trade, including Balance of Trade and Balance of Payments from given figures</p> <p>explain how commercial activities may affect the Balance of Trade/Balance of Payments</p>	<p>Working in pairs or threes, learners research the current account position of a particular country and then calculate its balance of trade and balance of payments, and the possible consequences of the deficit/surplus. They should then make a presentation. At the end of the presentation, hold a class discussion on the similarities and differences of the consequences of having a balance of payments deficit or surplus. (F)</p> <p>Theory: http://keydifferences.com/difference-between-balance-of-trade-and-balance-of-payment.html (the differences between balance of trade and balance of payments) Video: www.youtube.com/watch?v=YIQgeyKV-QM (balance of trade and balance of payments)</p>
6.3 Customs authorities	<p>describe the main functions of customs authorities, including: collection of duties, collection of trade statistics,</p>	<p>Most learners will have some idea, although limited, of the role of a customs authority. Many learners will view their main function as enforcing immigration controls. You will need to broaden learners' perspective by</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>enforcement of trade restrictions, supervision of bonded warehouses</p> <p>explain how the work of customs authorities affects trade</p>	<p>explaining that their work involves much more than simply immigration. A quiz on their functions or a word search could be used to do this. (F)</p> <p>Theory: http://ezinearticles.com/?Functions-Of-Excise-Authorities-And-Customs&id=7202187 (the functions of customs authorities)</p> <p>Video: www.youtube.com/watch?v=2UDZwNIVqNg (the role of customs authorities)</p> <p>Video: www.youtube.com/watch?v=fNvo_to9Nxs (how customs work)</p>
6.4 Free trade, trading blocs and protectionism	<p>describe free trade</p> <p>describe the main features and aims of a trading bloc</p> <p>discuss the advantages and disadvantages of joining a trading bloc, e.g. ASEAN, European Union, SADC</p> <p>evaluate the importance of free ports in international trade</p> <p>explain how restrictions on trade are applied, including: licences, tariffs, quotas, embargoes and their possible effects on commercial activities</p>	<p>This is an interesting area in which learners can enjoy exploring and debating. All the endorsed textbooks provide information on the arguments for free trade and protectionism.</p> <p>Learners can examine current cases using newspaper articles, news websites and the WTO website. They could do a role play or hold a debate on this topic. For instance, in debating whether country X should impose trade restrictions on shoes from country Y, learners could take the roles of country X ministers, country Y ministers, country X shoe producers, country Y shoe producers, workers in the country X shoe industry, workers in the country Y shoe industry, country X consumers, country Y consumers and WTO officials.</p> <p>Working in groups, learners could find examples of trade restrictions employed by a number of countries; each group would then give a presentation to the rest of the class on their findings. (I)</p> <p>Theory: http://smallbusiness.chron.com/advantages-trade-developing-countries-3844.html (free trade)</p> <p>Video: www.youtube.com/watch?v=J-qGCZ4wmxs (what is free trade)</p> <p>Theory: www.investopedia.com/articles/economics/08/tariff-trade-barrier-basics.asp (trade restrictions)</p> <p>Video: www.youtube.com/watch?v=_e2gQxN1OBg (types of trade restrictions)</p>
6.5 Difficulties faced by exporters and importers	<p>describe the main difficulties, including: distance, language, methods of payment, documentation, transport, different customs, non-payment, currencies, exchange rates, duties, competition</p>	<p>If possible, invite an outside speaker who has knowledge of importing and exporting to talk about the difficulties they face when buying and selling abroad. This can be supported by watching a video.</p> <p>Learners write a description of the difficulties for international trade, using the notes that they made from the visiting speaker's talk and watching the video. (I)</p> <p>In groups, learners follow particular rates of exchange for a number of weeks and produce a chart to show how the rate changed. (I)</p> <p>Theory: www.mvstudyguide.com/commerce/tutorials/international-trade/difficulties-faced-by-exporters-and-importers/ (international trade difficulties)</p> <p>Video: www.youtube.com/watch?v=O3aGldrnybl (international trade difficulties)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
Past and specimen papers		
	7100 past examination papers: Jun 2020 Paper 22 Q2 Jun 2020 Paper 23 Q1 Nov 2019 Paper 22 Q1	7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

