



General Certificate of Secondary Education

Business Studies 3133 *Specification B*

3133/3F Foundation Tier

Report on the Examination *2007 examination - June series*

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General comments

The question paper seemed to differentiate well over the total candidate entry. Many candidates were obviously capable and well prepared for the examination. Candidates were able to score good marks by demonstrating the ability to show the type of skills required to access the higher level descriptors in the marking criteria. Weaker candidates did not have a sufficient depth of knowledge and/or were unable to satisfactorily demonstrate the ability to use and apply this knowledge appropriately in order to obtain marks at the higher levels.

The question paper seemed to represent a fair test in terms of breadth of specification content covered. However, there were some instances of topics which could have been covered in more depth by some centres, for example, off-the-job training.

It is important that centres spend time ensuring that the specification is fully covered. Candidates must understand the importance of demonstrating the higher level skills of analysis and evaluation, and must be provided with opportunities to develop these skills.

Question 1

- (a) Generally well answered - most candidates got 2 or 3 marks.
- (b) Most candidates achieved marks for relevant knowledge, but often failed to **compare** the different forms of ownership. Some candidates also failed to offer justified reasons for their recommendations. Further, many candidates confused private and public limited status.
- (c) Sound knowledge of the two sources of finance was frequently demonstrated and candidates had obviously been well prepared. However, some made the mistake of assuming that machinery being leased by Sally and David would have to be repaired by the lessees rather than the leasing company, which is normally the case. Loans, as a means of acquiring the equipment, were often seen as better because they could be paid off in instalments, but this is usually the case with leasing as well. An inability to compare features of **both** methods and **justify** recommendations often cost candidates dearly in terms of overall marks.
- (d) This was a well answered question, with many candidates clearly able to recognise the advantages and disadvantages of direct selling, as opposed to the use of wholesalers. However, there were candidates who thought that wholesalers were retailers, and as a result did not score well. Another common mistake was to assume that Sally and David would have to pay the wholesalers for their service, or that the wholesaler would want paying to collect the crisps from the farm.
- (e) Many candidates simply could not justify their ideas made in 1(d) and scored low marks for what should have been an easy question.

Question 2

- (a) Generally well answered, candidates clearly knew what objectives are and were able to offer examples, particularly those from the data provided in the stem of the question.
- (b) This question differentiated quite well between candidates who just offered several methods and those who could clearly explain why a chosen method would enhance market share.
- (c) A high proportion of candidates underachieved on this question. This was because candidates did not consider the advantages **and** disadvantages of both methods. It was often the case that candidates did not consider that there might be disadvantages of using the website, and/or advantages of using a local newspaper. As a result candidates did not score above 4 marks, primarily due to poor exam technique.
- (d)(i) Generally a fairly straightforward route to 2 marks.
- (d)(ii) Candidates who focused on how the information might be important generally scored well. Most candidates were awarded at least 3 marks, very often achieving more as a result of at least one clear description.
- (e) This question highlighted a clear lack of knowledge. Candidates often failed to score and many failed to get more than one mark.
- (f) Some surprisingly weak answers, which were often not explained very well. However, better candidates found this an easy route to level 3/2 type answers.
- (g) A lot of candidates clearly did not know what 'off-the-job training' is, or decided to answer about training in general. As a result, the marks for this question were poor.

Mark Ranges and Award of Grades

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