



APPLIED GENERAL L3

APPLIED BUSINESS

ABS3 (Entrepreneurial Opportunities)
Report on the Examination

1830
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General comments

Commentary in this report relates to both January and June 2022 sittings.

The two assignment briefs this year:

- A Opportunities created by home working
- B Opportunities created by market disruption

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, the validity of the 2021 externally set assignments for ABS3 was extended. This meant portfolio tasks A and B were valid for January and June 2022 assessment. Students who partially completed the 2021 assignments, but didn't have the opportunity to submit their work in 2021, were therefore able to enter in the January or June 2022 series.

The two assignments were:

- A Opportunities created by environmentally friendly products
- B Opportunities created by community businesses

Overview

The most successful approach was found where students clearly engaged with the assignment brief. The context was clear from the outset with their selected entrepreneurial opportunities with purposeful research and reflection on this. Those students who clearly selected *their own* ideas for the 2 opportunities in P1 proved far more focussed and in context.

Key considerations on context:

It is essential to consider the context of the assignment brief selected.

Some students selected one of the 4 assignments but their selected entrepreneurial opportunities were not aligned to the context of the set brief. It is essential students do consider the context of the brief in future series.

It is essential to consider the personal context of the student within the assignment in order to access the higher merit and distinction levels.

Improvements from 2019 Report on ABS3

It was pleasing to note the improvement on the following areas of contention:

1 Myers-Briggs personality types and own skills levels

Students are providing more context and focus on the results of the Myers-Briggs tests into the evidence templates rather than copy and pasting the results. The evidence presented this series was largely found to be in context to the learner themselves, in their own words. This provides a positive impact on the achievement of both M2 and D1.

2 Support networks

A significant improvement this series. Specific context is now being found within the P5 template which is enabling access to the M4 string and other associated criteria, D2, M7, D4, M9 and D6. This accessibility is clearly of benefit to students in obtaining the higher grading.

The area of governments and NGOs is seen to be including specific groups in the local area that can provide relevant support, such as trusts, Chambers of Commerce and government web sites.

Administration

On occasions specification administration requirements were not met. There were two particular areas of concern:

- Students using material generated from previous assignments, notably 2019 Assignment B - Opportunities created by time poverty.
- "chunks" of work that were being accessed and used within the work of several students.

Such evidence is **not** acceptable.

Finally, centres should adhere to the time limits stated within the 'Guidance notes for tutors' ie approximately 6 hours assignment completion time. Evidence far in excess of this benchmark is again, not acceptable.

Key areas of concern

- 1 Customer value propositions
- 2 Contingencies

These continue to prove problematic. Ultimately lack of understanding of these key areas of content can result in weaker performance. In some instances, these can result in not achieving the pass standard on the unit.

To support students, it is essential that centres do ensure they understand the requirements within each area. To clarify:

1 Customer value propositions

Students do need to have a good understanding of this concept to support achievement within PO3. For P6: some centres continue to direct students to listing factors that support the choice of a CVP: innovation, target markets, competition and benefits provided by support network groups. The focus should be the **actual CVPs**. An outline may be a brief paragraph stating the needs met and 'pains' reduced by each CVP. The CVP should 'sell' the idea to the customer: the benefits, features or capabilities offered to the customer, grabbing their attention. It may be a strapline or graphic, possibly a web page, or other form of creative message to focus the customer on the key message they are attempting to convey through the CVP. This does have a significant impact on achievement of M5/D2 criteria, and M6/D3 plus M7/D4 strings.

2 Contingencies

P9: Students should outline four risks or uncertainties of their personal enterprise. Such risks/uncertainties should relate to their enterprise idea, ie be in context. These are things that *might happen*.

P10 relates to contingencies for these risks/uncertainties of their personal enterprise – not to be confused with risk *prevention*. The key is providing an outline of what to do if the unexpected **does happen**. For example, if you are having issues with your supplier not able to deliver stock to you. What contingency can you put in place? Some students are beginning to recognise that a contingency would provide the business with the capability of dealing with issues ie if something goes wrong, they have the capability of coping with it, rather than preventing the issue from occurring in the first instance. This does impact on achievement of M9 and D6 criteria.

Issues identified within each performance outcome

Issues identified have been classified as either a context issue, a focus issue or skill issue ie for Merit criteria, there should be evidence of at least one chain of argument, and for distinction criteria evidence of a supported judgement.

Performance outcome	Grading criteria	Commentary
PO1	P1/P2 Context	As mentioned above, the two market opportunities should be in context to the assignment brief, as should the associated risks/uncertainties in P2
	M1 Focus	Explanations do need to relate to both enterprise ideas provided in P1.
	P3-M2 Context & focus	Specific context to the learner.
	D1 Focus & supported judgement	The significance of factors could relate to either the personal skills of the learner or their personality type or both. The evidence will logically follow from M2, which provides support for judgements arrived at in D1.
PO2	M3 Focus	The template provides the necessary focus in order to meet the requirements of M3 ie the key features of the potential target market (explanation of this target market's: benefits looked for; willingness to pay; preferred channels of distribution).
	P5/M4 Context	Specific context to network support groups.
	P6 Focus & context	Understanding of a CVP is essential.
	M5 Focus	The benefits of each CVP should relate to the personal enterprise , not the benefits to the customer
	D2 Focus	The focus is provided on the template and should be addressed in order to meet the requirements of D2. Namely the most appropriate CVP considering innovation; potential target markets; competition; benefits provided by your support networks. Judgement(s) must have this range of evidence in support.
At this point, students should select which CVP they want to go forward with ie which enterprise idea.		
PO3	P7/P8 Focus	Mostly issues were found with operational activities – do students understand what operational activities are in the context of their choice of enterprise? Students also need to ensure they outline the methods of processing inputs to deliver outputs.
	M6/M7 Focus	Relate to how marketing/operational activities implement the CVP (from P6). This link must be evident. How does the marketing activity or operational activity specifically implement the benefits offered by the enterprise?
	D3/D4 Focus	D3 focuses on potential revenue, considering the marketing activities employed. There should be some element of control of revenue generation evident. Successful students clearly provided supported justification of their projected sales revenue figure. D4 focuses on potential costs, considering the operational activities employed. There should be some element of managing the costs evident. Successful students clearly

		<p>provided supported justification of their projected cost figures and how these might be contained; with some calculations evident.</p> <p>Both require support for the judgement(s) arrived at with a focus across all the associated activities on the viability of the personal enterprise.</p> <p>D3/D4 require the learner to reflect on their previous evidence.</p>
PO4	P9/M8/P10 Focus & context	<p>Refer to above commentary.</p> <p>M8 must follow on from the risks/uncertainties provided in P9, in context to the personal enterprise.</p>
	D5 Context	<p>Following through from P9/M8, judgements made on the seriousness or the impact of the risks on the personal enterprise.</p>
	M9/D6 Focus	<p>Satisfactory performance rests largely on correct completion of P5 and P10 criteria. Putting the contingencies into place (P10) and how the support networks may contribute to this (P5) needs to be clearly in context to the personal enterprise.</p> <p>D6 requires a supported judgement on the extent the learner would be dependent on their support network groups in order to implement the contingencies they face and holding their enterprise idea together.</p>

Concluding comments

Many students do generate an excellent quality of work providing a true reflection of potential entrepreneurial opportunities and how these can be exploited through personal enterprise. Successful students had a clear appreciation of the context and demonstrated self-awareness with a firm grasp of their CVP. All centres are encouraged to allow students to express their personal enterprise ideas in line with the selected brief. This sits well with the enterprising nature of the unit as a whole.

Mark Ranges and Award of Grades

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