7. Advertising

Syllabus ref	Learning objectives	Suggested teaching activities
7.1 The role of advertising	<p>show understanding of the purposes of advertising</p> <p>describe the types of advertising: informative, persuasive, collective (generic) and competitive and explain when they would be used</p> <p>discuss the advantages, dangers and criticisms of advertising when selling goods and services</p>	<p>Learners are likely to enjoy exploring the topic of advertising. A good starting point is to collect a variety of advertisements for different products from magazines. In groups, learners categorise them into the respective advertising types.</p> <p>Learners need to consider the advertising that could be used for a variety of different products. They can look at how two or three products are advertised, and then discuss, by asking, whether each advertisement is effective or not.</p> <p>Learners work individually or in small groups to develop their own advertising strategy for a product of their choice, using a realistic budget. They can research local advertising rates in various media. (I)</p> <p>Learners could hold a debate about advertising: one group speaking on the benefits of advertising and the second group on the dangers of advertising.</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/2010/08/advertising.html (types of advertising) Video: www.youtube.com/watch?v=s32voK6UgBw (the purposes of advertising) Theory: http://commerceforbeginning.blogspot.co.uk/2010/08/danger-of-advertising.html (dangers of advertising) Video: www.youtube.com/watch?v=BUUpD1Y5ex0 (criticisms of advertising)</p>
7.2 Media	<p>identify the main forms of advertising media, including: television, radio, internet, cinema, newspapers (local and national), magazines, trade journals, trade fairs and shows, leaflets/flyers, packaging, direct mail, sponsorship, catalogues/brochures, digital billboards, transport vehicles, displays – point of sale and window, neon lights, signs</p>	<p>Working in groups, learners invent a product and give it a brand name (or, to save time, select an existing type of product and rebrand it). Each group should then design the packaging for their product, suggest and explain what advertising media they would use to advertise it, design the advertisement(s) and present their ideas to the other groups using a wall poster. In the debriefing, it is important to evaluate the factors which led learners to choose a particular medium or media over others. (F)</p> <p>Theory: www.thebalancesmb.com/different-types-of-advertising-methods-38548 (different forms of advertising) Video: www.youtube.com/watch?v=Qc0DW5qj7LY (advertising methods) Video: www.youtube.com/watch?v=CzksdLVD7iY (choice of media) Theory: http://commerceforbeginning.blogspot.co.uk/2010/09/considerations-governing-choice-of.html (choice of media) Video: www.youtube.com/watch?v=CzksdLVD7iY (choice of media)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>discuss the advantages and disadvantages of the main forms of advertising media</p> <p>evaluate the factors affecting choice of medium in given situations</p>	
7.3 Methods of appeal (devices)	<p>explain methods of appeal (devices), including: colour, emotions, ambition, famous people, music</p> <p>select methods of appeal in given situations</p>	<p>Show a collection of television advertisements and ask learners to write down what method of appeal each advertisement is attempting to use. Hold a class discussion then view the advertisements again to share feedback.</p> <p>Extension activity: working in groups, learners choose a product and prepare a 30 second television advertisement to promote it. They then act it out for the rest of the class and other learners decide what method of appeal each advert is using.</p>
7.4 Sales promotion	<p>distinguish between advertising and sales promotion and explain why businesses use sales promotions</p> <p>describe methods of promotion, including: point of sale, offers, sponsorship, displays, competitions, coupons, sales periods, loss leaders</p> <p>evaluate the factors affecting choice of sales promotion methods in given situations</p>	<p>Learners look at magazine and newspaper advertisements to identify examples of sales promotions used to sell goods or services and the reasons for using them. This work can be presented as a report to the rest of the class. (I)</p> <p>A visit to a local supermarket is a good way to view a range of sales promotions taking place. Again, a talk by a member of staff on the use of sales promotions would be beneficial here.</p> <p>Theory: www.marketingteacher.com/sales-promotion/ (sales promotion) Video: www.youtube.com/watch?v=BDcTSTMKfbE (types of sales promotion)</p>
7.5 Trends in advertising	<p>describe trends, including: digital billboards, product placement, importance of internet advertising, mobile</p>	<p>Learners will be well aware of pop-up and banner advertisements on the internet, and advertising on their mobile phones and social media sites. Building on their knowledge, ask learners to work in groups to identify and describe three modern advertising trends, then report back to the rest of the class.</p> <p>Theory: www.businessdictionary.com/definition/product-placement.html (product placement) Video: www.youtube.com/watch?v=bfysPadNzcw (product placement in movies)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	phone advertising, use of social media, digital video	Theory: www.marketingdonut.co.uk/direct-marketing/mobile-and-text-marketing/mobile-and-text-marketing-overview (mobile and text marketing) Video: www.youtube.com/watch?v=9m45nVsvvEY (social media advertising)
Past and specimen papers		
7100 past examination papers: Jun 2020 Paper 22 Q5 Jun 2019 Paper 22 Q2 Jun 2019 Paper 23 Q5	7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written	

8. Communications

Syllabus ref	Learning objectives	Suggested teaching activities
8.1 Importance of communications in trade and the global market	<p>show understanding of the importance of communications in trade and the global market</p> <p>evaluate the need for rapid and accurate communication in trade and in the global market</p>	<p>Working in groups, learners prepare two short case studies: one illustrating good communication in a business setting and one showing poorly used communication. They should highlight what went well in the successful situation and what went wrong in the problem situation and report on this to the class. The class can decide how they could have improved the communication in each problem situation. Each case study can be shown as a wall poster. (F)</p> <p>Theory: https://bizfluent.com/info-7761139-importance-communication-international-business.html (the importance of communications in international trade) Video: www.youtube.com/watch?v=6bICKhTvoko (the importance of communications in the business world)</p>
8.2 Methods of communications, internal and external	<p>describe methods of communication, including: oral, written, telephonic, electronic (including: mobile phones, internet, intranet, email, teleconferencing, videoconferencing) and explain how each might be used in a given situation</p> <p>discuss factors affecting choice of method in given situations</p>	<p>Begin this topic with some practical oral communication exercises, e.g. getting learners to draw an object described orally by another learner. This could lead to a discussion about different methods of communication. (F)</p> <p>Play 'whispers'. First devise a message of about ten words. Whisper it to another person without anyone else hearing. This person then passes it on to the third person and so on. Then assess how much the message has changed at the end.</p> <p>Learners could investigate the communication methods used in one type of business organisation, e.g. a shop. They could analyse what problems exist and how communication could be improved for the organisation.</p> <p>Provide some communications from other commercial situations or ask learners to find out the information themselves.</p> <p>There are plenty of activities for this topic in all the endorsed textbooks. It is important to cover a range of oral, written and electronic communication methods, explaining how each might be used in a range of different commercial situations.</p> <p>Theory: www.tutorialspoint.com/management_concepts/communication_methods.htm (communication methods) Videos: www.youtube.com/watch?v=n7RTRLTluYw www.youtube.com/watch?v=7BIYJVr7M2U (types of communication)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
8.3 Postal services	describe postal services explain in what circumstances different postal services might be used	Collect a range of leaflets on the post office services provided in your country. Ask learners to make a presentation/poster showing each of the services and when they would be used. Give groups of learners a selection of letters and packets of different weights and sizes and ask them to weigh them and calculate the postal charges for each item, based on the post office leaflets or their wall chart. Theory: Learners use online research to view different postal services in their country and other countries. Video: www.youtube.com/watch?v=rEV8KuHytIw (India postal services)
8.4 Trends in communication	identify trends and developments in communication, including: computer hardware (tablets, smartphones, in-touch interfaces), use of social media, application stores (app stores) and importance of the mobile phone as a multi-functional tool	Learners research what applications for communication are available on mobile phones and tablets and how these can be used to communicate in commercial context. Theory: https://exotel.com/blog/4-biggest-trends-in-communication-for-2020/ Video: www.youtube.com/watch?v=HRtzSBZVhic (mobile phones)
Past and specimen papers		
7100 past examination papers: Jun 2020 Paper 23 Q3 Jun 2019 Paper 23 Q5		7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

