

Edexcel 9BS0 & AQA 7132 — what The Business School actually covers

A specification-by-specification breakdown of how the live classroom simulation maps to UK A-Level Business — with assessment-objective coverage and a sample Section B-style question showing how the in-game experience translates to exam answers.

Edexcel A-Level Business 9BS0

The simulation is built around four content pillars from the 9BS0 specification: marketing decisions, financial planning, strategic decision-making and external influences. Coverage levels below indicate how directly the in-game mechanics exercise each sub-clause.

Spec ref	Sub-clause	Where it shows up in the simulation	Coverage
1.2	The market — demand, supply, market structure	Live market view across five product categories; market response to pricing	Partial
1.3	Marketing mix and strategy — pricing, product, promotion	Per-round pricing decisions; product-mix selection; price elasticity surfaces immediately	Full
2.2	Financial planning — sales forecasts, revenue, costs	Live cash flow, sales log, profit margin tracking per round	Full
2.3	Managing finance — cash-flow forecasts, working capital	VAT account (20% UK rate) with HMRC payment deadlines; cash-flow visualisation	Full
2.5	External influences — economic, legal, social factors	Crisis events: Tax Hike, Recession, Supply Crisis, New Competitor, Demand Boom, Viral Product	Full
3.1	Business objectives and strategy — strategic choice	Initial strategy choice (low-cost, premium, niche) with consequences across rounds	Full
3.3	Decision-making techniques — under uncertainty	Auction bidding, customer-contract acceptance, stock-buying choices under time pressure	Partial
3.4	Influences on business decisions — corporate culture, ethics	ESG dilemma pop-ups during play (whole-class vote on the projector)	Partial
3.6	Managing change — responding to external shocks	Adaptive responses required after crisis events fire	Full
4.1	Globalisation — economic shocks, factor mobility	Recession + Supply Crisis events model external macro shocks	Partial

Coverage scale: **Full** = simulated mechanic the student must use · **Partial** = touched through events or scaffolding · **Light** = surfaced only in the post-game reflection.

AQA A-Level Business 7132

For AQA centres, the same in-game mechanics map across the marketing, finance, operations and decision-making sections of 7132. Section codes below are the published high-level groupings for the specification.

Section	Area	Where it shows up in the simulation	Coverage
3.2	Managers, leadership and decision making	Team strategy choice, role of decision-making under time pressure	Partial
3.3	Decision making to improve marketing performance	Pricing, product mix, demand response, competitor reactions	Full
3.4	Decision making to improve operational performance	Stock management, supply-chain response under crisis events	Partial
3.5	Decision making to improve financial performance	Cash flow, VAT, profit margin, recession adaptation	Full
3.7	Analysing the strategic position of a business	Live leaderboard + market pulse on the projector view	Partial
3.9	Strategic methods: how to pursue strategies	Strategy execution and pivoting across multiple rounds	Partial
3.10	Managing strategic change	Reflection and reset after a crisis event triggers a strategy review	Partial

Assessment objective coverage

The simulation gives students structured opportunities to demonstrate all four assessment objectives within a single 60-minute lesson. Strength below reflects how naturally the simulation surfaces evidence for each AO without additional scaffolding.

AO1

Knowledge & understanding

Students recall and apply terminology — price elasticity, contribution, working capital, VAT — in the moment of use.

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AO2

Application

Every pricing, stocking and contract decision is an applied use of theory in the firm's specific context.

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AO3

Analysis

Cause-and-effect surfaces live: a price rise produces a measurable demand drop, a stock-out a measurable margin impact.

STRONG

AO4

Evaluation

End-of-game reflection and AI report give students a written record of trade-offs to evaluate in the next written task.

STRONG

Sample exam question — see how it lands

The most common HoD question is "yes but how does playing actually translate to exam marks?" Here is one worked example using the standard Edexcel Paper 1 / Paper 3 evaluation format.

EDEXCEL PAPER 1 (SECTION B) — 20-MARK STYLE

Evaluate the extent to which a UK retailer should pass on a 20% rise in raw material costs to its customers. (20 marks)

HOW THE SIMULATION PREPARES STUDENTS FOR THIS

- **AO1** — During play students used *contribution*, *price elasticity*, and *cash flow* as live decision tools, not just textbook terms.
- **AO2** — In the simulated Supply Crisis event students *experienced* raw-material costs jumping mid-round and had to choose: absorb, pass on partially, pass on fully. The exam answer can quote that lived context.
- **AO3** — Students saw the cause-effect first-hand: those who fully passed costs on lost market share; those who absorbed lost margin. Both halves of the analysis are now backed by evidence the student watched happen.
- **AO4** — The written reflection after the lesson and the AI report give the student two reference points for "in the short run ... but in the long run ..." — the evaluation construction examiners reward.

THE MARK DIFFERENCE (TYPICAL OBSERVATION)

- Students who *only* studied the topic from a textbook tend to write generic answers that score in the AO1–AO2 band.
- Students who played the simulation the week before tend to add concrete cause-effect chains and balanced evaluation, lifting answers into the AO3–AO4 band.
- Pilot data measuring this lift will be published on this page after the May 2026 cohort.

Use this in your scheme of work

Two suggested entry points, depending on where you are in the term:

1. **Mid-Theme consolidation lesson** — after teaching pricing, finance or external influences, run the simulation as a single lesson and reflect against the spec content just covered.
2. **Mock-prep week** — run the simulation 5–7 days before a Section B mock. Students reference the lived experience in their evaluation paragraphs.

Classroom teachers: spotted a spec mismatch or know of a specific sub-clause worth adding? Email sakari.laajoki@gmail.com. Feedback is credited.