



General Certificate of Secondary Education

Business Studies 4131

Unit 13 Business Start Up

Report on the Examination

2010 examination - June series

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General Issues

Centres are to be congratulated on their preparation of candidates for this new paper. This year's Unit 13 proved to be accessible and resulted in a wide range of marks. Candidates were able to identify with the scenarios and so were able to answer the questions in context.

With two questions, it is reasonable to expect a similar format to this paper in the future. The second question was more demanding and each question finished with a longer evaluative question. Although some of the questions specified the number of responses required, this will not always be the case. Where there was a weakness, it was with the final parts to the questions where some candidates failed to make the judgement or decision (recommendation) required by the question. With five out of the seven available marks being awarded for evaluation on these questions, this limited the marks that could be awarded.

Candidates should be encouraged to read the items before answering the questions that follow. These items will always include prompts to help them in answering the questions and so enable them to answer in context. It was pleasing to note that many candidates were able to do this and so were awarded the higher level application marks.

Overall, the paper proved to be accessible with very few students failing to attempt all of the questions. In future, any candidate who enters the examination with knowledge of the specification should find the paper accessible and so should be encouraged to attempt all of the questions. However, to gain the higher level mark they will need to demonstrate their ability to both apply their knowledge to the given scenario (A02 marks) and make valid judgements (A03 marks).

Question 1

- (a) This question proved to be accessible, with many candidates picking up maximum marks. Note that on a 'what is meant by' question such as this, a definition of revenue minus costs would have been sufficient to gain full marks.
- (b) Many candidates did pick up on the key points suggested by the case study; that an inexperienced entrepreneur should be encouraged to plan and that a business plan would help to convince the Prince's Trust to make the £5000 grant. This question managed to differentiate well, with candidates who were able to apply their knowledge of business plans to the scenario gaining the third and fourth marks available. Those candidates who did not apply their knowledge were limited to two marks.
- (c) Regrettably, some candidates failed to make a clear recommendation to answer the question. As 7 of the 10 marks were awarded for evaluation, this limited the marks that they could achieve. Meanwhile, other candidates struggled to apply the points they made to the scenario. The very best answers were those that made a clear recommendation, justified by a line of argument based on the context of this business. Many candidates were able to pick up on the target market being teenagers who may well be unable to drive and rely instead on public transport.

Question 2

- (a) The majority of candidates were able to offer a good explanation of job production. Regrettably some candidates did not know the term, and instead attempted to explain the general concept of production.
- (b) This question was generally well answered, but some failed to explain why their objective was relevant. The better answers picked up on an issue in the item and set an objective addressing that issue, such as increase customer awareness as many local residents did not know the shop was there. Answers giving sub-objectives, such as 'recruit an assistant manager', were accepted as valid responses.
- (c) Most candidates showed an ability to use their earning to identify benefits of external recruitment. To score well on the question, however, candidates needed to link these benefits to the Toy Shop.
- (d) There were many very good answers to this question that used the information provided within the cash flow forecast. The better answers managed to link the figures in the cash flow forecast with other information provided within Item B. For example, many students were able to link zero cash outflow on marketing with the limited awareness of the shop mentioned in Item B. Weaker responses merely described the figures shown in the cash flow forecast. Surprisingly few candidates spotted the significance of sales figures in a toy shop failing to show a significant increase in cash inflows forecasted around the Christmas period.
- (e) This proved to be an accessible question with many excellent responses. Candidates were able to analyse the three options before making clear recommendations on how Fernando should change his marketing mix. Weaker answers were those which failed to make reference to the item and the Toy Shop's specific circumstances.

Overall

Overall, centres are to be congratulated on their preparation of candidates to deal with this paper. The items in future papers will always try to give candidates a range of opportunities to raise issues that will enable them to put their answers into the context of the given scenario. Candidates should be encouraged to apply their knowledge to the context in this way.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.