9. Transport

Syllabus ref	Learning objectives	Suggested teaching activities
9.1 Transportation	<p>evaluate the importance of transportation in the chain of distribution</p> <p>describe the characteristics of different methods: road, rail, air, sea, waterways, pipeline</p> <p>describe different modes of transport used for road, rail, air and sea, including: passenger train, goods train, ferry, tanker, bulk carrier, cruise liner, container ship, cargo liner, delivery vans, buses, shared taxis, passenger aircraft, freight planes</p> <p>evaluate the factors affecting choice of method in given situations</p> <p>evaluate the benefits to a business of having own transport</p>	<p>Have a classroom discussion to identify and explain the reasons why transport is needed. (F)</p> <p>Learners work in groups to identify examples of different forms of road, rail, air and sea transport.</p> <p>Learners consider a range of situations, either taken from endorsed textbooks or examples appropriate to your country, and evaluate the best choice of transport for each one. For example, a bakery distributing bread around a town would normally use road transport.</p> <p>Use a case study of a business owner who owns their own transport to help learners evaluate the benefits of this. Hold a class debate where two sides look at the pros and cons of a business owning its own transport.</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/search/label/Transportation (methods of transport) Video: www.youtube.com/watch?v=LTw13-tn438 (methods of transport) Theory: www.economicdiscussion.net/articles/advantages-and-disadvantages-of-road-transport-in-india/2191 (advantages and disadvantages of road transport in India) Video: www.youtube.com/watch?v=vIK1MvtC6_I (advantages of road transport over road transport)</p>
9.2 Containerisation	<p>identify main features</p> <p>discuss advantages and disadvantages</p> <p>discuss reasons for increased use</p>	<p>It would be useful to visit a container port or watch a video on containerisation. Remind learners that 'features' are different from 'advantages', as these are often mixed up. To help learners appreciate the difference, ask one group to find out the features of containers, e.g. large boxes, made of metal, easy to stack. Ask other groups to find out three advantages or disadvantages of using containers, and ask one group to find out reasons for their increased use. Groups report back and share their findings with the class.</p> <p>Theory: www.economicshelp.org/blog/7637/trade/containerisation/ (containerisation) Video: www.youtube.com/watch?v=gAs01Xr1U8w (containerisation)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
9.3 Ports and airports	describe services offered at seaports and airports for the handling of goods and passengers	<p>Divide the class in half. Ask learners in one half to work in pairs to research the services offered at an airport, ask learners in the other half to work in pairs to research services offered at a seaport. After 15-20 minutes, ask all the airport pairs to join up with a seaport pair to identify similarities and differences. Ask some combined pairs to report to whole class and elicit any missing information from the rest. (I)</p> <p>Theory: https://aztecmarine.net/2018/01/what-are-port-services-and-why-do-i-need-them/ (services at seaports) Video: www.youtube.com/watch?v=4Ln8GaDfh8k (air cargo at East Midlands Airport)</p>
9.4 Transport documents	identify and use the key information and explain the purposes of transport documents: delivery/consignment note, bill of lading, air waybill (including calculations)	<p>Show real transport documents to the class.</p> <p>Learners complete real transport documents with relevant information. Encourage them to complete some appropriate calculations when doing this.</p> <p>Theory: www.globalnegotiator.com/blog_en/transport-documents-cmr-bill-of-lading-air-waybill/ (transport documents) Video: www.youtube.com/watch?v=iC5_q6mgBjk (shipping documents)</p>
9.5 Developments and trends in transportation	explain developments and trends in the handling of goods and passengers, including: growth of air freight, express road routes, changes in use of rail transport, high speed trains, mass rapid transport, importance of logistics, increased use of freight forwarders, demands on transport from global market	<p>Divide learners into groups and ask each group to research new developments in one type of transport. For example, the air transport group would cover developments such as : larger cargo planes, more airports, more airline routes, increased automation of handling, and better aircraft design. Each group would report back and share their findings with the other groups. Again, you will need to act as a facilitator in this process. (F)</p> <p>Theory: http://smallbusiness.chron.com/importance-business-logistics-30906.html (the importance of logistics) Video: www.youtube.com/watch?v=cZFPKQ30g1U (logistics) Theory: https://smallbusiness.co.uk/freight-forwarder-2544115/ (freight forwarding) Video: www.youtube.com/watch?v=MLhXYBPMDIw (freight forwarding)</p>
Past and specimen papers		
7100 past examination papers: Jun 2020 Paper 23 Q1 Nov 2019 Paper 21 Q1 Nov 2019 Paper 22 Q1		7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

