



General Certificate of Secondary Education

Business Studies 3133

Specification B

3133/3H Higher 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, stakeholders.

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) Many 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. Too many candidates confused private and public limited status, and some attempted to introduce the concept of franchising, without success in most cases.
- (c) Many candidates demonstrated sound knowledge of the two sources of finance, and had obviously been well prepared. However, some candidates made the mistake of assuming machinery was being leased out by the owners of the farm. Knowledge base for this question was generally sound, however, 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.
- (e) Many candidates clearly understood pricing methods and generated answers demonstrating sound knowledge, but were often not as good at **comparing** between the two chosen methods. Candidates who discussed 'Buy one get one free' were not rewarded, as this is a sales promotion technique.

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 many candidates did not score above 4 marks, primarily due to poor exam technique.
- (d) Candidates who focused on how the information might be used generally in the process were not disadvantaged. For example, those who described the process leading to interview – including long-lists, shortlists and matching information to job description/person specification, without mentioning any particular piece of information, were fully rewarded.
- (e) This question highlighted a clear lack of knowledge. Candidates often failed to score and many failed to get more than one mark.

Mark Ranges and Award of Grades

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