



AS Business

7131/2

Report on the examination

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General

This paper proved to be accessible for students across all questions. Most students demonstrated skills across the range of assessment objectives. Those students who performed consistently well were able to demonstrate their ability throughout the paper. There were few occasions where scripts featured 'no response' and very few examples of timing appearing to be an issue. The most common question for 'no response' was question 2 which involved calculating gross profit margin.

More able students made good use of the insert for the analytical questions, and for evaluative questions used good judgement with developed points and support to their conclusions. Failure by some students to target the specific question limited some of the judgements made. The top scoring students demonstrated well-developed, concise, and balanced arguments that were critically considered in their conclusions. Overall, the most effective answers were clear, concise, and well-focused throughout. The quality of handwriting still remains an issue for some. It is difficult for examiners to follow an argument that is difficult to read and illegible numbers are impossible to credit.

Question 1

Overall, there were a significant number of full mark responses for this question. There were few "no attempted" responses seen for this question; however, there was a relatively high percentage of zero marks awarded demonstrating that too many students were not able to calculate a percentage change which is a required quantitative skill specified in the AS Business specification.

Question 2

This proved to be a more challenging question than the previous one. Some students were able to demonstrate their knowledge of the formula but then did not follow this through by using the right figures needed for the calculation. Approximately 3.5% responses seen were "not attempted".

Question 3

Overall, a well answered question with many students demonstrating very good knowledge and understanding of what a mission statement is and how a mission statement can benefit a business. Many students wrote strong explanations of a benefit of a mission statement and related this well to the case study. In this question we saw less than 1% "not attempted" responses.

Question 4

Marks awarded on this question were well spread. Those students scoring level 3 marks on this question did so by clearly demonstrating their knowledge and understanding of the different elements of the Boston Matrix and how the products mentioned in the case study fit within the Boston Matrix. The top marks went to those students who explained the consequences with good application used within their responses.

Question 5

There was a good spread of marks seen overall on this question and almost all students who gave a response had a good knowledge of budgets. Those students scoring in level 3 did so by using the context well and explaining how the delegation of budget control would impact the business. Most students approached the response with a positive viewpoint and made analytical points that discussed how the change would positively impact the business. Fewer students discussed the negatives but where these arguments were seen, they were often executed very effectively and led to marks in level 3.

Question 6

In this question many students balanced the two options to improve the cash flow of the business well. The stronger students used the case in their analysis throughout and linked their points effectively back to improving the cash flow position. The top scoring students achieving level 4 marks used the context very well to answer the demands of the question and gave a clear judgement as to which option would be the 'best' option to improve the cash flow position. Those achieving level 3 marks tended to do so with strong knowledge and understanding demonstrated, with good analysis of one or both of the options.

Question 7

There were many good responses to this question that showed good analysis, good use of the case study and good judgement in their decision making. The students scoring in the top levels for this question often did so by laying out their argument for an option early on in their response and then ensured that they showed balance in their analysis of the two options. The strongest students often discussed price elasticity of demand confidently and applied this concept very well to their analysis. Overall, this was a very well answered question.

Question 8

Students are getting better at focusing their arguments on ALL businesses and many are now using this aspect of the question in their judgements well. Not all of the responses seen picked up on the use of 'future' in the question and there were few that used this part of the

question as effectively as they could have in their judgements. Many students used the case study well in their arguments and applied their responses well. There was minimal evidence seen in this question of time being an issue.

Mark Ranges and Award of Grades

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