10. Warehousing

Syllabus ref	Learning objectives	Suggested teaching activities
10.1 Role of warehousing	<p>describe warehousing functions</p> <p>evaluate the importance of warehousing to businesses and trade, including: links with seasonal production, demand, protecting supply and price stability</p>	<p>Learners consider what they think to be the functions of a warehouse. Build up their existing knowledge with detailed explanation, supported by a word search on warehouse functions. (F)</p> <p>Learners find out the difference between seasonal production and seasonal demand, with examples of both. They can then analyse and evaluate the effects of seasonal production and seasonal demand on warehousing. (I)</p> <p>Theory: www.absolute.co.com/2017/05/26/warehousing-types-functions/ (warehouse functions) Video: www.youtube.com/watch?v=OfM8KThdegl (warehouse functions)</p>
10.2 Types of warehouse	<p>identify the main features of bonded, cold storage, cash and carry, manufacturers' and retailers' warehouses and large-scale retailers' regional distribution centres</p> <p>evaluate the importance of each in either home or international trade</p>	<p>If possible, arrange a visit to a cash-and-carry warehouse (or another type of warehouse) and ask learners to report back on how the warehouse is organised, how the goods are stacked, who its main customers are, what it sells, what incentives are offered to customers and where it obtains its supplies from.</p> <p>Back in the classroom, debrief the visit and ask learners to evaluate the importance of warehousing to trade in a classroom discussion.</p> <p>Theory: www.yourarticlelibrary.com/retailing/warehouses-types-5-types-of-warehouses-explained/48302 (types of warehouses) Video: www.youtube.com/watch?v=wUdFQ-8wmQ8 (types of warehouses)</p>
Past and specimen papers		
<p>7100 past examination papers: Nov 2019 Paper 21 Q4 Jun 2019 Paper 22 Q5 Jun 2019 Paper 23 Q1</p>		<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>

11. Insurance

Syllabus ref	Learning objectives	Suggested teaching activities
11.1 Purposes of insurance	<p>describe the purposes, including: risk reduction, compensation, financial protection, business confidence, investment</p> <p>evaluate the importance of pooling of risk</p>	<p>Start with a class discussion on some of the risks that are present in life, and elicit any examples that may have affected individual learners, such as fire or theft. This will lead into the question: Why is insurance important? (F)</p> <p>Many of the learners' answers will focus on compensation, but it is important to widen their understanding of the purposes of insurance to include business confidence and risk reduction.</p> <p>Use the class to create a pool of risk. Each member of the class contributes a small amount of (fake) money to a class pool. Select three learners to suffer a loss, as a result of three different risks, and then to claim a quarter of the money. Discuss what happens to the rest of the money with the class.</p> <p>Theory: www.nibusinessinfo.co.uk/content/purpose-business-insurance (purposes of insurance) Video: www.youtube.com/watch?v=JMAem5c9yqM (purposes of insurance) Theory: https://finance.zacks.com/risk-pooling-insurance-1890.html (pooling of risk) Video: www.youtube.com/watch?v=xvPlaW444BA (pooling of risk)</p>
11.2 Business and personal risks	<p>identify and describe the main types of business and personal risk and explain why they are important</p> <p>distinguish between insurable and non-insurable risks</p> <p>explain why some risks are not insurable</p>	<p>Learners imagine that they have just bought a shop or a factory, and ask them to work in groups to suggest some of the insurance risks that they might want to insure their property against. (F) A number of business risks should be mentioned.</p> <p>Then ask learners to think about the types of insurance risks that affect them as private individuals, and that they might need to insure against. A range of ideas, from travel to pet insurance, will hopefully result.</p> <p>Finally, ask learners to think of three examples of business risk that cannot be insured against, such as bad management or a fall in demand, and three examples of personal risk that cannot be insured against, such as examination failure. (F)</p> <p>Theory: www.investopedia.com/terms/u/uninsurable-risk.asp (non-insurance risks) Video: www.youtube.com/watch?v=BI0la3MyrRI (types of insurance)</p>
11.3 Insurance principles	<p>explain the essential elements of insurance principles, including: indemnity (including contribution and subrogation), insurable interest, utmost</p>	<p>Ask learners questions to develop their understanding of insurance principles. For example: can you insure someone else's house and collect compensation if a fire happens, or will you be given \$500 for a stolen item if you stated on the proposal form that it was worth \$500 but it is only worth \$50?</p> <p>Learners create a list of all insurance principles and their meanings, with examples of their use.</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>good faith and explain how they are applied</p> <p>evaluate the importance of insurance principles when taking out insurance and making a claim in given situations (including calculations relating to insurance premiums and compensation payments)</p>	<p>Provide articles and reports from newspapers/internet about incidents involving insurance claims, and ask the learners, working in groups, to name the risk and the insurance principle involved in each.</p> <p>Extension activity: learners should practise making calculations involving average clause and contribution.</p> <p>Theory: (insurance principles)</p> <p>Video: www.youtube.com/watch?v=EmR6MykjtW8 (principle of indemnity)</p>
11.4 Effecting insurance cover	<p>outline procedures, including calculating premiums</p> <p>identify the main documents of insurance, including: proposal form, cover note, policy and explain their purposes</p> <p>evaluate the role of an insurance broker</p>	<p>It is useful to have a set of actual insurance documents to show learners to bring the subject into the real world.</p> <p>You could ask an insurance broker to talk to your class about their role in insurance, or watch a video.</p> <p>In groups ask learners to create a flow chart to show the sequence of steps involved, from a client going to the insurance broker to find out about insurance to the receipt of the insurance policy. The flow charts should be displayed around the room for debriefing by the teacher.</p> <p>Theory: www.naturesave.co.uk/insurance-documents-downloads/ (insurance documents)</p> <p>Video: www.youtube.com/watch?v=KTlwVdb82q8 (role of an insurance broker)</p>
11.5 Statistical basis of insurance	<p>analyse factors influencing the level of insurance premium</p> <p>evaluate insurance quotations</p>	<p>Going back to the shop and factory examples in 11.2, ask learners to suggest factors that they think an insurance company will take into account when deciding the premium for the insurance risks they thought of.</p> <p>Learners view different quotations from insurance company websites/insurance comparison websites and make decisions on the best value provided. (I)</p> <p>Theory: http://classroom.synonym.com/statistics-used-determining-insurance-rates-7257.html (factors affecting premiums)</p> <p>Video: www.youtube.com/watch?v=5ZoVWJrOPVk (factors affecting premiums)</p>
11.6 Effecting a claim	<p>outline procedures, including claim form</p>	<p>Stage an accident, for example, someone lying on the floor with a chair tipped over. Work through with the learners the actions that need to be taken in order to make an insurance claim.</p>

