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GCSE

# Business Studies

413001: Setting up a Business  
Report on the Examination

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4133  
June 2015

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Version: 1.0

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## Overview

This is the second year of the revised assessment procedure with both examinations sat at the end of the course and in general there was an overall improvement in student's performance. The challenges for school and teachers in terms of revising work, which would in many cases have been taught up to two years earlier, were much better addressed

Technique was much improved this summer. Most answers demonstrated a real empathy for the three case studies with students producing answers that, in most cases, demonstrated good theoretical understanding and consistent application. Last year's advice to ensure responses were based on the context of the item was much better applied in this paper. The only real weakness was in question 2d where little use was made of the contextual hooks provided in the item. The final judgements were much more significant than in 2014 and this resulted in some excellent answers with fully justified recommendations. Analysis was less consistent with too many students producing a limited list of advantages and disadvantages sometimes not even in context but with little attempt at analysis or putting the discussion into the scenario described in the Item. As ever answering the question set rather than the one imagined is the secret to success for all questions.

## Question 1

- (a) Whereas most students scored on this question going for survive or make a profit, the explain element for the second mark was, however, missed by many.
- (b) This was not a particularly well answered question. Whilst the majority of students gained at least two marks through stating an advantage and disadvantage of a leaflet many of the answers made no attempt to address the context required by the question.
- (c) (i) Most students calculated the correct new revenue. Some failed to provide the £ sign or made it hard work for the examiner to identify what was the answer within the working provided.  
  
(ii) There were some really good answers, often using the data and/or calculations (in many cases building on their previous answer). There was, however, a significant minority of answers that made no attempt to use the context which resulted in them only gaining level 1 marks.
- (d) Successful students made good use of the data regarding a sole trader trying to gain reliable primary research with limited time and little budget but with the possibility of accurate targeting and promotional opportunities. A significant number, however, made no attempt to use the item and this resulted in evaluations that were too generic. Better judgements focussed on reliability as required by the question.

## Question 2

- (a) This was a very specific question relating to sending an item overseas. The best answers made an effort to address the overseas aspect of the question referring to customers or currency and language issues (often related to the new website). Many answers, however, were very generic referring to cost, time and distance.
- (b) This was a well answered question with a majority of students gaining more than half marks. Most responses used the item well and referred to sources such as friends and family and the bank (who were providing advice) based on the Item. With the business being a small private limited company other sources such as additional shares and retained profits were also allowed.
- (c) This question divided students into those who could just explain the features of the website and those who could also show how these features improved customer service. Most common answers related to feedback, on line sales and FAQs showing how these made the shopping experience more convenient or allowed for improvements for the on-line customer.
- (d) This question discriminated between those who were able to apply a clear understanding of the benefits of part time versus full time workers. There was often confusion regarding seasonal demand (less of an issue with a factory and the new website). Context was often weak with many students making no reference to the flexibility and loyalty referred to in the Item.

## Question 3

- (a) A well answered question with most students explaining at least one benefit in context. Weaker students often just restated the question which is insufficient for application. Better answers used the competitor and the high prices as the starting point for a valid explanation.
- (b) There was much good use of the context in this question so most answers gained Level 2 marks. Answers were often based round the £5000 cost of the floor, the probable temporary closure of the café (often related to the competitor) and the benefits to customers and employees after the work would be completed.
- (c) This final question allowed a number of valid routes to provide a good answer. Many students related their answer to the competitor situation at their current location compared to the better potential (but possibly more seasonal) demand at the craft centre. Valid references were also made to the loyal employees and the cost of the floor at the current venue. Overall this was well answered with much good analysis and well considered and often detailed evaluation.

## **Mark Ranges and Award of Grades**

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

## **Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)