



**General Certificate of Secondary Education
(Short Course)
June 2012**

Business Studies

413013

(Specification 4131)

Business Start Up

Report on the Examination

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General Comments

It was pleasing to see how well centres had prepared students for the demands of this paper. Students were clearly aware of the need to use the contexts provided in order to show their ability to apply their knowledge to context and across the paper; the vast majority did so effectively.

The paper's format is bedding down now with two separate questions, each with a distinct context provided by items that are proving to be highly accessible to students. This format will continue.

It was clear that those students who read, understood, and then used the contexts provided within their answers scored well, as a result of accessing AO2 marks. It should be noted that longer evaluation questions require the use of context to move past Level 1 – analysis out of context does not trigger AO3 marks. It is hoped that the importance of students assimilating and using the information provided within the items is clearly understood.

In the longer evaluation questions, evaluation can be credited throughout students' answers, not just at the end. The evaluation mark awarded is strictly determined by the extent to which the student's judgement is justified by the arguments they put forward.

Question One

- (a) Though generally very well answered, a worrying, albeit small, number of students appeared to have no notion of what is meant by a social enterprise. Other responses sometimes stumbled by describing a charity without showing an understanding of the enterprise aspect of the term.
- (b) This question was well answered, showing a good awareness of the 'sources of finance' section of the specification. Some students erroneously suggested that Omar could use 'fundraising activities, such as a cake sale'. Such responses fail to show the actual **source** of finance and emphasises the importance of students knowing what is meant by all the key terms within the specification.
- (c) This question was generally well answered with better responses often being as short as simply stating that profit is equal to revenue minus costs. Weaker answers failed to identify the notion that profit is what is left once something has been deducted from something else – simply relying on a statement along the lines of 'profit is the money made by the business'.
- (d) This question was well answered, with the vast majority of students helpfully showing their workings. This meant that, for some, 2 out of the 3 marks available could be awarded as, following a simple mistake, examiners could apply the Own Figure Rule to students' workings. A significant minority calculated revenue but failed to go any further.
- (e) Though a large proportion of students scored well, a significant minority found it hard to demonstrate analysis when tackling this question. Responses usually managed to identify issues in context (small/large sample size, children or teens), however many students failed to develop an understanding of the consequences of these issues; thus failing to effectively justify why one method may be more or less appropriate for Omar.

Question Two

- (a) A surprising number of students performed poorly on this question. Few found a way to contextualise, despite the item providing information such as ‘workers who have a range of specialist skills’ or ‘most of the work coming in the run-up to Valentine’s Day and Christmas’. Many identified problems of using part-time staff, though several seemed to confuse part-time with temporary. Others simply suggested that part-time staff work less hours so can produce less, failing to consider that if short-staffed, more part-time staff could be recruited.
- (b) Though clearly stated in the specification, a substantial minority of students seemed unsure of how personal recommendation may be used as a means of recruitment. Most, however, managed to identify a benefit and a drawback though fewer were able to explain why issues such as ‘a narrower pool of recruits, or new recruits already knowing someone in the business’ would be a drawback or a benefit to *MyTeddyBear.com*.
- (c) This was a well answered question, with students understanding the benefits of selling via the internet. The most common weakness was a failure to explain an identified benefit.
- (d) Many responses to this question showed a lack of understanding of the term ‘stakeholder’. Those with sound knowledge generally did very well, finding it simple to explain how different stakeholder groups might benefit from the consequences of a decision to target increasing profit by 50%.
- (e) Students produced some really good answers to this question, especially those that considered the short versus long term nature of the benefits of the machinery option. Without doubt, the best justifications were those rooted in the context, perhaps picking up the ‘hand-made’ aspect of the bears being crucial, or that staff tended to specialise in one task; that the training option would bring multi-skilling, whilst others used the 2013 objective as a useful piece of context around which to base a judgement. There was no evidence of students running out of time and, as a result, most students were able to produce a conclusion that allowed them to score evaluation marks, even if these were at a low level due to a lack of contextualisation or justification.

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Mark Ranges and Award of Grades

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