Syllabus ref	Learning objectives	Suggested teaching activities
		<p>Provide images of scenes where insurance claims can be made, such as a burgled room (with a list of items missing), a (non-serious) car accident, for example. In pairs, learners create a flow chart to show the sequence of steps involved in effecting a claim.</p> <p>Theory: www.moneyadviceservice.org.uk/en/articles/making-an-insurance-claim (how to make an insurance claim)</p> <p>Video: www.youtube.com/watch?v=5M2vGNeT-oY (video on making an insurance claim)</p>
Past and specimen papers		
<p>7100 past examination papers: Jun 2020 Paper 23 Q5 Nov 2019 Paper 22 Q3 Jun 2019 Paper 23 Q2</p>	<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>	

12. Banking

Syllabus ref	Learning objectives	Suggested teaching activities
12.1 Banking services	<p>distinguish between deposit/savings accounts and current/cheque accounts</p> <p>describe services and documents provided to personal and business customers, including: paying-in slip, bank statement, night safe, ATM services, internet banking, telephone banking</p> <p>explain when each service and document would be used</p>	<p>Divide learners into groups and ask them to carry out research on a particular bank in your country. They could then give a presentation to the rest of the class, summarising their findings. The websites of banks usually provide a great deal of relevant information. (I)</p> <p>Learners could visit a branch of a commercial bank or, if that is not possible, go on the website of a commercial bank, and find out as much as they can about the activities of the bank. They could make a poster summarising all of these financial activities.</p> <p>If possible, arrange for the class to visit a bank or, if not, arrange for a speaker from a bank to give a talk to the class. As banks are keen to attract new customers, this can be an ideal marketing opportunity for them. Many commercial banks produce videos and DVDs summarising the work that they do, which could be shown to the whole class.</p> <p>Create a quiz for learners to match different bank services to the correct definitions, e.g. 'used to deposit money after hours' and 'a night safe'. (F)</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/2010/08/banking-and-finance.html (bank services) Video: www.youtube.com/watch?v=tsYJFHDeKhU (bank services)</p>
12.2 Means of payment for home and international trade activities	<p>identify the characteristics and purposes of means of payment in home and international trade, including: cash, cheques, credit transfers, standing orders (banker's order), direct debits, debit cards, credit cards, electronic transfers, documentary credits (letters of credit), bank drafts</p> <p>evaluate factors affecting choice of method of payment in given situations</p>	<p>Collect as many home trade means of payment forms as possible, e.g. blank cheques, credit transfer forms and standing orders. Hand them out to pairs of learners who complete them using information you provide. They should also write a description of each means of payment that they complete. A wall display of the completed forms can be displayed along with analysis of where any improvements could be made to the forms.</p> <p>Learners can then do the same activity with international trade means of payment, i.e. completing some blank forms, describing the purpose of each, then creating another wall display, this time entitled 'International means of payment'.</p> <p>Create a quiz for learners to match means of payment with the correct definitions. (F)</p> <p>Theory: www.technofunc.com/index.php/domain-knowledge/banking-domain/item/different-types-of-payment (means of payment in home trade) Video: www.youtube.com/watch?v=QA-Q-3eOGLU (the difference between standing order and direct debit) Theory: www.trade.gov/methods-payment (means of payment in international trade) Video: www.youtube.com/watch?v=gGc-mRXXrkM (means of payment in international trade)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
12.3 Trends in banking	<p>describe trends, including mobile and digital banking, the mobile wallet</p> <p>discuss the concept of the cashless society</p> <p>evaluate the implications of internet banking, including the closure of bank branches</p>	<p>Start by showing a video(s) on the future of banking and the idea of a cashless society. You can use the links below or select your own.</p> <p>Theory: www.securities.io/what-is-digital-banking/ (digital banking) Video: www.youtube.com/watch?v=TfXOpNGvZ7Q (digital banking) Theory: www.thebalance.com/pros-and-cons-of-moving-to-a-cashless-society-4160702 (cashless society) Video: www.youtube.com/watch?v=faTTx_EceO4 (cashless society)</p> <p>Learners can discuss a particular banking trend, e.g. internet banking, mobile banking, the pros and cons of a cashless society. Groups could then present their findings to the class, using a display to show the benefits and drawbacks of each trend.</p> <p>Theory: www.thebalance.com/what-is-an-online-bank-315204 (internet banking) Video: www.youtube.com/watch?v=fx1BTyOmYk8 (online banking)</p>
Past and specimen papers		
<p>7100 past examination papers: Jun 2020 Paper 23 Q3 Nov 2019 Paper 22 Q3 Jun 2019 Paper 23 Q4</p>	<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>	

13. The business unit

Syllabus ref	Learning objectives	Suggested teaching activities
13.1 Location of a business, including retail units	<p>evaluate factors to be considered, including: labour, markets, transport, power and raw materials, competition, suppliers, communication, government influence in given situations</p>	<p>A good way to start this topic is to ask learners to research, either online or in local newspapers, into a business that has just set up in a new location. They should investigate the factors that might have influenced this choice of location. (I)</p> <p>Learners work in groups and discuss possible business locations for different businesses, e.g. a supermarket, a car repair garage, a tinned pea factory and a power station. For each business, they should rank the factors which will influence the choice of business location by putting them in order of priority. This should help learners to understand the factors that influence different businesses.</p> <p>Extension activity: learners investigate the incentives, both in their country and in one other country, that are aimed at encouraging businesses to locate there.</p> <p>Theory: www.tutor2u.net/business/reference/business-location-introduction (business location) Video: www.youtube.com/watch?v=T1dg_KAy3tl (choosing a business location)</p>
13.2 Public and private sectors	<p>distinguish between enterprises in the public and the private sector</p> <p>identify the characteristics of public sector enterprises</p>	<p>In groups, learners draw up a table to show five public and five private enterprises in their country. (I)</p> <p>Learners compare the control, finance, objectives and disposal of profits of a public sector business (e.g. a hospital or school) with those of a private sector business, e.g. an advertising agent.</p> <p>In most countries there are certain industries, such as rail transport, where it is felt to be more desirable for those industries to be in the private sector than in the public sector. This could lead to a debate between groups on whether, for example, rail transport should be in the public or private sector.</p> <p>Theory: www.tutor2u.net/business/reference/private-and-public-sector-organisations (difference between public and private sector) Video: www.youtube.com/watch?v=6AfATaoWZR8 (public and private sector)</p>
13.3 Main forms of business organisation in the private sector	<p>identify the main forms of business organisation, including: sole trader, partnership, limited company (private and public)</p> <p>describe their characteristics relating to size, ease of</p>	<p>Divide the class into groups and provide each group with information about the main features of one form of business organisation. Each group could then decide which features are advantages and which are disadvantages for the type of business they are looking at. (I)</p> <p>Learners examine why a business organisation may wish to change its structure, e.g. why a sole proprietor may wish to form a partnership, or why a private limited company may become a public limited company. This could be done as a group activity.</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>setting up, ownership, control, liability of owners (both limited and unlimited), documents required, provision of capital, distribution of profits</p> <p>evaluate the appropriateness of different forms of ownership in given situations</p>	<p>Extension activity: a more challenging activity would be for learners to research the information about the different forms of business themselves, then present their findings to the class using a table of advantages and disadvantages.</p> <p>Extension activity: learners investigate the various forms of business in their local area. As a group or class, learners could comment on the suitability of that form for each business. (I)</p> <p>Extension activity: ask the group that initially researched partnerships to work with the group that considered the characteristics of being a sole proprietor and to discuss the possible consequences for the sole proprietor business if it became a partnership. The two groups would then have to decide what to do and why. Ask the other groups each to combine with one other group and do the same thing.</p> <p>If possible, invite a local entrepreneur who has changed the structure of their business, or who is considering doing so, to give a talk to the whole class. Or you might want to invite speakers from different businesses to talk to learners about this topic.</p> <p>Learners could set up their own limited company for an enterprise activity within the school/college. This activity could then be used to connect with many other aspects of the Commerce syllabus.</p> <p>Theory: http://commerceforbeginning.blogspot.co.uk/search/label/Types%20of%20Business%20Organization (types of business organisations) Video: www.youtube.com/watch?v=7CIJwCK2ysk (types of business organisation)</p>
13.4 Franchises	<p>describe the main characteristics of franchises</p> <p>discuss the advantages and disadvantages of franchises for particular businesses</p>	<p>Most learners will know many examples of franchises and be able to provide these in an opening session for this topic.</p> <p>Extension activity: ask learners to research (online) franchise opportunities in their area. When they have found one, ask them to make notes explaining the benefits of entering into a franchise opportunity.</p> <p>Divide learners into groups of three. One learner in each group will act as an entrepreneur wishing to start up a franchise, another learner will act as someone who wants to set up business as a sole trader, and another learner will act as the bank manager. The bank manager has to decide who the money should be lent to, and explain why. Learners can swap roles to repeat the activity.</p> <p>Theory: www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-franchising (advantages and disadvantages of franchising) Video: www.youtube.com/watch?v=4VKKI59514Y (the benefits of buying a franchise)</p>
13.5 Multinationals	define <i>multinational company</i>	Ask learners what they think a multinational is and elicit the reasons for the existence of multinationals in different industries, e.g. the oil industry or the soft drinks industry. Learners need to learn to evaluate the importance of multinationals in global trade.

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>explain reasons for the existence of multinationals in the global economy</p> <p>evaluate the importance of multinationals in the global economy</p> <p>evaluate the opportunities offered to, and conflicting interests of, multinational companies locating in individual countries</p>	<p>This is a good opportunity for learners to give presentations on the case for and against multinationals. A case study of a multinational that wants to set up business in your country could be used for this purpose. Ask two or more groups to prepare a case for or against the MNC setting up. The presentations could then be followed by a class discussion. Learners either recommend, or alternatively don't recommend, that the MNC be allowed to set up, justifying their decisions.</p> <p>Theory: https://corporatefinanceinstitute.com/resources/knowledge/strategy/multinational-corporation/ (what multinationals are, reasons for existence, their advantages and disadvantages)</p> <p>Video: www.youtube.com/watch?v=Gcf7RKigZSs (multinationals)</p>
Past and specimen papers		
<p>7100 past examination papers: Nov 2019 Paper 21 Q3 Nov 2019 Paper 22 Q2 Jun 2019 Paper 22 Q1</p>	<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>	

14. Finance

Syllabus ref	Learning objectives	Suggested teaching activities
14.1 Sources of finance	<p>distinguish between long-term and short-term finance</p> <p>discuss the main features, advantages and disadvantages of:</p> <ul style="list-style-type: none"> - long-term finance, e.g. shares (ordinary and preference), debentures, mortgages, loans, sale and leaseback - short-term finance, e.g. overdraft, factoring, leasing, trade credit, hire purchase <p>describe methods of self-financing, including: retained earnings (retained profits), sale of assets, savings</p> <p>evaluate the suitability of choice of finance (including self-financing) in given situations</p>	<p>In groups, learners could study a particular business to discover why the business needs finance.</p> <p>All the endorsed textbooks cover the basic material on sources of finance, including the advantages and disadvantages of different sources. Learners need to explore the different types of finance available. You could invite a bank manager into class to talk about the types of finance available through the bank, or you might ask groups of learners to research the options available in your country. Learners could read about each source, and categorise them into short-term and long-term.</p> <p>Learners work in pairs to develop a role play: one learner wants a loan to buy new computers and the other is a bank manager. (I)</p> <p>Learners work in groups to research different types of finance (e.g. groups focus on short- or long-term, internal or external) and present this information to the whole class or in the form of a report or visual presentation. (I)</p> <p>The presentations could be followed by a discussion on the factors to consider when selecting one source of finance over another source of finance. For example, why choose a bank loan instead of retained profits for a new factory building? The amount required, the interest rates charged and the objectives of the business will be some of the factors for learners to consider here. Make sure they understand the implications of the different alternatives in terms of the amount of capital that could be raised and the risks involved.</p> <p>Theory: www.tutor2u.net/business/reference/sources-of-finance-for-a-startup-or-small-business (sources of finance)</p> <p>Video: www.youtube.com/watch?v=JSIfwHDpkro (sources of finance)</p>
14.2 Finance for commercial activity	<p>identify, define, calculate and examine the importance in commercial situations of capital (fixed capital), working capital, assets and liabilities, sales turnover, rate of inventory turnover, gross profit and profit for the year (net profit)</p>	<p>To many learners, this topic proves to be the most challenging one.</p> <p>Give learners a set of cards showing various examples of assets, liabilities and capital items for them to categorise. A more challenging activity would be for learners to choose a business they are familiar with and make a list of the types of assets and liabilities it has.</p> <p>It is important for learners to distinguish between fixed capital and working capital and then to be able to show that together they make up the total assets used by a business. One way to illustrate this is to provide a</p>

Syllabus ref	Learning objectives	Suggested teaching activities
		<p>jumbled list of a business's assets and liabilities, then ask learners to calculate the working capital (after providing the formula), the total fixed assets and the total assets of the business.</p> <p>Get learners to find newspaper (or online) financial stories relating to sales turnover and profit. Discuss with learners why businesses are interested in increasing sales and making a profit.</p> <p>Learners explore the different ways that profit can be calculated.</p> <p>The concept of <i>rate of inventory turnover</i> is often confused with <i>sales turnover</i>. Give learners the formula and get them to carry out calculations.</p> <p>Theory: www.bankofamerica.com/smallbusiness/business-financing/learn/what-is-working-capital/ (working capital) Video: www.youtube.com/watch?v=2yr12sM8LhI (working capital is and its importance)</p>
14.3 Improving commercial performance	<p>explain methods of improving sales turnover, rate of inventory turnover, profit and working capital, including: reducing expenses, increasing mark-up, changing prices, improving marketing, introducing new products in given situations</p>	<p>Divide the class into four groups. Each group will research one of the four methods required to improve commercial performance, then report back to the whole class, giving a presentation of their findings. (F)</p> <p>Theory: www.tutor2u.net/business/reference/methods-of-improving-profit (methods of improving profit) Video: www.youtube.com/watch?v=Q4JrQa9nXLg (methods of improving sales turnover)</p>
Past and specimen papers		
<p>7100 past examination papers: Jun 2020 Paper 22 Q4 Jun 2020 Paper 23 Q4 Nov 2019 Paper 21 Q5 Jun 2019 Paper 22 Q3</p>	<p>7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written</p>	

15. Changing environment of commerce

Syllabus ref	Learning objectives	Suggested teaching activities
15.1 Commercial activity and the external environment	<p>define the term <i>environment of commerce</i></p> <p>identify and explain the external PEST (political, economic, social, technological and environmental) factors that affect commercial activities</p>	<p>It is important to point out that commercial activities do not exist in isolation. Define the term <i>environment of commerce</i> as the external factors that influence commerce and how it operates.</p> <p>Ask learners, working in groups, to give three examples from your own country for each of the PEST headings. Learners can share these with other learners on posters around the classroom and use them as the basis for discussion. (F)</p> <p>Theory: www.marketingteacher.com/pest-analysis/ (PEST analysis) Video: www.youtube.com/watch?v=mCdcdf-b8AU (PEST analysis)</p>
15.2 Commercial and environmental effects of e-commerce	<p>describe the characteristics of an e-shop, including: use of website, wide range of goods, delivery dates, return option</p> <p>explain commercial effects, including: change in supply, such as retailers supplying directly from warehouses rather than from their stores, more communications (online orders), smaller packages leading to greater use of couriers and air transport, opening of new consumer markets such as China and India</p> <p>explain environmental effects, including: increased use of transport for deliveries, greater vehicle emissions, less lighting needed in stores, greater use of electricity for use of computers, search for</p>	<p>Learners work in groups/pairs to review e-shops on the internet and see how they differ in the way they are organised. (I)</p> <p>Learners then compare use of a traditional retail outlet to buy a product (e.g. an item of clothing) with buying the same item using e-commerce.</p> <p>Extension activity: in groups, learners design a webpage for a new online sports retailer.</p> <p>The commercial and environmental effects of e-commerce, especially relating to the opening of new markets and the transporting of goods, need to be explained. Learners, in pairs, could each identify and explain one commercial and environmental effect of e-commerce. It will be interesting to see how many effects are covered.</p> <p>Theory: https://acowebs.com/impact-ecommerce-society/ (effects of e-commerce) Video: www.youtube.com/watch?v=Ykft689OfyE (the impact e-commerce)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
	sustainable solutions for the movement of goods	
15.3 Commerce and the environment	<p>identify negative impacts of commerce on the environment, including: exploitation of some countries' natural resources, dangerous products being extensively advertised, retail developments spoiling the natural environment</p> <p>explain how businesses attempt to deal with environmental impacts, including: recycling, using less packaging, ethically-produced goods, environmentally-friendly products</p>	<p>Ask learners to consider ways in which commercial activity impacts on the environment, using newspapers, online resources and their own experiences. Learners could present their findings in a report, poster or as a presentation to the class. This could include a grid showing which groups or organisations have been affected. (F)</p> <p>There is plenty of opportunity for exploring the issues of environment and ethics. In addition to the endorsed textbooks, there are a number of scenarios and resources online that you might find useful, for example there is an interesting case study which looks at the impact of a flower farm on a lake in Kenya. This, or another example of your choice, could be used as the basis for a discussion or you could develop it into ethical or environmental questions for learners to work through in pairs or for homework.</p> <p>This particular topic is very good in terms of learners giving presentations on ethical or environmental issues. Different groups could prepare a case for or against a new factory or mine being opened in your country. The presentations could then be followed by a class discussion.</p> <p>Learners could also research the measures that your country might use to limit the impact of business activity. (I)</p> <p>Theory: www.isoqsltd.com/can-businesses-reduce-environmental-impact/ (ways for a business to deal with environmental impacts) Video: www.youtube.com/watch?v=Eyod5Rq52m0 (ways for a business to deal with environmental impacts)</p>
15.4 Consumer protection	<p>evaluate the growing importance of consumer protection in the global economy</p> <p>describe the actions buyers or sellers might take in given situations, including: making a complaint, dealing with faulty or poor quality goods or services</p>	<p>Learners work in groups to design a leaflet showing the places/agencies where consumers can go for help. Some discussion will need to take place on why consumer protection is necessary.</p> <p>Learners can share some of their own consumer problems and how they were dealt with. The use of the command word 'evaluate' requires learners to make judgements in this section.</p> <p>Working in groups, learners discuss and draw a series of pictures showing a consumer complaint. The complaint may be one that they personally made or, for example, taking back a faulty product to a retailer or complaining about poor service in a restaurant. Learners should show the sequence of actions by drawing pictures with explanatory captions underneath. These pictures can then be mounted as a wall display. (I)</p> <p>Theory: www.bbc.co.uk/schools/gcsebitesize/business/marketing/marketingmixrev3.shtml (consumer protection) Video: www.youtube.com/watch?v=Pt8y8fJr6qA (how to make a complaint)</p>

Syllabus ref	Learning objectives	Suggested teaching activities
Past and specimen papers		
7100 past examination papers: Jun 2020 Paper 22 Q5 Nov 2019 Paper 21 Q1 Nov 2019 Paper 22 Q2		7100 specimen examination papers for examination from 2018: 7100 Paper 1 Multiple Choice 7100 Paper 2 Written

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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